

Introduction:

LEA: Potter Valley Community Unified School District **Contact (Name, Title, Email, Phone Number):** Damon Dickinson, Superintendent, damon@mcoe.us, 707-743-2101
LCAP Year: 2016/17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Critical input for the 15/16 and 16/17 LCAP occurred during both the 14/15 and 15/16 school years. During the 2014-15 school year the District Curriculum Committee met throughout the year and reviewed all District plans and discussed their alignment with the LCAP. The Curriculum Committee also completed a needs assessment regarding curriculum and staff development with support from the County Office of Education.</p> <p>The District held meetings of the District Technology Committee from</p>	<p>This process resulted in more specific Actions and Services, particularly regarding implementation of the Common Core State Standards (CCSS), staff development ,selection of curriculum materials and an emphasis on student access to and use of technology as seen in the 2015/2016 and 16/17 LCAP.</p> <p>The impact on the LCAP can be seen in the actions and services addressing the</p>

September through January 2014 and assessed the status of instructional technology in the District. The committee also initiated a needs assessment that resulted in plans for staff development, purchase of technology and support for teachers.

Beginning in November 2015, regular meetings of the School Board, updates were shared regarding the status of the implementation of the LCAP, including the LCFF and the time line for the Annual Review and development of the LCAP for 2016-17.

The comprehensive input process during the 2014-15 school year included written surveys for the community, parents, certificated and classified staff and students, grades 5-12. The student leadership team at the high school participated in development of the student survey that resulted in almost 100% participation of students, grades 5-12.

During the 2015-16 school year the Board was provided updates on the implementation of the 15-16 LCAP, the Annual Review, the timeline for development of the 2016-17 LCAP, the input process and results and the anticipated and, eventual, changes in the LCAP.

The Site Council / LCAP Advisory Committee included 3 parents, 3 students, 1 board member, site administrators, teachers, and classified staff and representatives of both the certificated and classified unions. Meetings were held on ,11/17, 2/2, 3/22, and 5/10. The Advisory Committee discussed and gave input on virtually all aspects of the LCAP development process and

level of support for teachers and the recommendation to update the District Technology Plan including support for maintenance and replacement of instructional technology.

This resulted in informing ongoing and new members of the Board about the LCAP, including it's annual review and development and the importance of including efforts to address state priorities. The Board and individual Board members actively participated in LCAP input activities and made community and parent school involvement and student access to technology high priorities in the 15/16 and 16/17 LCAP.

Survey results from the 15/16 and 16/17 school years indicated the following are high priorities that have all been included in the 16/17 LCAP:

- a) Increased communication and involvement with parents regarding students academic progress, school and district extracurricular activities, and early involvement of parents in planning and deciding changes particularly at the school site and classroom level.
- b) Use of technology to assist and expand learning.
- c) Enrichment activities.
- d) College and career readiness.
- e) Access for students to A-G and elective classes including vocational courses.
- f) The importance of positive teacher-student relations.
- g) District efforts to increase school attendance.
- h) Communication between teacher and parent when a student is struggling academically.
- i) Adequate instructional supplies for teachers.
- j) Increased involvement by classified staff in planning curriculum and instruction.

Each of these areas is addressed in the 15/16 LCAP Actions and Services.

- k) Assess the need and, if necessary, provide additional support for EL students in Math.

The LCAP Advisory Committee reviewed, discussed and commented on every aspect of the Annual Review, stakeholders input and subsequent changes in the 16/17 LCAP. As part of their last meeting the Advisory Committee reviewed the, "what changes in actions, services" section of the annual update. Changes made at this stage in their review were to "consider using

revisions for 2016-17.

A Community Forum was held on March 16th of this year with 20 participants. After an explanation of the LCAP, LCFF and statements about it's implementation and planning process, the remainder of the meeting was devoted to recording participant input and responding to questions. Participants also submitted input in writing.

A WASC review was completed at the High School in in March 2016. The Self-Study Action Plan, as a result of the High School Self Study and the Visiting Team Self Study provided valuable guidance for the High School and are included in the 16/17 LCAP.

The application process and approval of the Career Technical Education Incentive Grant (CTEI) provided an opportunity to review our Vocational Education courses and resulted in numerous recommendations and actions planned through the 19/20 school year

In November the District passed a General Obligation Bond.

A needs assessment process was completed by the Elementary School Principal in April with full participation of teachers grades K-6.

Annual Update:

Involvement Process

In addition to a review of progress on the 2015-16 LCAP, the completion of a WASC Review, a CTE grant award, and passage of a General Obligation Bond

the Aeries.net online grading system" a change from, "implement the Aeries online student grading system." and continuation of Targeted Reading and continuation implementation of the Common Core Standards as part of the LCAP.

This input had a direct impact on the inclusion of actions and services focusing on communication with parents, opportunities for parents to participate in School and District planning, use of technology in teaching, student access to technology, academic enrichment for students, maintenance of elective and vocational courses (with declining enrollment), positive teacher / student relations and an increase in extracurricular activities.

The Action Plan from the WASC resulted in the inclusion of the following Actions/ Services for the 16/17 WASC: Increase the implementation of PLC's, including the use of data to guide instruction; Increase student use (vs. access to) technology; Establish a timeline for the adoption of CCS aligned curriculum in core subject areas; and increase support and monitoring of classroom instructional practices focused on implementation of CCS's and differentiated instruction.

The following Actions and Services from the CTEI Grant have been incorporated in the 16/17 LCAP: Modify and Expand the Career Pathway Program for Agriculture; Increase career planning opportunities for students, increase course integration across disciplines and increase the number of students involved in work experience programs.

Full implementation of the Bond Measure would have a positive impact on classroom climate control, electrical infrastructure and, generally, improve the learning environment.

Results of the needs assessment indicates teachers view the following as needed to improve student achievement: Math intervention, more computers in classrooms, current CCS-aligned curriculum, increased parent involvement and small class size. Teachers also indicated that their greatest professional development needs were support for implementation of the newly adopted Math curriculum, strategies to improve reading comprehension.

Annual Update:

Impact on LCAP Goals, Actions and Services

Stakeholder participation in the Annual Update, once again, played a highly significant part in raising awareness about the 2015-2016 LCAP, including

prompted actions and services related to those events being included in the Annual Update.

The Annual Update began in January 2016 with reports to the Board Of Education, in open session, and the Site Council/LCAP Advisory Committee. At those meetings a status report was shared about each action and service under the five goals. Also shared were the matrices used to determine progress toward achieving each goal. Reports and discussions with the Board continued through June and with the LCAP Advisory Committee through May 2016.

The Parent/Community Forum held in March began with a description of the Annual Update process, current findings, including information sharing from site Principals regarding progress on actions and services. The majority of the Forum was spent responding to questions from parents and community members and collecting verbal and written input. Additional community input was obtained during a meeting of the English Learner Advisory Committee (ELAC).

Students participated in work on the Update through membership on the Site Council/LCAP Advisory Committee. Student input was particularly impressive due much to the involvement of the High School Student Leadership Team in the development of the LCAP survey for students in 2015.

Much of the input from teachers and classified staff was gathered through a written survey, meetings of the Site Council and through past work of the District Technology and Curriculum Committees, ongoing updates from school-site administration at weekly meetings and communication with union leaders.

progress made on reaching goals, actions and services and subsequent changes made on actions, services and expenditures for the 16/17 LCAP. The following high priority areas identified during the Update process are reflected in the 15/16 LCAP Annual Update:

- Increased timely communication and involvement with parents regarding student academic progress, particularly for students falling behind, school and district extracurricular activities, and early involvement of parents in planning and deciding changes being considered, particularly at the school site and classroom level;
- Increasing use of PLC's and using data to guide instruction
- Increase student use (vs. access to) technology
- Improve student attendance
- Implement CTEI Grant (Ag. Career Pathway) and the District Bond measure, (classroom climate and electrical infrastructure supporting instructional technology)
- Increase use of Aeries for on-line grade reporting
- Use of technology to assist and expand learning
- Enrichment activities;
- College and career readiness;
- Access for students to A-G and elective classes, including vocational courses;
- The importance of positive student-teacher relations;
- Efforts to increase student attendance; and
- Increased classroom instructional support on implementation of CCS and differentiated instruction

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Goal 1: All students will have their individual learning needs met in core subjects and non-core subjects taught by qualified instructional staff during the school day, after school, or during the summer.	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
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Identified Need :	Need: All students need to have their individual learning needs met. Metric: Results of WASC Review, CTEI Grant including a review of Agriculture Pathway program Completion of A-G requirements, Student Performance on Local Assessments, Student Performance on Standardized State Assessments (EAP EL reclassification, rate of ELL Students score proficient), student access to standards-aligned instructional materials result of input from stakeholders.
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Goal Applies to:	Schools: District
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	*Continue targeted instruction *Fewer students than from prior year will be performing below grade level *Increase in A-G completion rate *All students taught grade level Common Core standards *Improved performance on state and local assessments, including API *Increase performance on EAP *The percentage of ELL students that are proficient will increase by 5% from prior year. *The reclassification rate for ELLs will be above 23% *All teachers will be appropriately credentialed and assigned.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Targeted reading intervention	Elementary School	<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)	Targeted Reading Program 4000-4999: Books And Supplies Supplemental and Concentration 1,500
Continue to improved instruction in Common Core	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Common Core Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 5,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students in grades 7-12 will receive academic counseling services.	Grades 7-12	<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)	School counselor 1000-1999: Certificated Personnel Salaries Base 37,978 <hr/> School Counselor 3000-3999: Employee Benefits Base 11,411
All teachers will use student data to guide instruction	District	<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)	Professional development during established collaborative time 0000: Unrestricted Base No Additional Cost
Provide Summer School at Elementary, Jr. High (August Academy) and High School level	District	<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)	Summer School teachers 1000-1999: Certificated Personnel Salaries Base 5,000 <hr/> Supplies for Summer School 4000-4999: Books And Supplies Base 300
Further assess need and provide support for EL students in Math in grades 1-6.	Elementary	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	The district will use existing available data to analyze needs for EL students in Math. 0000: Unrestricted Base No Additional Cost

		(Specify)	
Develop and implement a plan to increase PLC strategies, including collection and analysis of local and state level student data.	District	<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)	District will contract with county office for educational specialist support. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 50,000
Teachers and administrators will identify and implement a process to assess classroom implementation of CCS and teachers use of data to inform instruction.	District	<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)	Substitutes to provide release time as needed for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500
Continue to provide English Language Development for EL students grades K-6 to supplement ELD time in the regular classroom	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher for supplemental ELD 1000-1999: Certificated Personnel Salaries Title I 42,339 Teacher for supplemental ELD 3000-3999: Employee Benefits Title I 12,576 Bilingual assistant for supplemental ELD 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19,872 Bilingual assistant for supplemental ELD 3000-3999: Employee Benefits Supplemental and Concentration 5,048
Provide after-school tutoring in core subjects	Jr/Sr High	<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)	Supplemental time for teachers to tutor 1000-1999: Certificated Personnel Salaries Supplemental 15,000

		<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)	
Identify writing program, grades 7-12 and begin adoption process	Jr/Sr High	<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)	Writing curriculum 4000-4999: Books And Supplies Supplemental 7,000 Professional Development for Writing 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000
Purchase curriculum materials aligned to the Common Core Standards	District	<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)	CCS aligned curriculum 4000-4999: Books And Supplies Supplemental 10,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	*More targeted instruction *Fewer students than from prior year will be performing below grade level *Increase in A-G completion *All students taught grade level Common Core standards *Improved performance on state and local assessments, including API *Increase performance on EAP *The percentage of ELL students that are proficient will increase by 5% from prior year. *The reclassification rate for ELLs will be above 20% *100% of teachers will be appropriately credentialed and assigned		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue targeted reading intervention.	Elementary School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Targeted Reading Program 4000-4999: Books And Supplies Supplemental and Concentration 1,500

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Continue to improve instruction in Common Core.	District	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Common Core Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 5,000
Students in grades 9-12 will continue too receive academic counseling services.	Jr/Sr High	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	School Counselor 1000-1999: Certificated Personnel Salaries Base 39,500 School Counselor 3000-3999: Employee Benefits Base 13,500
Provide Summer School at the Elementary School, Jr. High and High School,	District	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Summer School teachers 1000-1999: Certificated Personnel Salaries Base 5,000 Supplies for Summer School 4000-4999: Books And Supplies Base 300
Teachers and admin. will identify and implement a process to assess classroom implementation of CCS and teachers use of data to inform instruction.	District	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Substitutes to provide release time as needed for staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500

		English proficient Other Subgroups: (Specify)	
Continue to provide English Language Development for all EL students, grades K-6 to supplement time in the regular classroom.	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher for supplemental ELD 1000-1999: Certificated Personnel Salaries Title I 40,300 Teacher for supplemental ELD 3000-3999: Employee Benefits Title I 11,511 Bilingual assistant for supplemental ELD 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000 Bilingual assistant for supplemental ELD 3000-3999: Employee Benefits Supplemental and Concentration 4,800
Provide After School Tutoring in core subjects.	Jr/Sr High	<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)	Supplemental time for teachers 1000-1999: Certificated Personnel Salaries Supplemental 11,000
All teachers will use student data to guide instruction.	District	<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)	Professional development during established collaborative time 0000: Unrestricted Base No Additional Cost
Further assess need and provide support for students in Math, grades 1-6.	Elementary	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The district will use existing available data to analyze needs for EL students in Math 0000: Unrestricted Base No Additional Cost

<p>Develop and implement a plan to increase PLC's, including collection and analysis of local and state student data.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>District will contract with county office for educational specialist support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 50,000</p>
<p>Identify a new Writing Program., grades 7-12 and begin an adoption process.</p>	<p>Jr/Sr High</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Writing curriculum 4000-4999: Books And Supplies Supplemental 7,000 Professional Development for Writing 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000</p>
<p>Purchase curriculum materials aligned with CCS.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>CCS aligned curriculum 4000-4999: Books And Supplies Supplemental 10,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>*More targeted instruction *Fewer students than from prior year will be performing below grade level *Increase in A-G completion *All students taught grade level Common Core standards *Improved performance on state and local assessments, including API *Increase performance on EAP *The percentage of ELL students that are proficient will increase by 5% from prior year. *The reclassification rate for ELLs will be above 20% *100% of teachers will be appropriately credentialed and assigned</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>
<p>Continue targeted reading intervention.</p>	<p>Elementary School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/></p>	<p>Targeted Reading Program 4000-4999: Books And Supplies Supplemental and Concentration 1,500</p>

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to improve instruction in Common Core.	District	<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)	Common Core Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 5,000
Students in grades 9-12 will continue too receive academic counseling services.	Jr/Sr High	<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)	School Counselor 1000-1999: Certificated Personnel Salaries Base 41,080 School Counselor 3000-3999: Employee Benefits Base 14,000
Provide Summer School at the Elementary School, Jr. High and High School.	District	<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)	Summer School teachers 1000-1999: Certificated Personnel Salaries Base 5,000 Supplies for Summer School 4000-4999: Books And Supplies Base 300
Teachers and admin. will identify and implement a process to assess classroom implementation of CCS and teachers use of data to inform instruction.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Substitutes to provide release time as needed for staff. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to provide English Language Development for all EL students, grades K-6 to supplement time in the regular classroom.	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher for supplemental ELD 1000-1999: Certificated Personnel Salaries Title I 40,300 Teacher for supplemental ELD 3000-3999: Employee Benefits Title I 11,511 Bilingual assistant for supplemental ELD 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,872 Bilingual assistant for supplemental ELD 3000-3999: Employee Benefits Supplemental and Concentration 5,100
Provide After School Tutoring in core subjects.	Jr/Sr High	<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)	Supplemental time for teachers 1000-1999: Certificated Personnel Salaries Supplemental 11,000
All teachers will use student data to guide instruction.	District	<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)	Professional development during established collaborative time 0000: Unrestricted Base No Additional Cost
Further assess need and provide support for EL students in Math, grades 1-6.	Elementary	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The district will use existing available data to analyze needs for EL students in Math. 0000: Unrestricted Base No Additional Cost

		(Specify)	
Develop and implement a plan to increase PLC strategies, including collection and analysis of local and state student data.	District	<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)	District will contract with county office for educational specialist support. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 50,000
Identify a new Writing Program., grades 7-12 and begin an adoption process.	Jr/Sr High	<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)	Writing curriculum 4000-4999: Books And Supplies Supplemental 7,000 Professional Development for Writing 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000
Purchase curriculum materials aligned with CCS.	District	<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)	CCS aligned surriculum 4000-4999: Books And Supplies Supplemental 10,000

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

GOAL 2:	Goal 2: All students will be actively engaged in the learning process with access to core subjects, vocational training, arts, technology, and other elective courses taught by qualified instructional staff and current engaging curriculum	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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: All students need to be engaged in the learning process.
	Metric: Attendance rates, chronic absenteeism rates, middle school and high school dropout rates, high school graduation rates, grades, rate of teacher missassignment, grades, stakeholders input, WASC review, Identification of professional development needs of teachers and instructional paraprofessionals

Goal Applies to:	Schools: District
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	*All students will have access to appropriately leveled core instruction *Intervention for students who needing academic support *Appropriately challenging instruction for accelerated students *Students K-12 will receive instruction in the Arts & Technology *Attendance rates will increase *All students will be taught CCS *Decrease number of chronically absent students and incomplete independent study contracts *Maintain zero percent middle school dropout rate *Decrease high school drop out rate
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase monitoring of and actions to improve student attendance	District	<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)	Administration will analyze and share data with staff. 0000: Unrestricted Base No Additional Cost
Students in grades 7-12 will increase use of technology	Jr/Sr High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1 period of computer for 9-12 1000-1999: Certificated Personnel Salaries Base 10,957 1 period of computer for 9-12 3000-3999: Employee Benefits Base 2,961

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Explore ways to increase student enrichment, including extra curricular activities	District	<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)	Laptop Repair and Replacement 4000-4999: Books And Supplies Base 2,000
Continue training opportunities and increase in-class supports for teachers and instructional classified staff on implementation of differentiated instruction.	District	<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)	Hire Educational Consultant 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,500 BTSA 5800: Professional/Consulting Services And Operating Expenditures Base 5,400 Hire Educational Consultant 3000-3999: Employee Benefits Supplemental and Concentration 1,125
Provide Career Planning opportunities and services for students	Jr/Sr High School	<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)	The district will continue to provided career exploration. 0000: Unrestricted Base No Additional Cost
Students will receive instruction in Visual or Performing Arts and a foreign language.	District	<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)	Drama Teacher K-6 1000-1999: Certificated Personnel Salaries Supplemental 19,111 Drama Teacher K-6 3000-3999: Employee Benefits Supplemental 3,410 Rock Band Teacher grades 7-12 1000-1999: Certificated Personnel Salaries Supplemental 13,561 Rock Band Teacher grades 7-12 3000-3999: Employee

		(Specify)	Benefits Supplemental 2,420 Rock Band Supplies 4000-4999: Books And Supplies Supplemental 1,500 Drama Supplies 4000-4999: Books And Supplies Supplemental 800 Foreign Language Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000 Foreign Language Teacher 3000-3999: Employee Benefits Supplemental and Concentration 10,950
Provide Math support and intervention	District	<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)	Part-time to full-time Math teacher 1000-1999: Certificated Personnel Salaries Supplemental 40,999 Part-time to full-time Math teacher 3000-3999: Employee Benefits Supplemental 7,316
Students in grades K-12 will have routine access to a computer lab or laptop cart at least 1 day a week.	District	<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)	Maintain current laptop cart and computer labs 4000-4999: Books And Supplies Supplemental 5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	*All students will have access to appropriately leveled core instruction *Intervention for students who need intervention *Appropriately challenging instruction for accelerated students *Students K-12 will receive instruction in the Arts & Technology *Attendance rates will increase *All students will be taught CCS *Decreased number of chronically absent students and incomplete independent study contracts *Maintain zero percent middle school drop out rate *Decrease high school drop out rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase monitoring of and actions to improve student attendance.	District	<input checked="" type="checkbox"/> All OR: Low Income pupils	Administration will analyze and share data with staff. 0000: Unrestricted Base No Additional Cost

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Students in grades 7-12 will increase the use of technology.	Jr/Sr High	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 periods of computer classes for grades 9-12 1000-1999: Certificated Personnel Salaries Base 11,395 <hr/> 1 periods of computer classes for grades 9-12 3000-3999: Employee Benefits Base 3,010
Explore ways to increase student enrichment activities, including extra-curricular activities	District	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Laptop Repair and Replacement 4000-4999: Books And Supplies Base 2,000
Continue training opportunities and increase in-class support for teachers and instructional classified instructional staff on implementation of differentiated instruction.	District	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Hire an Educational Consultant 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,000 <hr/> BTSA 5800: Professional/Consulting Services And Operating Expenditures Base 5,400 <hr/> Hire an Educational Consultant 3000-3999: Employee Benefits Supplemental and Concentration 1,300
Provide career planning opportunities for all students	Jr/Sr High	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth	The district will continue to provide career exploration 0000: Unrestricted Base No Additional Cost

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Provide math support and interventions	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Part-time to full-time Math teacher 1000-1999: Certificated Personnel Salaries Supplemental 40,999 Part-time to full-time Math teacher 3000-3999: Employee Benefits Supplemental 7,316
Students will receive instruction in Visual or Performing Arts and a foreign language.	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Drama Teacher K-6 1000-1999: Certificated Personnel Salaries Supplemental 13,836 Drama Teacher K06 3000-3999: Employee Benefits Supplemental 2,132 Rock Band Teacher Grades 9-12 1000-1999: Certificated Personnel Salaries Supplemental 13,000 Rock Band Teacher Grades 9-12 3000-3999: Employee Benefits Supplemental 2,033 Rock Band Supplies 4000-4999: Books And Supplies Supplemental 500 Drama Supplies 4000-4999: Books And Supplies Supplemental 800 Foreign language teacher 1000-1999: Certificated Personnel Salaries Supplemental 32,000 Foreign language teacher 3000-3999: Employee Benefits Supplemental 11,950
Students in grades K-12 will have routine access to a computer lab or laptop cart at least 1 day a week.	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Maintain current laptop cart and computer labs 4000-4999: Books And Supplies Supplemental 5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: *All students will have access to appropriately leveled core instruction *Intervention for students who need intervention *Appropriately challenging instruction for accelerated students *Students K-12 will receive instruction in the Arts & Technology *Attendance rates will increase *All students will be taught CCS *Decreased number of chronically absent students and incomplete independent study contracts *Maintain zero percent middle school drop out rate *Decrease high school drop out rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase monitoring of and actions to improve student attendance.	District	<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)	Administration will analyze and share data with staff 0000: Unrestricted Base No Additional Cost
Students in grades 7-12 will increase the use of technology.	Jr/Sr High	<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)	1 periods of computer classes for grades 9-12 1000-1999: Certificated Personnel Salaries Base 11,850 1 periods of computer classes for grades 9-12 3000-3999: Employee Benefits Base 3,080
Explore ways to increase student enrichment activities, including extra-curricular activities	District	<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)	Laptop repair 4000-4999: Books And Supplies Base 2,000
Continue training opportunities and increase in-class support for teachers and instructional classified instructional staff on implementation of differentiated instruction.	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Hire an Educational Consultant 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 8,500 BTSA 5800: Professional/Consulting Services And Operating

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expenditures Base 5,400 Hire an Educational Consultant 3000-3999: Employee Benefits Supplemental and Concentration 1,500
Provide career planning and services for students	District	<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)	The district will continue to provide career exploration. 0000: Unrestricted Base No Additional Cost
Provide math support and interventions	District	<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)	Part-time to full-time Math teacher 1000-1999: Certificated Personnel Salaries Supplemental 40,999 Part-time to full-time Math teacher 3000-3999: Employee Benefits Supplemental 8,400
Students will receive instruction in Visual or Performing Arts and a foreign language.	District	<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)	Drama Teacher K-6 1000-1999: Certificated Personnel Salaries Supplemental 13,836 Drama Teacher K06 3000-3999: Employee Benefits Supplemental 2,132 Rock Band Teacher Grades 9-12 1000-1999: Certificated Personnel Salaries Supplemental 13,000 Rock Band Teacher Grades 9-12 3000-3999: Employee Benefits Supplemental 2,033 Rock Band Supplies 4000-4999: Books And Supplies Supplemental 500 Drama Supplies 4000-4999: Books And Supplies Supplemental 800 Foreign language teacher 1000-1999: Certificated Personnel Salaries Supplemental 31,500 Foreign language teacher 3000-3999: Employee Benefits

			Supplemental 12,950
Students in grades K-12 will have routine access to a computer lab or laptop cart at least 1 day a week.	District	<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)	Maintain current laptop cart and computer labs. 4000-4999: Books And Supplies Supplemental 5,000

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

GOAL 3:	Goal 3: All students will learn the skills and coursework necessary to be ready to enter the workforce and a post-secondary educational setting upon completion of high school.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: All students need to be College and Career Ready upon completion of high school. Metric: Completion of A-G requirements, Completion of Vocational courses, Completion of college classes by students enrolled in PVHS. (Note: due to our small size we don't have AP classes, but many students are able to enroll in classes at the local junior college for both high school and college credit.), API, EAP results, Graduation Rates
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Goal Applies to:	Schools: District	-----
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	*Increase A-G completion rate (rate is 96%).	*Increase in Vocational Course completion	*Maintain or increase graduation rate from 2014-15 school year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain the number of vocational courses available to students in grades 9-12	Sr High	<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)	Computer classes for student in grades 9-12. 1000-1999: Certificated Personnel Salaries Base Previously Reported Agriculture classes for grades 9-12 1000-1999: Certificated Personnel Salaries Base 47,801 Agriculture classes for grades 9-12 3000-3999: Employee Benefits Base 15,253 Woodworking classes for grades 9-12 1000-1999: Certificated Personnel Salaries Base Previously Reported Woodworking classes for grades 9-12 3000-3999: Employee Benefits Base Previously Reported Implement a career pathway program for students 0000: Unrestricted Base No Additional Cost
Maintain course offerings for classes meeting the A-G requirements	High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Instructional staff at high school teaching A-G approved courses beyond the necessary small school allowance for full-time equivalents. 1000-1999: Certificated Personnel Salaries

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 70,000 Materials for A-G classes 4000-4999: Books And Supplies Base 1,000 Instructional staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 22,526
Provide the summer Algebra/STEM Academy	High School	<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)	College Trips for Algebra/STEM Academy 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
Implement the Career Technical Education Incentive Grant, including the Career Pathway Program in Agriculture	Jr./Sr High	<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)	Creating a Career Pathway in Agricultural which builds on our current program. 0000: Unrestricted Other 50,000
Increase opportunities for and the number of students involved in student work experience	High School	<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)	This will be a portion of the Career Pathways in Agriculture for CTE. 0000: Unrestricted Other Previously Reported
Maintain A-G course offerings through online learning opportunities	High School	<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	Online learning program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,000 Online learning teacher for 2 periods 1000-1999: Certificated Personnel Salaries Supplemental 16,000 Online learning teacher for 2 periods 3000-3999: Employee Benefits Supplemental 4,000

		_ Other Subgroups: (Specify)	Professional Development for Online learning Teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000
Maintain access for students to courses at Mendocino College	High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Review and expand District's Career Pathways Program 1000-1999: Certificated Personnel Salaries Supplemental 2,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	*Increase A-G completion rate	*Increase in Vocational Course completion graduation rate from 2013-14 school year (rate is 96%).	*Increased performance on EAP	*Maintain or increase
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain vocational courses available to students in grades 9-12.	Sr High	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Computer classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base Previously Identified Computer classes for students in grades 9-12 3000-3999: Employee Benefits Base Previously Identified Agriculture classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base 60,000 Agriculture classes for students in grades 9-12 3000-3999: Employee Benefits Base 12,000 Woodworking classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base 8,000 Woodworking classes for students in grades 9-12 3000-3999: Employee Benefits Base 2,000 Implement a career pathway program for students 0000: Unrestricted Base No Additional Cost
Maintain course offerings for classes meeting the A-G requirements	High School	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Instructional staff at high school teaching A-G approved courses 1000-1999: Certificated Personnel Salaries Base 106,000 Instructional staff at high school teaching A-G approved courses 3000-3999: Employee Benefits Base 44,000

		English proficient Other Subgroups: (Specify)	Materials and Supplies for A-G approved courses 4000-4999: Books And Supplies Base 1,000 Instructional staff at high school teaching A-G approved courses that are beyond the necessary small school allowance for full-time equivalents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000 Instructional staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 20,000
Continue providing Algebra/STEM Academy	High School	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	College Trips with Algebra Academy students. Teachers for Algebra Academy 1000-1999: Certificated Personnel Salaries Supplemental 2,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,000 Supplies, travel and lodging 4000-4999: Books And Supplies Supplemental and Concentration 3,000
Maintain access for students to courses at Mendocino College	High School	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Review and expand District's Career Pathways Program 1000-1999: Certificated Personnel Salaries Supplemental 2,000
Implement the CTEI Grant including the career pathway in Agriculture.	Jr/Sr High School	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Creating a Career Pathway in Agriculture which builds on our current program 0000: Unrestricted Other 50,000 Matching grant requirement for CTE. 0000: Unrestricted Supplemental and Concentration 25,000
Implement the Restorative Justice Program in grades 9-12.	High School	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Training for staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Increase opportunities for and the number of students involved in work experience.	High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	This will be a portion of the Career Pathways in Agriculture for CTE. 0000: Unrestricted Other Previously Reported
Maintain A-G courses including online offerings and explore advanced placement offerings	High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Online learning program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,000 Online learning teacher for 2 periods 1000-1999: Certificated Personnel Salaries Supplemental 16,640 Online learning teachers for 2 periods 3000-3999: Employee Benefits Supplemental 4,080 Professional Dev for online learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	*Increase A-G completion rate *Increase in Vocational Course completion graduation rate from 2013-14 school year (rate is 96%).	*Increased performance on EAP	*Maintain or increase
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain vocational courses available to students in grades 9-12.	Sr High	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Computer classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base Previously Identified Computer classes for students in grades 9-12 3000-3999: Employee Benefits Base Previously Identified Agriculture classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base 60,000 Agriculture classes for students in grades 9-12 3000-3999: Employee Benefits Base 12,000

			Woodworking classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base 8,000 Woodworking classes for students in grades 9-12 3000-3999: Employee Benefits Base 2,000
Maintain course offerings for classes meeting the A-G requirements	High School	<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)	Instructional staff at high school teaching A-G approved courses 1000-1999: Certificated Personnel Salaries Base 106,000 Instructional staff at high school teaching A-G approved courses 3000-3999: Employee Benefits Base 44,000 Materials and Supplies for A-G approved courses 4000-4999: Books And Supplies Base 1,000 Instructional staff at high school teaching A-G approved courses that are beyond the necessary small school allowance for full-time equivalents 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000 Instructional staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 20,000
Continue providing Algebra/STEM Academy	High School	<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)	College Trips with Algebra Academy students. Teachers for Algebra Academy 1000-1999: Certificated Personnel Salaries Supplemental 2,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,000 Supplies, travel and lodging 4000-4999: Books And Supplies Supplemental and Concentration 3,000
Maintain access for students to courses at Mendocino College	High School	<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)	Review and expand District's Career Pathways Program 1000-1999: Certificated Personnel Salaries Supplemental 2,000
Implement the CTEI Grant including the career pathway in Agriculture.	Jr/Sr High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Creating a Career Pathway in Agricultural which builds on our current program 0000: Unrestricted Other 50,000 Matching grant requirement 0000: Unrestricted Supplemental

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	and Concentration 50,000
Implement the Restorative Justice Program in grades 9-12.	High School	<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)	Training for staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000
Increase opportunities for and the number of students involved in work experience.	High School	<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)	This will be a portion of the Career Pathways in Agriculture for CTE. 0000: Unrestricted Other Previously Reported
Maintain A-G courses including online offerings and explore advanced placement offerings	High School	<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)	Online learning program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,000 <hr/> Online learning teacher for 2 periods 1000-1999: Certificated Personnel Salaries Supplemental 17,305 <hr/> Online learning teachers for 2 periods 3000-3999: Employee Benefits Supplemental 4,161 <hr/> Professional Dev for online learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000

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

GOAL 4:	Goal 4: All schools will have safe, orderly, and clean campuses in which learning is valued through instruction, character development, and enriching activities.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: All schools need to create learning environments that support meeting the learning needs of all students and accomplishing the goals set forth in this document. Metric: Surveys of students, parents, and instructional staff, attendance rates, suspension/expulsion rates, completion of activities to create and maintain positive school culture, Facility Inspection Tool
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Goal Applies to:	Schools: District <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All Students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	*Evidence of cohesive character development activities grades K-12 *Decreased suspension/expulsion *Decreased teacher referrals *Increased attendance rates *fewer incomplete Independent Study contracts *Physical plant will remain safe and more conducive to learning
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will take part in activities designed for character development and enrichment	District	<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)	Activities Directors for all schools 1000-1999: Certificated Personnel Salaries Base 3,450 Professional work time for teachers to collaborate on student recognition and character development 0000: Unrestricted Base No Additional Cost
Maintain and improve school facilities as needed and continue implementation of the District General Obligation Bond.	District	<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	Carpet Replacement in selected rooms 5800: Professional/Consulting Services And Operating Expenditures Base 10,000 Paint selected rooms 2000-2999: Classified Personnel Salaries Base 1,000 Paint supplies 4000-4999: Books And Supplies Base 1,000

		_ Other Subgroups: (Specify)	Re-roof and repair room 10 5800: Professional/Consulting Services And Operating Expenditures Other 5,600
Review and assess continued implementation of discipline policy and procedures, including the use and role of the High School Guidance Program (in-school suspension)	High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher collaboration time for reviewing discipline procedures 0000: Unrestricted Base No Additional Cost Professional Development in Love and Logic 0000: Unrestricted Base 2,000
Hold meetings of the School Safety Committee including meetings of the District maintenance and custodial staff	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Explore feasibility of retrofitting doors to lock from the inside 0000: Unrestricted Base No Additional Cost Explore feasibility of installing fencing to secure schools 0000: Unrestricted Base No Additional Cost
Continue implementation of the Love and Logic Program	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implement Love and Logic in upper grades 0000: Unrestricted Base No Additional Cost
Provide professional development for teachers and administrators regarding discipline and student engagement.	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to work with MCOE's educational specialists 5800: Professional/Consulting Services And Operating Expenditures Supplemental Previously Reported

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: *Cohesive character development grades K-12 rates *fewer incomplete Independent Study contracts *Decreased suspension/expulsion *Physical plant will be safer and more conducive to learning *Decreased teacher referrals *Increased attendance

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will take part in activities to include character development and enrichment through core curriculum instruction, and activities such as assemblies.	District	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Activities Directors for all schools 1000-1999: Certificated Personnel Salaries Base 3,450</p> <p>Professional work time for teachers to collaborate on student recognition and character development 5800: Professional/Consulting Services And Operating Expenditures Base No Additional Cost</p>
Maintain and improve school facilities as needed and continue implementation of the District's Gen. Obligation Bond..	District	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Carpet Replacement 5800: Professional/Consulting Services And Operating Expenditures Base 10,000</p> <p>Paint selected classrooms 2000-2999: Classified Personnel Salaries Base 800</p> <p>Paint selected classrooms 4000-4999: Books And Supplies Base 1,000</p> <p>Preschool floor replacement and refurbish gym floor 0000: Unrestricted Supplemental and Concentration 15,250</p>
Review and assess continued implementation discipline procedures including the use and role of the Guidance Room Program (in-house suspension).	High School	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher Collaboration time for reviewing discipline procedures 0000: Unrestricted Base No Additional Cost</p> <p>Professional Development in Love and Logic 5000-5999: Services And Other Operating Expenditures Base 2,000</p>
Hold meetings of the School Safety Committee, including meetings of the maintenance and custodial staff.	District	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth</p>	<p>Explore feasibility of retrofitting doors to lock from the inside 0000: Unrestricted Base No Additional Cost</p> <p>Explore feasibility of installing fencing to secure schools 0000: Unrestricted Base No Additional Cost</p>

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Provide professional development for teachers and administrators regarding discipline and student engagement.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Continue to work with MCOE's educational specialists 5800: Professional/Consulting Services And Operating Expenditures Supplemental Previously Reported
Continue implementation of the Love and Logic program.	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Implement Love and Logic in upper grades 0000: Unrestricted Base No Additional Cost

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: *Cohesive character development grades K-12 *Decreased suspension/expulsion *Decreased teacher referrals *Increased attendance rates *fewer incomplete Independent Study contracts *Physical plant will be safer and more conducive to learning

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will take part in activities to include character development and enrichment through core curriculum instruction, and activities such as assemblies.	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Activities Directors for all schools 1000-1999: Certificated Personnel Salaries Base 3,450 Professional work time for teachers to collaborate on student recognition and character development 5800: Professional/Consulting Services And Operating Expenditures Base No Additional Cost

<p>Maintain and improve school facilities as needed and continue implementation of the District's Gen. Obligation Bond..</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Carpet Replacement 5800: Professional/Consulting Services And Operating Expenditures Base 10,000 Paint selected classrooms 2000-2999: Classified Personnel Salaries Base 800 Paint selected classrooms 4000-4999: Books And Supplies Base 1,000</p>
<p>Review and assess continued implementation of discipline policies and procedures including the use and role of the Guidance Room Program (in-house suspension).</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher collaboration time for reviewing discipline procedures 0000: Unrestricted Base No Additional Cost Professional Development in Love and Logic 0000: Unrestricted Base 2,000</p>
<p>Hold meetings of the School Safety Committee, including meetings of the maintenance and custodial staff.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Explore feasibility of retrofitting doors to lock from the inside 0000: Unrestricted Base No Additional Cost Explore feasibility of installing fencing to secure schools 0000: Unrestricted Base No Additional Cost</p>
<p>Provide professional development for teachers and administrators regarding discipline and student engagement.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to work with MCOE's educational specialists 5800: Professional/Consulting Services And Operating Expenditures Supplemental Previously Reported</p>
<p>Continue implementation of Love and Logic.</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Implement Love and Logic in upper grades 0000: Unrestricted Base No Additional Cost</p>

		<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Goal 5: The schools will have regular communication with parents so that parents can be active participants in their child's education and have input on setting student and school goals.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: All parents need to be partners in meeting their students' learning needs.
	Metric: The number of parents attending school events, parent surveys, teacher survey, school outreach efforts.

Goal Applies to:	Schools: District
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	*Increased attendance by parents in school activities plans such as LCAP, LEA/SPSA, and EL Master Plan	*Stronger partnership between school and home	*Increased parent input in school
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Back to School Night in the fall and an Open House in the spring	District	<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)	Teacher & Administrator Time 0000: Unrestricted Base No Additional Cost
Hold meetings with all 10th and 12 graders during the fall semester to review transcripts and post secondary options	High School	<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 Time 0000: Unrestricted Base No Additional Cost

<p>Hold Parent/Teacher Conferences K-6</p>	<p>Elementary School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher time 0000: Unrestricted Base No Additional Cost Translators 2000-2999: Classified Personnel Salaries Supplemental 300</p>
<p>Provide information for parents regarding CCS with an emphasis on CC Math</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Stipends for staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000</p>
<p>The district will host at least one Community/Parent Forum for LCAP review and development with parents of K-12 students</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administrator time 0000: Unrestricted Base No Additional Cost Child Care 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100 Translators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100</p>
<p>Continue the online grade reporting system, increase it's use by teachers and establish standards for timely reporting of students behind in their work.</p>	<p>Jr/Sr High</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Online Grade Recording System 5800: Professional/Consulting Services And Operating Expenditures Base Previously Reported</p>
<p>Provide information for parents regarding the Ag. Career</p>	<p>Jr/Sr</p>	<p><input checked="" type="checkbox"/> All</p>	<p>This will be part of the previously mentioned CTE grant. 0000:</p>

Pathway program as part of the CTEI Grant	High	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Unrestricted Other Previously Reported
Continue to utilize an electronic communication system to notify parents of school activities	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Electronic Messaging System 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: *Increased attendance LEA/SPSA, and EL Master Plan *Stronger partnership between school and home *Increased parent input in school plans such as LCAP,

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Back to School Night in the fall and an Open House in the spring	District	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teacher & Administrator Time 0000: Unrestricted Base No Additional Cost
Hold meetings with all 10th and 12th grade students in the fall and review transcripts and post-secondary plans.	High School	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Staff Time 0000: Unrestricted Base No Additional Cost

		English proficient Other Subgroups: (Specify)	
Continue parent orientation for incoming Kindergarten, Jr. High, and High School students.	District	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Administrator and Teacher Time 0000: Unrestricted Base No Additional Time Translators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100
The district will host at least one Community/Parent Forum for LCAP review and development with parents of K-12 students.	District	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Administrator Time 0000: Unrestricted Base No Additional Time Translators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100 Child Care 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100
Continue the online grade reporting system, increase it's use by teachers and establish standards for timely reporting of students behind in their work.	Jr/Sr High	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Online Grade Recording System 5800: Professional/Consulting Services And Operating Expenditures Base Previously Reported
Provide information to parents regarding CCS with an emphasis on Math.	District	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Stipends for staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000

Continue use of the electronic communication system to notify parents of school activities.	District	<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)	Electronic Messaging System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
Provide information for parents regarding the career pathway program in Agriculture as part of the CTEI Grant.	High School	<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)	This will be part of the previously mentioned CTE grant 0000: Unrestricted Other Previously Reported

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: *Increased attendance LEA/SPSA, and EL Master Plan *Stronger partnership between school and home *Increased parent input in school plans such as LCAP,

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Back to School Night in the fall and an Open House in the spring	District	<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)	Teacher & Administrator Time 0000: Unrestricted Base No Additional Cost
Hold meetings with all 10th and 12th grade students in the fall and review transcripts and post-secondary plans.	High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Staff time 0000: Unrestricted Base No Additional Cost

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue parent orientation for incoming Kindergarten, Jr. High, and High School students.	District	<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)	Administrator and Teacher Time 0000: Unrestricted Base No Additional Time <hr/> Translators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100
The district will host at least one Community/Parent Forum for LCAP review and development with parents of K-12 students.	District	<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)	Administrator Time 0000: Unrestricted Base No Additional Time <hr/> Translators 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100 <hr/> Child Care 2000-2999: Classified Personnel Salaries Supplemental and Concentration 100
Continue the online grade reporting system, Increase use of the online grade reporting system and establish standards for timely reporting of when students are behind in their work.	Jr/Sr High	<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)	Online Grade Recording System 5800: Professional/Consulting Services And Operating Expenditures Base Previously Reported
Provide information to parents regarding CCS with an emphasis on Math.	District	<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	Stipends for staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,000

		_ Other Subgroups: (Specify)	
Continue use of the electronic communication system to notify parents of school activities.	District	<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)	Electronic Messaging System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
Provide information for parents regarding the career pathway program in Agriculture as part of the CTEI Grant.		<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)	This will be part of the previously mentioned CTE grant 0000: Unrestricted Other Previously Reported

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal 1: All students will have their individual learning needs met in core subjects and non-core subjects taught by qualified instructional staff during the school day, after school, or during the summer.</p>	<p>Related State and/or Local Priorities: 1 _ 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</p>
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All Students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>*More targeted instruction *Fewer students than from prior year will be performing below grade level *Increase in A-G completion *All students taught grade level Common Core standards *Improved performance on state and local assessments, including API *Increase performance on EAP *The percentage of ELL students that are proficient will increase by 5% from prior year. *The reclassification rate for ELLs will be above 20% *100% of teachers will be appropriately credentialed and assigned.</p>	<p>Actual Annual Measurable Outcomes: Targeted instruction continued based on Principal observations. Standardized report cards in Grades 1-6 and CELDT results indicate fewer students performed below grade level than in the prior year. The reclassification rates were 13% in 15/16 compared to 17% in 13/14 and 24% in 14/15. CELDT results indicate that 97% of EL students were making progress toward proficiency. According to Principal observation and a WASC review, all students in grades K-6 were CCS's while they were not fully taught in grades 9-12. No EAP results are available for 14/15 due to an error in the administration of the CAASPP. CAASPP results for grades 3-6 in 14/15 indicate that 30% of students met or exceeded State Standards in ELA and 20% met Standards in Math. CST's in Science for grade 5 indicates that 53% of students met or exceeded Standards in 14/15, an increase from 17% in the prior year. CST results for Science in grade 10 in 14/15 found 50% of students meeting or exceeding state standards an increase from 38% in the prior year. For grade 8, 64% met or exceeded state standards up from 27% in the prior year. The following CST results for grade 10 indicate the percent of students at proficient or advanced levels in ELA and Math in 2013: ELA, 25%; Algebra, 0; Geometry, 25%. CAHSEE results from 13/14 for grade 10 showed 86% passage in ELA, down from 5% from 12/13 and 80% in Math, down 9% from 12/13. The District had no teacher miss-assignments according to the Assignment Monitoring review provided by MCOE.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue targeted reading intervention.	Targeted Reading Program 4000-4999: Books And Supplies Supplemental and Concentration 5,000	Targeted reading program was continued.	Targeted Reading Program 4000-4999: Books And Supplies Supplemental and Concentration 5,000
Scope of Service Elementary School		Scope of Service Elementary School	
<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)	
Continue to improve implementation of Common Core.	Common Core Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 5,000	As reported by Principals, implementation of CCS has increased and improved. Teachers participated in 6 or more trainings provided through MCOE directly related to CCS and their implementation	CC Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 2,938
Scope of Service District		Scope of Service District	
<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)	
Students will continue too receive academic counseling services	School Counselor 1000-1999: Certificated Personnel Salaries Base 37,978	Services were provided as described	School Counselor 1000-1999: Certificated Personnel Salaries Base 38,608

	School Counselor 3000-3999: Employee Benefits Base 11,411		School Counselor 3000-3999: Employee Benefits Base 6,280
Scope of Service Jr/Sr High		Scope of Service Jr/Sr High	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement the Illuminate program and use student data to help determine learning needs.	Professional Development for Illuminate Coordinator 5800: Professional/Consulting Services And Operating Expenditures Base 2,000 Collaboration and training on Illuminate 0000: Unrestricted Base No Additional Cost	Implementation did not occur. Teachers focused on implementation of CCS and data provided through instructional materials and CAASPP	Illuminate Education Consortium 5800: Professional/Consulting Services And Operating Expenditures Base 4,316
Scope of Service District		Scope of Service District	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to provide English Language Development for all EL students.	Teacher for supplemental ELD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,300 Teacher for supplemental ELD 3000-3999: Employee Benefits Supplemental and Concentration	ELD was provided as described	Teacher for supplemental ELD 1000-1999: Certificated Personnel Salaries Title I 41,780 Teacher for supplemental ELD 3000-3999: Employee Benefits Title I 11,796 Bilingual assistant for supplemental

	<p>11,511</p> <p>Bilingual assistant for supplemental ELD 2000-2999: Classified Personnel Salaries Supplemental and Concentration 17,144</p> <p>Bilingual assistant for supplemental ELD 3000-3999: Employee Benefits Supplemental and Concentration 4,300</p>		<p>ELD 2000-2999: Classified Personnel Salaries Supplemental and Concentration 18,684</p> <p>Bilingual assistant for supplemental ELD 3000-3999: Employee Benefits Supplemental and Concentration 4,406</p>
<p>Scope of Service District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide After School Tutoring in core subjects.</p>	<p>Supplemental Time for teachers 1000-1999: Certificated Personnel Salaries Supplemental 11,000</p>	<p>After-school tutoring was provided by teachers as needed at no additional cost. Due to an unexpected increase in enrollment at the elementary school, a full-time teacher was hired in January to reduce class size at the primary level. Additionally, the district hired a 4th grade teacher to eliminate combination classes in the upper elementary grades.</p>	<p>Elementary combination class and 4th grade class 1000-1999: Certificated Personnel Salaries Supplemental 79,714</p>
<p>Scope of Service Jr/Sr High</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Students in grades 1-5 who are below grade level will have access to summer school.</p>	<p>Summer School Teachers 1000-1999: Certificated Personnel Salaries Supplemental 4,000</p> <p>Supplies for Summer School 4000-4999: Books And Supplies Supplemental 200</p>	<p>Full implementation is in planning stage.</p>	<p>Summer School Teachers 1000-1999: Certificated Personnel Salaries Supplemental 4,000</p> <p>Supplies for Summer School 4000-4999: Books And Supplies Supplemental 600</p>
<p>Scope of Service: Elementary</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Elementary</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students 9-12 will have access to summer coursework for acceleration, remediation, or credit recovery.</p>	<p>Summer School Teacher 1000-1999: Certificated Personnel Salaries Supplemental 1,000</p> <p>Supplies for Summer School 4000-4999: Books And Supplies Supplemental 100</p>	<p>Implementation is in planning stage.</p>	<p>Summer School Teachers 1000-1999: Certificated Personnel Salaries Supplemental 1,000</p> <p>Supplies for Summer School 4000-4999: Books And Supplies Supplemental 100</p>
<p>Scope of Service: High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Summer School for grades 7 and 8 with emphasize on enrichment activities.</p>	<p>Teacher supplemental pay to lead enrichment activities 1000-1999: Certificated Personnel Salaries Supplemental 2,000</p>	<p>Full implementation is in planning stage.</p>	<p>Teacher supplemental pay to lead enrichment activities 1000-1999: Certificated Personnel Salaries Supplemental 2,000</p>

	Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,500		Supplies 4000-4999: Books And Supplies Supplemental and Concentration 1,500
<p>Scope of Service Jr. High</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Jr. High</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Implement a new Writing Program.	Licensing fee 5000-5999: Services And Other Operating Expenditures Base 600	A new writing program was implemented at the Elementary School.	Licensing fee 5000-5999: Services And Other Operating Expenditures Base 693
<p>Scope of Service Elementary</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Elementary</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Establish a timeline for text book adoption and purchase of instructional materials.	No additional cost	A timeline was adopted for Math and is in the beginning stages for grades 7-12. Other core subjects are in planning stages.	No additional cost
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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?	Added Actions/Services: All teachers will use data to guide instruction; Further assess need and increase support for EL students in math; Develop and implement a plan to increase use of PLC's, including the use of local and state data grades K-12; Teachers and administrators develop and implement a system to assess and support implementation of CCS, use of data to improve student achievement and differentiated instruction. Identify and adopt a writing curriculum for grades 7-12. Eliminated the implementation of the Illuminate Program and are assessing other systems, some of which are a part of adopted curriculum.		

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

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

Original GOAL 2 from prior year LCAP:	Goal 2: All students will be actively engaged in the learning process with access to core subjects, vocational training, arts, technology, and other elective courses taught by qualified instructional staff and current engaging curriculum	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 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 Students	
Expected Annual Measurable Outcomes:	<p>*All students will have access to appropriately leveled core instruction</p> <p>*Intervention for students who need intervention</p> <p>*Appropriately challenging instruction for accelerated students</p> <p>*Students K-12 will receive instruction in the Arts & Technology</p> <p>*Attendance rates will increase</p> <p>*Decreased number of chronically absent students and incomplete independent study contracts</p> <p>*All students will be taught CCS</p> <p>*Maintain zero percent middle school drop out rate</p> <p>*Decrease high school drop out rate</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Based on reports from administrators and teachers, students had access to appropriate levels of core curriculum. Intervention was provided to every student in need of support by additional staffing in grades 7-12, summer school and the availability of teachers beyond regular class time. Challenging instruction was provided for all accelerated students through differentiated instruction, access to courses from Mendocino College and online courses with teacher support. Instruction in Arts and Technology was provided to all students. Attendance rates increased in grades 7-8 and decreased slightly in grades K-6 and 9-12. Suspension rates dropped in grades 7-8 from 16% to 6% and decreased in grades 9-12 from 8% to 5%. Chronic absenteeism increased in grades K-6 from 11% to 29%, in grades 7-8 from 13% to 17% and decreased in grades 9-12 from 47% to 29%. Dropout rates remained at 0 in grades 7-8 and were down from 1 in 14/15 to 0 in 15/16.</p>	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Implement a plan to increase student attendance with an emphasis on reducing the number of chronically absent students.	Budgeted Expenditures	Plan not fully developed. Schools increased communication with parents and implemented a reward system for good attendance K-12.	Estimated Actual Annual Expenditures
	Time for collaboration. 0000: Unrestricted Base No Additional Cost		Time for collaboration. 0000: Unrestricted Base No Additional Cost
Scope of Service	District	Scope of Service	District
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students in grades 7-12 will have access to instruction in technology.</p>	<p>1 period of computer class for 7th and 8th grades 1000-1999: Certificated Personnel Salaries Base 8,000 1 periods of computer classes for grades 9-12 1000-1999: Certificated Personnel Salaries Base 8,000 1 period of computer class for 7th and 8th grades 3000-3999: Employee Benefits Base 2,000 1 periods of computer classes for grades 9-12 3000-3999: Employee Benefits Base 2,000</p>	<p>Student access was increased at all grade levels through increasing the number of computers available to students in classrooms, computer labs, and laptop carts.</p>	<p>1 period of computer class for 7th and 8th grades 1000-1999: Certificated Personnel Salaries Base 7,473 1 period of computer class for 7th and 8th grades 3000-3999: Employee Benefits Base 2,882 1 period of computer class for grades 9-12 1000-1999: Certificated Personnel Salaries Base 11,340 1 period of computer class for grades 9-12 3000-3999: Employee Benefits Base 3,511</p>
<p>Scope of Service Jr/Sr High</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Jr/Sr High</p> <hr/> <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>Students in grades K-12 will have regular access to a computer lab, laptop cart or computers in the classroom.</p>	<p>Technology Support Provider 2000-2999: Classified Personnel Salaries Base 17,100 Technology Support 3000-3999: Employee Benefits Base 4,275</p>	<p>Fully implemented</p>	<p>Technology Support Provider 2000-2999: Classified Personnel Salaries Base 17,604 Technology Support Provider 3000-3999: Employee Benefits Base 4,153</p>
<p>Scope of Service District</p>		<p>Scope of Service District</p>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Identify the need for highly qualified teachers (NCLB) and create a plan to meet that need.</p>	<p>Administrator time for comparing compensation 0000: Unrestricted Base No Additional Cost</p> <p>BTSA 5800: Professional/Consulting Services And Operating Expenditures Base 5,400</p>	<p>Not fully implemented and NCLB will no longer be the standard.</p>	<p>Administration has spent time collecting data for comparing compensation. 0000: Unrestricted Base No Additional Cost</p> <p>BTSA 5800: Professional/Consulting Services And Operating Expenditures Base 5,200</p>
<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Identify instructional strategies to meet the needs of high achieving students.</p>	<p>Increase number of students accessing instructional time beyond regular school year and hours. 0000: Unrestricted Base No Additional Cost</p>	<p>According to Principals this was implemented on an individual basis by teachers as appropriate for each subject area.</p>	<p>Increase number of students accessing instructional time beyond the regular school year and hours. 0000: Unrestricted Base No Additional Cost</p>
<p>Scope of Service: Grades K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service: Grades K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase involvement in the Independent Study Program and reduce the number of incomplete independent study contracts.</p>	<p>One period dedicated to the Independent Study Program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 17,000 Benefit costs for that period 3000-3999: Employee Benefits Supplemental and Concentration 4,250</p>	<p>While we did have a reduction in the number of incomplete I/S contracts, more time needs to be spent on the Independent Study Program to fully implement. Instead an on-line learning class was offered to provide opportunities for students.</p>	<p>One period dedicated to on-line learning. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 17,000 One period dedicated to the on-line learning. 3000-3999: Employee Benefits Supplemental and Concentration 4,250</p>
<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide support for instructional technology, including teacher training and maintenance of hardware and software.</p>	<p>Provide professional development opportunities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,500 Technology Coordinator as previously noted.</p>	<p>Support was provided as requested by teachers, upgrading hardware and software and supporting teachers in preparation for implementing CAASPP</p>	<p>Provide professional development opportunities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,500 MCOE contract for CAASPP support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000</p>
<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Provide additional support for beginning teachers and those teachers in new assignments including implementation of combination classes.</p>	<p>Hire an Educational Consultant 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,500</p> <p>Benefit costs 3000-3999: Employee Benefits Supplemental and Concentration 1,125</p>	<p>Fully implemented. Teachers were provided PD and in-classroom coaching based on teacher requests and as requested by Principals.</p>	<p>Hired an Educational Consultant 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,915</p> <p>Benefit costs 3000-3999: Employee Benefits Supplemental and Concentration 1,124</p>
<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Students will receive instruction in Visual or Performing Arts at all grade levels</p>	<p>Drama Teacher K-6 1000-1999: Certificated Personnel Salaries Supplemental 13,836</p> <p>Drama Teacher K-6 3000-3999: Employee Benefits Supplemental 2,132</p> <p>Rock Band Teacher Grades 7-12 1000-1999: Certificated Personnel Salaries Supplemental 13,000</p> <p>Rock Band Teacher Grades 7-12 3000-3999: Employee Benefits Supplemental 2,033</p> <p>Rock Band Supplies 4000-4999: Books And Supplies Supplemental 500</p> <p>Drama Supplies 4000-4999: Books</p>	<p>Fully provided at all grade levels</p>	<p>Drama Teacher K-6 1000-1999: Certificated Personnel Salaries Supplemental 18,446</p> <p>Drama Teacher K-6 3000-3999: Employee Benefits Supplemental 3,001</p> <p>Rock Band Teacher Grades 7-12 1000-1999: Certificated Personnel Salaries Supplemental 13,363</p> <p>Rock Band Teacher Grades 7-12 3000-3999: Employee Benefits Supplemental 2,174</p> <p>Rock Band Supplies 4000-4999: Books And Supplies Supplemental 385</p> <p>Drama Supplies 4000-4999: Books</p>

		And Supplies Supplemental 800			And Supplies Supplemental 1,060
Scope of Service	District		Scope of Service	District	
<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)		
Students in grades K-12 will have regular access to computers through a computer lab or cart or as otherwise provided in the classroom.		Teacher planning and scheduling. No cost	NA Repeat of earlier actions/services		Teacher planning and scheduling. No cost.
Scope of Service	District		Scope of Service	District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Added Actions/Services: Explore ways to increase Student enrichment activities including extracurricular activities; Increase student use of technology; Increase supports for teachers on implementing differentiated instructional strategies; Provide career planning opportunities for students; Increase monitoring of student attendance and review and implement interventions for students with poor attendance. Provide support for new teachers and those in new assignments. Omitted: Identify need for Highly Qualified teach (linked with NCLB); and Increase instructional time. Increase Independent Study program and decrease the number of Ind. Study Contracts; and Continue support for Instructional Technology. Both of the previous two Actions were seen as high priority for the 16/17 LCAP but are being continued.			

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

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

Original GOAL 3 from prior year LCAP:	Goal 3: All students will learn the skills and coursework necessary to be ready to enter the workforce and a post-secondary educational setting upon completion of high school.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	*Increase A-G completion rate *Increase in Vocational Course completion *Increased performance on EAP *Maintain or increase graduation rate from 2013-14 school year (rate is 96%).	Actual Annual Measurable Outcomes:	The number of students completing voc. ed. classes was down slightly from 86 in 14/15 to 79 in 15/16. A-G completion rates were up from 14/15 from 70% to over 90%. The EAP was not scored in 15/16 due an error in administration of the CAASPP. In the spring of 2014, 67% of Juniors took the Eng portion of the EAP and 42% met preparedness standards. Sixty one % of Juniors took the Math portion of the EAP and 42% met preparedness standards. Graduation rates for 15/16 are anticipated to be at 96% or higher and were 100% in 14/15.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain vocational courses available to students in grades 9-12.	Computer classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base Previously Identified	Fully implemented	Computer classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base Previously Reported
	Computer classes for students in grades 9-12 3000-3999: Employee Benefits Base Previously Identified		Computer classes for students in grades 9-12 3000-3999: Employee Benefits Base Previously Reported
	Agriculture classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base 60,000		Agriculture classes for students in grades 9-12 1000-1999: Certificated Personnel Salaries Base 60,000
	Agriculture classes for students in grades 9-12 3000-3999: Employee Benefits Base 12,000		Agriculture classes for students in grades 9-12 3000-3999: Employee Benefits Base 12,000
	Woodworking classes for students in		Woodworking classes for students in grades 9-12 1000-1999: Certificated

	<p>grades 9-12 1000-1999: Certificated Personnel Salaries Base 8,000</p> <p>Woodworking classes for students in grades 9-12 3000-3999: Employee Benefits Base 2,000</p> <p>Implement a career pathway program for students 0000: Unrestricted Base No Additional Cost</p>		<p>Personnel Salaries Base 8,000</p> <p>Woodworking classes for students in grades 9-12 3000-3999: Employee Benefits Base 2,000</p> <p>Implement a career pathway program for students 0000: Unrestricted Base No Additional Cost</p>
<p>Scope of Service Sr High</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Sr High</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain course offerings for classes meeting the A-G requirements</p>	<p>Instructional staff at high school teaching A-G approved courses 1000-1999: Certificated Personnel Salaries Base 106,000</p> <p>Instructional staff at high school teaching A-G approved courses 3000-3999: Employee Benefits Base 44,000</p> <p>Materials and Supplies for A-G approved courses 4000-4999: Books And Supplies Base 1,000</p> <p>Instructional staff at high school teaching A-G approved courses that are beyond the necessary small school allowance for full-time equivalent 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000</p> <p>Instructional staff benefits 3000-3999: Employee Benefits</p>	<p>All courses maintained through on campus courses, those available at Mendocino College or through on-line sources.</p>	<p>Instructional staff at high school teaching A-G approved courses 1000-1999: Certificated Personnel Salaries Base 106,000</p> <p>Instructional staff at high school teaching A-G approved courses 3000-3999: Employee Benefits Base 44,000</p> <p>Materials and Supplies for A-G approved courses 4000-4999: Books And Supplies Base 1,000</p> <p>Instructional staff at high school teaching A-G approved courses that are beyond the necessary small school allowance for full-time equivalent. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000</p> <p>Instructional staff benefits 3000-3999: Employee Benefits Supplemental and Concentration 20,000</p>

	Supplemental and Concentration 20,000		
<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Continue providing Algebra Academy	<p>College Trips with Algebra Academy students. Teachers for Algebra Academy 1000-1999: Certificated Personnel Salaries Supplemental 2,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,000</p> <p>Supplies, travel and lodging 4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>	Algebra Academy was provided.	<p>College trips with Algebra Academy students. Teachers for Algebra Academy. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,000</p> <p>Supplies, travel and lodging 4000-4999: Books And Supplies Supplemental and Concentration 3,000</p>
<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Improve access to courses at Mendocino College	Administrative consultation with Dean of Instruction at Mendocino College; no cost	The first Mendocino College course was provided on the High School Campus during this school year.	Administrative consultation with Dean of Instruction at Mendocino College; no cost

<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Review and expand District's Career Pathways Program 9-12.</p>	<p>In consultation with Mendocino College, administrators, counselor and teachers will work to expand this program; no cost</p>	<p>This was accomplished through the grant application process that secured funding for the establishment of a Career Pathway program in Agriculture.</p>	<p>In consultation with Mendocino College, administrators, counselor and teachers will work to expand this program; no cost</p>
<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement the Restorative Justice Program in grades 9-12.</p>	<p>Training for staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000</p>	<p>Not fully implemented.</p>	<p>Training for staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000</p>
<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Maintain A-G courses including online offerings and explore advance placement offerings	Online learning program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,000 Online learning teacher for 2 periods 1000-1999: Certificated Personnel Salaries Supplemental 16,000 Online Learning Teachers for 2 Periods 3000-3999: Employee Benefits Supplemental 4,000 Professional Development for Online Learning TEachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000	Implemented as described.	Online learning program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,600 Online learning teacher for 2 periods 1000-1999: Certificated Personnel Salaries Supplemental 18,813 Online learning teacher for 2 periods 3000-3999: Employee Benefits Supplemental 4,000 Professional Development for Online Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000
Scope of Service High School <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service High School <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Added the following Actions/Services: Implement the CTEI Agriculture Grant including implementing a career pathway in Agriculture and career planning for students; Increase opportunities for student work experience. Omitted the following: Improve access to courses at Mendocino College, since we have an appropriate level of access. omitted implementation of the Restorative Justice program and added it to goal 4.		

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

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

Original GOAL 4 from prior year LCAP:	Goal 4: All schools will have safe, orderly, and clean campuses in which learning is valued through instruction, character development, and enriching activities.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	*Cohesive character development grades K-12 *Decreased suspension/expulsion *Decreased teacher referrals *Increased attendance rates *fewer incomplete Independent Study contracts *Physical plant will be safer and more conducive to learning	Actual Annual Measurable Outcomes: Character development activities were provided through student involvement in student government, in-class activities and assemblies, implementation of the Love and Logic program, Every 15 Minutes for grades 7-12, student recognition programs and the Leadership program, grades 7-12. The number of incomplete independent study contracts decreased from 90 days in 14/15 to 62 days in 15/16 with 33 days attributed to one student. Attendance rates increased in grades 7-8 and decreased slightly in grades K-6 and 9-12. Suspension rates dropped in grades 7-8 from 16% to 6% and decreased in grades 9-12 from 8% to 5%. Dropout rates remained at 0 in grades 7-8 and were down from 1 in 14/15 to 0 in 15/16. All safety issues were addressed by the District Safety Committee through a review of the NICSIG annual report, the Williams Review and all matters reported by employees, students and parents. A General Obligation Bond was passed that will update the infrastructure of district facilities, including increasing classroom capacity for use of technology and, generally improve the learning environment.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All students will take part in activities to include character development and enrichment through core curriculum instruction, and activities such as assemblies.	Activities Directors for all schools 1000-1999: Certificated Personnel Salaries Base 3,450 Professional work time for teachers to collaborate on student recognition and character development 5800:	Students did participate in character development and enrichment activities, including student recognition activities, fieldtrips, implementation of an outdoor education program, participation in the Every 15 Minutes program , grades 7-12 and implementation of Love and	Activities Directors for all schools 1000-1999: Certificated Personnel Salaries Base 3,450 Professional work time for teachers to collaborate on student recognition and character development 5800:

	Professional/Consulting Services And Operating Expenditures Base No Additional Cost	Logic	Professional/Consulting Services And Operating Expenditures Base No Additional Cost
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain and improve school facilities including needed roofing.</p>	<p>Carpet Replacement 5800: Professional/Consulting Services And Operating Expenditures Base 10,000</p> <hr/> <p>Paint selected classrooms 2000-2999: Classified Personnel Salaries Base 800</p> <hr/> <p>Paint selected classrooms 4000-4999: Books And Supplies Base 1,000</p>	<p>Completed and all roof repairs have been completed or are planned for this summer.</p>	<p>Carpet Replacement 5800: Professional/Consulting Services And Operating Expenditures Base 9,900</p> <hr/> <p>Paint selected classrooms 2000-2999: Classified Personnel Salaries Base 800</p> <hr/> <p>Paint selected classrooms 4000-4999: Books And Supplies Base 1,000</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Review and revise discipline procedures and implement Restorative Justice program in grades 9-12.</p>	<p>Teacher Collaboration time for reviewing discipline procedures 0000: Unrestricted Base No Additional Cost</p>	<p>Discipline procedures were reviewed. No revisions were necessary. Restorative Justice program was not fully implemented.</p>	<p>Teacher Collaboration time for reviewing discipline procedures 0000: Unrestricted Base No Additional Cost</p> <hr/> <p>Professional Development in Love and</p>

	<p>Professional Development in Love and Logic 5000-5999: Services And Other Operating Expenditures Base 2,000</p> <p>Explore increasing implementation of Love and Logic in upper grades 0000: Unrestricted Base No Additional Cost</p>		<p>Logic 5000-5999: Services And Other Operating Expenditures Base 2,000</p> <p>Explore increasing implementation of Love and Logic in upper grades 0000: Unrestricted Base No Additional Cost</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Improve Campus Safety through installation of an electronic gym locking system and re-key and provide maintenance of locks.</p>	<p>Explore feasibility of retrofitting doors to lock from the inside 0000: Unrestricted Base No Additional Cost</p> <p>Explore feasibility of installing fencing to secure schools 0000: Unrestricted Base No Additional Cost</p>	<p>Maintenance of locks occurred as needed.</p>	<p>Explore feasibility of retrofitting doors to lock from the inside 0000: Unrestricted Base No Additional Cost</p> <p>Explore feasibility of installing fencing to secure schools 0000: Unrestricted Base No Additional Cost</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Begin implementation of the</p>			

Restorative Justice Program in grades 9-12.											
<table border="1"> <tr> <td data-bbox="100 196 243 272">Scope of Service</td> <td data-bbox="243 196 569 272"></td> </tr> <tr> <td colspan="2" data-bbox="100 272 569 581"> <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) </td> </tr> </table>	Scope of Service		<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)			<table border="1"> <tr> <td data-bbox="1031 196 1182 272">Scope of Service</td> <td data-bbox="1182 196 1514 272"></td> </tr> <tr> <td colspan="2" data-bbox="1031 272 1514 581"> <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) </td> </tr> </table>	Scope of Service		<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)		
Scope of Service											
<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)											
Scope of Service											
<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)											
Continue implementation of Love and Logic with support of a grant through the County Office of Education.	Love and Logic training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,000	Continued implementation was successful in grades K-6 and partially in grades 7-12. A meeting was held with MCOE to establish a plan support.	Love and Logic training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0								
<table border="1"> <tr> <td data-bbox="100 773 243 849">Scope of Service</td> <td data-bbox="243 773 569 849">District</td> </tr> <tr> <td colspan="2" data-bbox="100 849 569 1157"> <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) </td> </tr> </table>	Scope of Service	District	<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)			<table border="1"> <tr> <td data-bbox="1031 773 1182 849">Scope of Service</td> <td data-bbox="1182 773 1514 849">District</td> </tr> <tr> <td colspan="2" data-bbox="1031 849 1514 1157"> <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) </td> </tr> </table>	Scope of Service	District	<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	District										
<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	District										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Added the following Actions/Services: Implement the CTEI Agriculture grant; Implement the district's Gen. Obligation Bond; Hold meetings of the School Safety Committee; Review the purpose and use of the High School Guidance Program and , if needed, implement changes. Provide professional development for teachers and admin. on student discipline and engagement. Omitted the following: Improve campus safety through maintenance and upgrade of door locks; Implement an on-line grading system; and Provide workshops for parents focused on CCS's. School sites initiated their own parent activities including such events as Science Night. Teachers preferred not to provide individual workshops.										

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

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

Original GOAL 5 from prior year LCAP:	Goal 5: The schools will have regular communication with parents so that parents can be active participants in their child's education and have input on setting student and school goals.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All Students
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Expected Annual Measurable Outcomes:	*Increased attendance and home *Stronger partnership between school and home *Increased parent input in school plans such as LCAP, LEA/SPSA, and EL Master Plan	Actual Annual Measurable Outcomes:	Parent engagement improved in 15/16 due to the following: Participation in the WASC Self Review and WASC team communications, Implementation of the electronic phone messaging system, increased participation in the PTSO at the Elementary School, regularly published school-site news letters, increased number of meetings with Jr. High parents, student recognition activities, active parent participation in the review and development of the LCAP/LCFF through the Site Council/LCAP Advisory Committee, LCAP Community Forum and ELAC. Parent involvement in the promotion and passage of the District's General Obligation Bond, Attendance rates increased at the Junior High (up .97%) butt decreased slightly at both the Elementary School (down .5%) and High School (down ..37%). add.....increased participation in student activities such as field trips and volunteers in the classroom, grades K-6.
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Back to School Night in the Fall and an open house in the Spring.	Teacher and Administrator Time 0000: Unrestricted Base No Additional Cost Supplies for flyers, newsletters and communication with parents 4000-4999: Books And Supplies Supplemental and Concentration 500	Implemented	Teacher and Administrator Time 0000: Unrestricted Base No Additional Cost Supplies for flyers, newsletters and communication with parents 4000-4999: Books And Supplies Supplemental and Concentration 500

<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District		<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District	
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<p>Continue Parent/Teacher Conferences K-6.</p>	<p>Teacher Time 0000: Unrestricted Base No Additional Cost</p> <p>Translators 2000-2999: Classified Personnel Salaries Base 300</p>	<p>Implemented</p>	<p>Staff time 0000: Unrestricted Base No Additional Cost</p> <p>Translators 2000-2999: Classified Personnel Salaries Base 300</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Elementary School</td> </tr> </table>	Scope of Service	Elementary School		<table border="1"> <tr> <td>Scope of Service</td> <td>Elementary School</td> </tr> </table>	Scope of Service	Elementary School	
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<p>Continue parent orientation for incoming Kindergarten, Jr. High, and High School students.</p>	<p>Administrator and Teacher Time 0000: Unrestricted Base No Additional Time</p> <p>Translators 2000-2999: Classified Personnel Salaries Base 100</p>	<p>Implemented</p>	<p>Administrator and Teacher Time 0000: Unrestricted Base No Additional Cost</p> <p>Translators 2000-2999: Classified Personnel Salaries Base 100</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District		<table border="1"> <tr> <td>Scope of Service</td> <td>District</td> </tr> </table>	Scope of Service	District	
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<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hold LCAP meeting to solicit parent input on the LCAP.</p>	<p>Administrator Time 0000: Unrestricted Base No Additional Time Translators 2000-2999: Classified Personnel Salaries Base 100 Child Care 2000-2999: Classified Personnel Salaries Base 100</p>	<p>Implemented through an LCAP community forum, LCAP Advisory Committee meetings and an input meeting with ELAC.</p>	<p>Administrator Time 0000: Unrestricted Base No Additional Cost Translators 2000-2999: Classified Personnel Salaries Base 100 Child Care 2000-2999: Classified Personnel Salaries Base 100</p>
<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Research and implement an online grade reporting system.</p>	<p>Online Grade Reporting System 5800: Professional/Consulting Services And Operating Expenditures Base 800</p>	<p>An online grading system (Aeries) was fully implemented.</p>	<p>Online Grade Reporting System 5800: Professional/Consulting Services And Operating Expenditures Base 800</p>
<p>Scope of Service: Jr/Sr High</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Jr/Sr High</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Regularly provide a site-level activities calendar to parents.</p>	<p>Inform parents and implement system for electronic communications (phone or computer</p>	<p>School sites regularly provided newsletters.</p>	<p>Inform parents and implement system for electronic communications (phone or computer based). 0000:</p>

	based). 0000: Unrestricted Supplemental and Concentration 400		Unrestricted Supplemental and Concentration 400
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Research and improve the electronic communication system to notify parents of school activities.</p>	<p>Electronic Messaging System 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000</p>	<p>An electronic communication system was fully implemented in the fall as described.</p>	<p>Electronic Messaging System 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide workshops for parents focused on helping students with homework and how Common Core Standards have changed the way students are taught and learn.</p>	<p>Supplemental paid time for teachers to provide workshops 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,300</p> <p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration 250</p>	<p>Need more info.....</p>	<p>Supplemental paid time for teachers to provide workshops 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p> <p>Supplies 4000-4999: Books And Supplies Supplemental and Concentration 0</p>
<p>Scope of Service District</p>		<p>Scope of Service District</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Online grading was implemented but added the need to establish clear expectations on how often and under what circumstances it is used by teachers, including parents alerts when students are falling behind in their work or skill development. Added actions to provide parents information about CCS with an emphasis on Math; Provide parents information about the Career Pathway in Agriculture; Involve parents when considering changes to to grade-level configurations due to changing enrollment levels.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$386,638</u>
<p>In the 16/17 LCAP year PVCUSD will receive \$386,638 to meet the needs of students, over 55% represented by low income and EL students. All actions and services below, supported by supplemental and concentration (S/C) funds are principally directed to improve services in quantity and or quality for students making up our unduplicated count. A significant portion of S/C funds in the 16/17 LCAP year support the ELD program that includes a qualified EL teacher and a bilingual assistant that focus the majority of their services at grades K-6. The ELD program is supported strongly by parents of EL students who are very active in the ELAC. Results of the CELDT suggest the program has been highly successful in rates of reclassification and improved academic achievement in for the EL population. Also considered as potential services to this population were increased emphasis on ELD services in regular classrooms ,K-12, as the primary service without an ELD program lead teacher. The current ELD program is seen as a more focused and concentrated approach to moving EL students to English fluency in the early grades and allowing full access to CCS's based curriculum.</p> <p>Significant support through S/C funds is to providing instructional time beyond the regular school year and school day. The 16/17 LCAP includes summer school, grades 3-12, after school tutoring and intervention by credentialed teachers. These A/S's increase instructional time for students provided by qualified staff. This academic support is provided for students both in small groups and on an individual basis. Parents and staff highly value these services and a see them as a key factor in student academic success and progress toward graduation. Verbal and written feedback from parents on the ELAC suggested parents are concerned about Math and student progress. The Algebra Academy in the summer has been shown to increase the chance that students have the information and skills to achieve academic success in high school and continue their formal education. Alternative approaches to providing additional support include increasing the regular school day and school year. This approach was felt to not provide the individualized and focused support in supporting students academically.</p> <p>Actions and services in the 15/16 LCAP include maintaining current vocational and A-G courses, providing access to courses at Mendocino College and through on-line resources. Potter Valley schools have experienced significant declines in enrollment over the past several years and current enrollment at the high school is 82. Necessary Small School funding does not provide the funds to provide the teaching staff to sustain a comprehensive high school that prepares students for post secondary opportunities or employment. Maintaining course offerings meeting A-G requirements and providing vocational education courses as part of a career pathway allows students to meet graduation requirements and or prepare for employment following graduation. Alternative services considered to meet these standards include students transferring to a comprehensive high school or completing high school without the benefits described. Particularly for those students comprising our duplicated count, access to a comprehensive high school in their local community is more affordable than the alternatives.</p> <p>In the 16/17 LCAP year A/S's include those meant to engage parents in their child's education and include Back to School Night, Open House, routinely provided school activity calendars, communication through an electronic phone system and workshops for parents. Parents in Potter Valley highly value these activities and, particularly, parents of EL students. All forms of communication with parents are offered to non-English speaking parents through interpreters and translated materials. Parent engagement in their child'd education has been shown to be a significant factor in whether students succeed academically and socially in school. The community and parents,</p>	

according to input provided through the ELAC, community forum and the LCAP Advisory Community, place a high value on communication between schools and family's.

The 16/17 LCAP also includes additional mentoring and support for new teachers and those with new assignments. Additional support is also provided through consultancies for implementation of the new Math program in grades K-6, implementation of CCS's and differentiated instruction and expansion of the use of PLC's. The District has been very successful with new teachers in providing individualized support, including mentoring and modeling instructional strategies. Each of the A/S's above represent a need identified through program reviews, this year's WASC and input from teachers, administrators and parents. The slow pace at which the District has adopted new curriculum in core topics, implemented CCS's, PLC's and differentiated instruction has been attributed to high turnover in administrative and teaching positions over the past several years. The merits CCS's, PLC's, and differentiated instruction has been well documented and supported by research. Teachers have identified these as high priorities. Support for teachers and administrators through qualified consultants at the school site and classroom level has been shown to be one of the most effective ways to provide professional development.

The 16/17 LCAP includes continued implementation of the Love and logic program and beginning implementation of the Restorative Justice program. These programs each emphasize active involvement of students in dealing with and taking responsibility for student discipline. The District has experienced a slight increase in disciplinary actions over the past three years due, to some extent, to the increase in students transferring into the District. A number of these new students have a history of disciplinary issues. Concern has been expressed by teachers, parents and the WASC review team about the amount of class time lost while dealing with discipline. Student discipline was a frequently mentioned concern by parents at an LCAP input meeting of the ELAC. Love and Logic has been used with success by teachers and administrators for several years in the District. Implementation has been sustained, particularly, in grades K-6. The District has two Elementary School teachers that are qualified trainers in Love and Logic. However there is a need to assess its' implementation and training needs at the secondary level. The Restorative Justice program has been shown to be effective in dealing with and reducing incidents where student discipline is needed. Other methods have been considered. However, both program are research based and for both programs there is easy access to qualified trainers and model programs.

- 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.

16.0	%
5	

In PVCUSD 62.92% of students are either Low Income or English Learners. The minimum proportionality percentage for PVCUSD is 16.06. The District's overall budget, reflects additional funding in the 2016-17 LCAP year than in the previous year, due to an increase enrollment requiring the hiring of additional teachers and opening additional classrooms.

Supplemental and concentration LCAP funds are critical to the District's ability to increase actions and services focused on students comprising the unduplicated count in the 2016-17 LCAP year. Consistent with the application of the proportionality percentage, it is clear that services provided by the supplemental and concentration funds increase and or improve services for all students, while some are specifically focused on services for English Learners. Services specific to EL students include the ELD Program with a qualified ELD teacher and a bilingual assistant and the assessment of progress of EL students in Math.

The increased and improved services, listed below, are well beyond the service levels the District would have otherwise been able to provide, particularly , under the

Necessary Small School District funding formula at the secondary level. They include supports to improvements to core curriculum instructional practices, including implementation of Common Core Standards and are critical to providing a comprehensive and effective educational experience for all students, including low income and EL students.

The following is a list of actions and services, representing stakeholders priorities and based on current program and service reviews, supported by supplemental and concentration funds and include increases in quality and or quantity of services:

- Continuing the Targeted Reading Program
- Ongoing support for implementation of Common Core Standards
- Continuation of support for EL students through the ELD program
- Continuing after-school tutoring in core subjects
- Continuing Summer School for students, K-12
- Providing Visual and Performing Arts instruction
- Increasing student use of technology
- Coaching support for beginning teachers and those with new assignments and consultation and training supporting the implementation of CCS's, Differentiated Instruction, PLC's and Math
- Implementing the Restorative Justice program
- Continue providing A-G course work, including offerings online and classes through Mendocino College
- Continuation of the Algebra Academy
- Continuation and support of the Love and Logic program
- Implementation of a new writing program
- Implementation of the Agriculture CTEI Grant as a career pathway
- Increasing student work experience.

These actions and services are clearly in alignment with the two overall goals in the District's Master Plan for English Learners, as follows
To develop proficiency in English; and
To give English Learners access to the District's core curriculum as rapidly and as effectively as possible in an established English -language classroom.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	4,500.00	4,500.00	2,000.00	3,000.00	3,000.00	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	18,200.00	20,216.00	15,400.00	15,400.00	15,400.00	46,200.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	5,600.00	0.00	0.00	5,600.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	13,000.00	10,600.00	11,000.00	9,000.00	9,000.00	29,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	5,000.00	50,000.00	50,000.00	50,000.00	150,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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