

Introduction:

LEA: North Cow Creek Elementary School District **Contact (Name, Title, Email, Phone Number):** Kevin Kurtz, Superintendent, kkurtz@northcowcreek.org, (530) 549-4488
LCAP Year: 2016/2017

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>The process began in the Fall of 2016 with school staff brainstorming student needs. Parents added to this brainstorm during two parent meetings and based on feedback provided through the online parent survey. The School Board also contributed to the brainstorm list during their January budget workshop. Specific student needs were discussed during monthly leadership meetings of 7th and 8th grade student leaders. From this list the three goals found in the LCAP were identified. Once the goals were identified, staff used the brainstormed lists to identify specific activities needed to address the</p>	<p>Each mandated stakeholder group, provided input regarding goals, activities, supports, and programs for consideration. The most significant revisions came in the form of brainstorming instructional and cultural needs, as well as a more thoughtful plan for implementing new curriculum in math and language arts, and the need for addressing a comprehensive PE program for all students. In addition, the need to integrate STEM activities for all students was identified as well as creating activities for our 7th and 8th graders that helped them see more relevance in their learning. The need for higher involvement by students</p>

<p>needs established by the goals. These activities were prioritized and, based on funding, used to develop the specific activities listed in the LCAP. The classified and certificated bargaining units also reviewed the LCAP and provided input.</p> <p>The LCAP and proposed district budget were made available for public preview during June, 2016 with the Board conducting a public hearing at their regular meeting in June. The LCAP and budget were approved at a special Board meeting, also held in June.</p>	<p>in taking on more responsibility/leadership for their learning was also identified.</p>
<p>Annual Update:</p> <p>At the beginning of the year there was a change in administration. As a result, administration worked with all stakeholders to develop all new LCAP goals based on current input of all stakeholders and a review of current data. At the new year staff meeting and discussions during subsequent staff meetings, the 15/16 LCAP goals were discussed. The superintendent also received feedback from discussions with each staff member, the bargaining units, School Board members during two parent advisory meetings and parent survey, and with student leadership groups and a 7th/8th grade survey. Based on this feedback, portions of the LCAP activities were not implemented as described in the evaluation section.</p>	<p>Annual Update:</p> <p>During the meetings and discussions, a priority was placed on Goals 1, 2, 3 and 4 as it was determined these areas were key for continued student success in meeting academic standards. While students received PE instruction, this area was not a high priority with no additional professional development or consultants hired. In addition, the school implemented a leadership theme and, through this theme, worked to address students who were at-risk in academic, social and emotional areas.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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:	All teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students insuring students' progress towards meeting standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
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Identified Need :	a. The district needs to ensure that teachers are utilizing curriculum and instruction consistent with CCSS. b. The district needs to ensure resources are in place to monitor the progress students are making towards meeting grade level standards, goals, and objectives. c. The district needs to ensure supports are in place to address the individual needs of student so as to target and address these needs in a systematic manner. d. The district needs to insure the physical fitness needs of students are being meet so as to help students live a healthy life style.
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Subgroups
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1A) 100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching. 1B) 100% of students will have sufficient access to standards-aligned instructional materials. 1C) School facilities will be maintained in good repair. 2A) 100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards. 2B) 100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency. 7A) 100% of students will participate in a comprehensive physical fitness program. 7B & 7C) Those unduplicated students and those with exceptional needs identified for Tier II intervention services will demonstrate 3% growth in their academic MA and ELA scores.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will pilot a standards-based ELA program. Supplemental novels and leveled reading materials will be purchased and utilized to provide differentiated instruction. Staff will collaborate monthly and be involved in activities that build proficiency in the implementation of content standards and promoting students' success in meeting performance standards. (1A, 1B, 2A, 2B)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups:	Leveled Reading Books for Grades K-3 4000-4999: Books And Supplies Supplemental 6,000 Supplemental Novels for Grades 4-8 4000-4999: Books And Supplies Base 1000

		(Specify)	
AIMsWeb will be utilized to assess students in the area of ELA and MA at the end of each trimester for all students and monthly for students performing at the Tier 2 level of the RtI model. (2A, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Annual License Fee Per ADA for Monitoring Students 5000-5999: Services And Other Operating Expenditures Supplemental 850
Staff will select a data tracking system for monitoring the ongoing progress of students. (2A, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Aeries Analytics for Tracking Student Progress 5000-5999: Services And Other Operating Expenditures Supplemental 770
Goal Setting and Monitoring materials for student data notebooks and classroom data walls. (1A, 2A, 2B)	LEA Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Bulletin Board Materials and Goal Setting Track Copy Costs 4000-4999: Books And Supplies Base 250
Fund .4 FTE Intervention Teacher and Paraprofessionals for intervention/RTI Services to students. (1A, 2A, 1B, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental 26976 Classified Salary 2000-2999: Classified Personnel Salaries Supplemental 18351 Cert/Class Benefits 3000-3999: Employee Benefits Supplemental 18985

<p>Expand and provide replacement materials for SIPPS Intervention Program (1B, 2B)</p>	<p>LEA Wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>SIPPS Materials 4000-4999: Books And Supplies Supplemental 500</p>
<p>Math Intervention Materials will be available to support students performing below expectations. (1B, 2B)</p>	<p>LEA Wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Math Intervention Curriculum 4000-4999: Books And Supplies Supplemental 5000</p>
<p>Enhance and Expand the SPARKS PE Curriculum (7A)</p>	<p>LEA Wide</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 Other Subgroups: (Specify)</p>	<p>SPARKS PE Materials 4000-4999: Books And Supplies Base 5,000</p>
<p>ELA and MATH Intervention, Small Group Instruction, RTi PD (1B, 2B, 7A, 7B))</p>	<p>LEA Wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Title II 6164 Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Supplemental 1836 Professional Development (Subs/Xtra Pay) 1000-1999: Certificated Personnel Salaries Base 2000</p>
<p>ELA and MA Online Intervention Supports (1B, 2B, 7A, 7B)</p>	<p>LEA Wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>License/Contract 5000-5999: Services And Other Operating Expenditures Supplemental 3344</p>

		<p>English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>ELA and MA student support materials for adopted curriculum (2A, 1B)</p>	<p>LEA Wide</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>Textbook Supplemental Curriculum 4000-4999: Books And Supplies Lottery 10000</p>
<p>The school facilities will be maintained promoting an environment that supports extra curricular activities and allows for a safe and orderly learning environment within each learning setting.(1C)</p>	<p>LEA Wide</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>Routine and Preventive Facility Maintenance 4000-4999: Books And Supplies Base 5000</p>
<p>All certificated staff will be hired with the appropriate credentials. (1A)</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>No additional costs</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1A) 100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching. 1B) 100% of students will have sufficient access to standards-aligned instructional materials. 1C) School facilities will be maintained in good repair. 2A) 100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards. 2B) 100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency. 7A) 100% of students will participate in a comprehensive physical fitness program. 7B & 7C) Those unduplicated students and those with exceptional needs identified for Tier II intervention services will demonstrate 3% growth in their academic MA and ELA scores.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will implement a newly adopted ELA program and ELA intervention program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. Staff will collaborate monthly and be involved in activities that build proficiency in the implementation of content standards and promoting students' success in meeting performance standards. (1A, 1B, 2A, 2B)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of ELA Program 4000-4999: Books And Supplies Base 30000 Supplemental Novels for Grades 4-8 4000-4999: Books And Supplies Base 1000 Leveled Reading Books for Grades K-3 4000-4999: Books And Supplies Supplemental 4303 Adopted Intervention Curriculum 4000-4999: Books And Supplies Supplemental 5000
AIMsWeb will be utilized to assess students in the area of ELA and MA at the end of each trimester for all students and monthly for students performing at the Tier 2 level of the Rtl model. (2A, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual License Fee Per ADA for Monitoring Students 5000-5999: Services And Other Operating Expenditures Supplemental 850
Staff will utilize a data tracking system for monitoring the ongoing progress of students. (2A, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Aeries Analytics for Tracking Student Progress 5000-5999: Services And Other Operating Expenditures Supplemental 770

		_ Other Subgroups: (Specify)	
Goal Setting and Monitoring materials for student data notebooks and classroom data walls (1A, 2A, 2B)	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bulletin Board Materials and Goal Setting Track Copy Costs 4000-4999: Books And Supplies Base 250
Fund .4 FTE Intervention Teacher and Paraprofessionals for intervention/RTI Services to students. (1A, 1B, 2A, 2B)	LEA Wide	_ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental 28055 Classified Salary 2000-2999: Classified Personnel Salaries Supplemental 19084 Cert/Class Benefits 3000-3999: Employee Benefits Supplemental 19179
Expand and provide replacement materials for SIPPS Intervention Program (7A)	LEA Wide	All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	SIPPS Materials 4000-4999: Books And Supplies Supplemental 500
ELA and MA Online Intervention Supports (1B, 2B, 7A, 7B)	LEA Wide	All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Online License/Contracts 5000-5999: Services And Other Operating Expenditures Supplemental 3750

<p>Enhance and Expand the SPARKS PE Curriculum (7A)</p>	<p>LEA Wide</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>SPARKS PE Materials 4000-4999: Books And Supplies Base 2,000</p>
<p>ELA and MATH Intervention, Small Group Instruction, RTi Training (1B, 2B, 7A, 7B)</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Title II 6164 Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Supplemental 1836 Professional Development (Subs/Xtra Pay) 1000-1999: Certificated Personnel Salaries Base 2000</p>
<p>ELA and MA student support materials for adopted curriculum (1B, 2A)</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>Curriculum 4000-4999: Books And Supplies Lottery 10000</p>
<p>The school facilities will be maintained promoting an environment that supports extra curricular activities and allows for a safe and orderly learning environment within each learning setting.(1C)</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>Routine and Preventive Facility Maintenance 4000-4999: Books And Supplies Base 5000</p>
<p>All certificated staff will be hired with the appropriate credentials. (1A)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>No additional cost</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1A) 100% of teachers will be fully credentialed in the subject area and for the pupils they are teaching. 1B) 100% of students will have sufficient access to standards-aligned instructional materials. 1C) School facilities will be maintained in good repair. 2A) 100% of students will receive instruction using adopted academic content that support student progress in meeting performance standards. 2B) 100% of students designated as ELD will have access to instructional practices that support their attaining academic content and language proficiency. 7A) 100% of students will participate in a comprehensive physical fitness program. 7B & 7C) Those unduplicated students and those with exceptional needs identified for Tier II intervention services will demonstrate 3% growth in their academic MA and ELA scores.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will continue implementation of the adopted ELA program. Staff Development will focus on the successful implementation of the ELA program through Professional Development Days, collaboration during minimum days, and focused discussions during staff meetings. (1A, 1B, 2A, 2B)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental Materials for ELA & Math Interventions 4000-4999: Books And Supplies Base 2000 Supplemental Intervention Curriculum 4000-4999: Books And Supplies Supplemental 1722 Supplemental Novels for Grades 4-8 4000-4999: Books And Supplies Base 2,000
AIMsWeb will be utilized to assess students in the area of ELA and MA at the end of each trimester for all students and monthly for students performing at the Tier 2 level of the RtI model. (2A, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual License Fee Per ADA for Monitoring Students 5000-5999: Services And Other Operating Expenditures Supplemental 850

Staff will utilize a data tracking system for monitoring the ongoing progress of students. (2A, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Aeries Analytics for Tracking Student Progress 5000-5999: Services And Other Operating Expenditures Supplemental 770
Goal Setting and Monitoring materials for student data notebooks and classroom data walls (1A, 2A, 2B)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bulletin Board Materials and Goal Setting Track Copy Costs 4000-4999: Books And Supplies Base 250
Fund .4 FTE Intervention Teacher and Paraprofessionals for intervention/RTI Services to students. (1A, 1B, 2A, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salary 1000-1999: Certificated Personnel Salaries Supplemental 29177 Classified Salary 2000-2999: Classified Personnel Salaries Supplemental 19847 Cert/Class Benefits 3000-3999: Employee Benefits Supplemental 19334
Expand and provide replacement materials for SIPPS Intervention Program (1B, 2B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SIPPS 4000-4999: Books And Supplies Supplemental 500
ELA and MA Online Intervention Supports (1B, 2B, 7A, 7B)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Online License/Contracts 5000-5999: Services And Other Operating Expenditures Supplemental 3750

		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Replace and Upgrade SPARKS PE equipment (7A)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SPARKS PE Materials 4000-4999: Books And Supplies Base 1,000
ELA Intervention Training and Support(1B, 2B, 7A, 7B)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Title II 6164 Professional Development (Workshop Expenses/Fees) 5000-5999: Services And Other Operating Expenditures Supplemental 1836 Professional Development (Subs/Xtra Pay) 1000-1999: Certificated Personnel Salaries Base 1836
ELA and MA student support materials for adopted curriculum (1B, 2A)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbook Supplemental Curriculum 4000-4999: Books And Supplies Lottery 10000
The school facilities will be maintained promoting an environment that supports extra curricular activities and allows for a safe and orderly learning environment within each learning setting.(1C)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Routine and Preventive Facility Maintenance 4000-4999: Books And Supplies Base 5000

		English proficient _ Other Subgroups: (Specify)	
All certificated staff will be hired with the appropriate credentials. (1A)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

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

<p>GOAL 2:</p>	<p>All members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>a. The district needs to ensure parents have the resources and information necessary to support the learning of their students. b. The district needs to ensure students have access to resources that help them develop 21st century learning skills; resources address the specific skills/talents of students, and opportunities for students to integrate learning in meaningful ways. c. The district needs to ensure staff receive targeted professional development in the core curricular areas, in addressing the social/emotional needs of students, and in helping students develop the skills they will need to be successful in high school, college, and beyond. d. The district needs to ensure staff, students, and parents are appropriately involved in all phases of developing a positive and effective learning environment. e. The district needs to ensure a safe and supportive school environment is in place that supports the social, emotional and academic growth of students.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups:</p>	<p>All Groups</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- 1A) 100% of teachers will report they have received appropriate professional development for developing their skills in providing effective instruction to students with standards-aligned materials.
- 3A) 80% of parents will report that they received opportunities for input into school decisions.
- 3B) 100% of parents of unduplicated pupils will receive information on how they can support their child in meeting academic goals.
- 3C) 100% of parents of students with exceptional needs will receive information on how they can support their child in meeting academic goals.
- 7A) 100% of students will participate in a course of study that addresses their academic and extra curricular interests.
- 5A) The school average daily attendance will improve by .05% based on an increase in activities and curriculum supports that encourage higher student engagement and success.
- 5B) The chronic absenteeism rate will decrease by 1 student based on an increase in activities and curriculum supports that encourage higher student engagement and success.
- 5C) There will be a 0% dropout rate of middle school students based on an increase in activities and curriculum supports that encourage higher student engagement and success.
- 6A) There will be a reduction in the student suspension rates by 1% based on an increase in activities and curriculum supports that encourage higher student engagement and success.
- 6B) There will be a 0% expulsion rate of students based on an increase in activities and curriculum supports that encourage higher student engagement and success.
- 6C) 80% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide avenues for regular communication through the school webpage, online app, and phone communication (3A, 3B, 3C, 6C)	LEA Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	SharpSchool (Web/App/Phone) 5000-5999: Services And Other Operating Expenditures Base 3275
Leadership PD for Staff (1A, 6C)	LEA Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Leadership PD (Subs/XPay) 1000-1999: Certificated Personnel Salaries Base 1500 Leadership PD (Workshop Fees) 5000-5999: Services And Other Operating Expenditures Base 2400

<p>Extra Curricular Activity Period for Grades 7 & 8 supporting a Broad Course of student by insuring access to supplemental curriculum that integrates the core curriculum with visual/performing arts, STEAM activities, and Career Tech. (7A, 5C)</p>	<p>LEA Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Supplies & Materials 4000-4999: Books And Supplies Base 2000</p>
<p>Support a Broad Course of Study through Online Elective Classes for Grades 7 & 8 in the areas of Career Tech and high ed core curricular choices(5C, 7A)</p>	<p>LEA Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>License & Fees 5000-5999: Services And Other Operating Expenditures Base 12,000</p>
<p>STEM PD for Staff & Staff STEM Coaches (1A, 5A, 5B, 5C, 6A, 6B, 7A)</p>	<p>LEA Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Stipends for Staff 1000-1999: Certificated Personnel Salaries Base 2500 STEM Workshop PD (Subs/Xtra Pay) 1000-1999: Certificated Personnel Salaries Base 2000 STEM Workshop PD (Workshop Fees) 5000-5999: Services And Other Operating Expenditures Base 2000</p>
<p>Provide access to a Broad Course of Study through STEM Activities & Materials for grades TK- 8 (1A, 5A, 5B, 5C, 6A, 6B, 7A)</p>	<p>LEA Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Robotics & Materials 4000-4999: Books And Supplies Base 10,000</p>
<p>Personnel to support technology infrastructure and</p>	<p>LEA</p>	<p><u>X</u> All</p>	<p>Tech Coordinator Salary 2000-2999: Classified Personnel</p>

staff/student use of tablets and tech resources (1A, 7A)	Wide3	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Salaries Federal Funds 22690 Maintenance Contract Support 5000-5999: Services And Other Operating Expenditures Federal Funds 2000
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>1A) 100% of teachers will report they have received appropriate professional development for developing their skills in providing effective instruction to students with standards-aligned materials.</p> <p>3A) 80% of parents will report that they received opportunities for input into school decisions.</p> <p>3B) 100% of parents of unduplicated pupils will receive information on how they can support their child in meeting academic goals.</p> <p>3C) 100% of parents of students with exceptional needs will receive information on how they can support their child in meeting academic goals.</p> <p>7A) 100% of students will participate in a course of study that addresses their academic and extra curricular interests.</p> <p>5A) The school average daily attendance will improve by .05% based on an increase in activities and curriculum supports that encourage higher student engagement and success.</p> <p>5B) The chronic absenteeism rate will decrease by 1 student based on an increase in activities and curriculum supports that encourage higher student engagement and success.</p> <p>5C) There will be a 0% dropout rate of middle school students based on an increase in activities and curriculum supports that encourage higher student engagement and success.</p> <p>6A) There will be a reduction in the student suspension rates by 1% based on an increase in activities and curriculum supports that encourage higher student engagement and success.</p> <p>6B) There will be a 0% expulsion rate of students based on an increase in activities and curriculum supports that encourage higher student engagement and success.</p> <p>6C) 80% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide avenues for regular communication through the school webpage, online app, and phone communication. (3A, 3B, 3C, 6C)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SharpSchool (Web/App/Phone) 5000-5999: Services And Other Operating Expenditures Base 3275

Leadership PD for Staff (1A, 6C)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Leadership PD (Subs/XPay) 1000-1999: Certificated Personnel Salaries Base 1500 Leadership PD (Workshop Fees) 5000-5999: Services And Other Operating Expenditures Base 2400
Extra Curricular Activity Period for Grades 7 & 8 supporting a Broad Course of student by insuring access to supplemental curriculum that integrates the core curriculum with visual/performing arts, STEAM activities, and Career Tech. (7A, 5C)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies & Materials 4000-4999: Books And Supplies Base 2000
Support a Broad Course of Study through Online Elective Classes for Grades 7 & 8 in the areas of Career Tech and high ed core curricular choices(5C, 7A)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	License & Fees 5000-5999: Services And Other Operating Expenditures Base 10000
Provide access to a Broad Course of Study through STEM Activities & Materials for grades TK- 8 (1A, 5A, 5B, 5C, 6A, 6B, 7A) and STEM PD for Staff & Staff STEM Coaches (1A, 5A, 5B, 5C, 6A, 6B, 7A)	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipends for Staff 1000-1999: Certificated Personnel Salaries Base 2500 STEM Workshop PD (Subs/Xtra Pay) 1000-1999: Certificated Personnel Salaries Base 2000 STEM Workshop PD (Workshop Fees) 5000-5999: Services And Other Operating Expenditures Base 2000
Personnel to support technology infrastructure and staff/student use of tablets and tech resources. (1A, 7A)	LEA Wide	<input checked="" type="checkbox"/> All OR:	Tech Coordinator 2000-2999: Classified Personnel Salaries Federal Funds 22690

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance Contract Support 5000-5999: Services And Other Operating Expenditures Federal Funds 2000
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1A) 100% of teachers will report they have received appropriate professional development for developing their skills in providing effective instruction to students with standards-aligned materials. 3A) 80% of parents will report that they received opportunities for input into school decisions. 3B) 100% of parents of unduplicated pupils will receive information on how they can support their child in meeting academic goals. 3C) 100% of parents of students with exceptional needs will receive information on how they can support their child in meeting academic goals. 7A) 100% of students will participate in a course of study that addresses their academic and extra curricular interests. 5A) The school average daily attendance will improve by .05% based on an increase in activities and curriculum supports that encourage higher student engagement and success. 5B) The chronic absenteeism rate will decrease by 1 student based on an increase in activities and curriculum supports that encourage higher student engagement and success. 5C) There will be a 0% dropout rate of middle school students based on an increase in activities and curriculum supports that encourage higher student engagement and success. 6A) There will be a reduction in the student suspension rates by 1% based on an increase in activities and curriculum supports that encourage higher student engagement and success. 6B) There will be a 0% expulsion rate of students based on an increase in activities and curriculum supports that encourage higher student engagement and success. 6C) 80% of parents, students, and staff will indicate a positive response on the perceived safety and school connectedness.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide avenues for regular communication through the school webpage, online app, and phone communication. (3A, 3B, 3C, 6C)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	SharpSchool (Web/App/Phone) 5000-5999: Services And Other Operating Expenditures Base 3275
Extra Curricular Activity Period for Grades 7 & 8	LEA Wide	<input checked="" type="checkbox"/> All -----	Supplies & Materials 4000-4999: Books And Supplies Base

<p>supporting a Broad Course of student by insuring access to supplemental curriculum that integrates the core curriculum with visual/performing arts, STEAM activities, and Career Tech. (7A, 5C)</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>2000</p>
<p>Support a Broad Course of Study through Online Elective Classes for Grades 7 & 8 in the areas of Career Tech and high ed core curricular choices(5C, 7A)</p>	<p>LEA Wide</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>License & Fees 5000-5999: Services And Other Operating Expenditures Base 10,000</p>
<p>Provide access to a Broad Course of Study through STEM Activities & Materials for grades TK- 8 (1A, 5A, 5B, 5C, 6A, 6B, 7A)</p>	<p>LEA Wide</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>Replacement Materials & Supplies 4000-4999: Books And Supplies Base 3000</p>
<p>Personnel to support technology infrastructure and staff/students use of tablets and tech resources (1A, 7A)</p>	<p>LEA Wide</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>Tech Coordinator 2000-2999: Classified Personnel Salaries Federal Funds 22690 Maintenance Contract Support 5000-5999: Services And Other Operating Expenditures Federal Funds 2000</p>

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

GOAL 3:	Students will demonstrate proficiency in meeting grade level standards through multiple measures including standards-based assessments, performance tasks, and meaningful activities that integrate real-life activities.	Related State and/or Local Priorities: 1 _ 2 _ 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	a. The district needs to ensure the systems are in place to monitor and adjust the individual progress of each student. b. The district needs to ensure supports are in place to target the individual needs of students so instruction can appropriately challenge students and intervene when students are not meeting standards. c. The district needs to ensure students are given opportunities and instruction that help them develop their skills for self-advocacy, long-term planning, and problem-solving resilience.
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Groups, Low Income, Foster Youth
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	4A) 99% of students in grades 4-8 will participate in statewide assessments. 8A) 100% of teachers will utilize formative and summative assessments, including REACH HIGHER Shasta assessments (as appropriate for grades K-3) to measure the progress of students towards meeting standards. **North Cow Creek does not have any identified English Language Learners.**
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AIMsWeb utilized to assess students progress towards meeting standards (8A)	LEA Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Annual License per ADA 5000-5999: Services And Other Operating Expenditures Supplemental 850
Data Tracking to identify and track students in programs and progressing towards standards through Aeries Analytics (8A)	LEA Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth	Annual License 5000-5999: Services And Other Operating Expenditures Supplemental 770

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Goal Setting and Monitoring materials for student data notebooks and classroom data walls (8A)	LEA Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Bulletin Board and Notebook Material 4000-4999: Books And Supplies Base 250

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	4A) 99% of students in grades 4-8 will participate in statewide assessments. 8A) 100% of teachers will utilize formative and summative assessments, including REACH HIGHER Shasta assessments (as appropriate for grades K-3) to measure the progress of students towards meeting standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
AIMsWeb utilized to assess students progress towards meeting standards (8A)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual License per ADA 5000-5999: Services And Other Operating Expenditures Supplemental 850
Data Tracking to identify and track students in programs and progressing towards standards through Aeries Analytics (8A)	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual License 5000-5999: Services And Other Operating Expenditures Supplemental 770

<p>Goal Setting and Monitoring materials for student data notebooks and classroom data walls (8A)</p>	<p>LEA Wide</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>Bulletin Board and Notebook Material 4000-4999: Books And Supplies Base 250</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>4A) 99% of students in grades 4-8 will participate in statewide assessments. 8A) 100% of teachers will utilize formative and summative assessments, including REACH HIGHER Shasta assessments (as appropriate for grades K-3) to measure the progress of students towards meeting standards.</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>AIMsWeb utilized to assess students progress towards meeting standards</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annual License per ADA 5000-5999: Services And Other Operating Expenditures Supplemental 850</p>
<p>Data Tracking to identify and track students in programs and progressing towards standards through Aeries Analytics</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annual License 5000-5999: Services And Other Operating Expenditures Supplemental 770</p>
<p>Goal Setting and Monitoring materials for student data notebooks and classroom data walls</p>	<p>LEA Wide</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>Bulletin Board and Notebook Material 4000-4999: Books And Supplies Base 250</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.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase High School Readiness and College and Career Awareness		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	The District intends to take appropriate action to ensure the following differences or improvements for students: 1. State Priority 2- By the end of year 1, under the instruction of a teacher trained in CCSS, students, including English Language Learners, will access and engage in learning common core standards, utilizing CCSS materials and/or strategies across content areas in all grade levels, including a trial CCSS math curriculum in grades TK through 6 and NGSS instruction in grades 7 & 8. 2. Students will benefit by having a fully implemented student information system in place so that they and their parents can monitor their grades, work completion, attendance, achievement levels, etc. in an on-going, timely manner. 3. 7th and 8th grade students will engage in a high school readiness and college and career awareness activity, and 7th and 8th grade students and their parents will participate in an end-of year survey. 4. 4th-8th grade students will participate in Year 1 of a 5 year high school readiness plan, including the documentation of activities from a comprehensive list of extracurricular activities. 5. Students will be in classes where teachers are using an affective process, such as Capturing Kids Hearts or Love and Logic, to support student connection to school, and students will apply lessons learned from those processes.		Actual Annual Measurable Outcomes: 1. All students, including ELL (if applicable) were accessing and engaging in common core standards in ELA and MA. A new MA program, Everyday Math, insured students received appropriate instruction in state standards. Staff worked to supplement the current ELA curriculum insuring instruction addressed the standards. Students in grades 7 and 8 received instruction through the adopted CPM program. 2. Students, parents, and staff had access to Aeries.net in grades 4 through 8 to monitor grades, achievement, work completion, and attendance. Staff worked to provide updates to Aeries.net within a two-week window. Grades 4 through 8 also utilized student planners to assist students in keeping organized and communicating daily assignments to parents. 3. 8th graders participated in high school staff visits. 7th & 8th grade students participated in meetings with high school staff tailored to prepare them for high school activities. No parent survey was administered. Selected 7th & 8th grade students were involved in leadership meetings with their teacher and the school administrator reviewing needs and perceptions of their peers. 4. This was not implemented. 5. The school piloted the "Leader in Me" program with students learning habits to help them set and achieve personal goals and to help them work collaboratively with others. This program helped students take more responsibility for their learning and

- 6. State Priority 1- All students will be in a class where the teacher is appropriately assigned.
- 7. State Priority 1- All students will have fully credentialed, NCLB highly qualified teachers in the subject areas that they teach, and all students will have sufficient access to standards aligned materials.
- 8. State Priority 1- All students will be taught in facilities that are in good or excellent repair, as reported in the SARC, using the Facilities Inspection Tool (FIT).
- 9. State Priority 2- All EL students enrolled in NCCS will be instructed in the state adopted ELD standards in order to gain academic and English language proficiency.
- 10. State Priority 4- Each student will participate in all required statewide assessments.
- 11. State Priority 4- The school and district will meet or exceed API growth targets for each year in which they are identified by the state.
- 12. State Priority 4- Percentage of pupils successfully completing courses for UC or CSU- N/A
- 13. State Priority 4- EL students enrolled in NCCS will make progress toward EL proficiency on a percentage measured by the state.
- 14. State Priority 4- EL students will be reclassified in a timely manner, in accordance with state guidelines.
- 15. State Priority 4- Percentage of pupils passing AP exams- N/A
- 16. State Priority 4- Percentage of pupils participating in and demonstrating college preparedness in Early Assessment Programs- N/A
- 17. State Priority 5- Current attendance rate s 96.40%. Students will attend school at least 97% of their year.
- 18. State Priority 5- Currently 2.1% of NCCS students experience chronic absenteeism. No more than 1% of students will be

- will be further implemented in the subsequent years.
- 6. Students were taught by teaches with the appropriate training.
- 7. All students had access to standards aligned materials and received standards-based instruction.
- 8. As reported in the 2015 Facilities Inspection Tool (FIT), the school had a 99.4% positive inspection rating.
- 9. The school did not have any reportable EL students.
- 10. The school had a 100% participation rate in the required statewide assessments.
- 11 - 16. N/A
- 17. During the 15/16 school year, the school reported a 96.64% average attendance rate. This is a .24% increase from the 14/15 school year.
- 18. During the 15/16 school year, 0.8% of students experienced chronic absenteeism.
- 19. There were no student dropouts during the 15/16 school year.
- 20. N/A
- 21. N/A
- 22. The number of student's suspended increased to 1.6%.
- 23. No students were expelled from NCCS.
- 24. All students received instruction in the core academic areas as well as receiving music and computer instruction. 7th and 8th graders participated in a Friday activity period the last two months of the school year which included some of the following topics: archery, photography, computer repair, cooking, art, sports.
- 25. Unduplicated students who qualified for Tier II interventions received services from certificated and classified staff.

<p>chronically absent in year 1.</p> <p>19. State Priority 5- No middle school dropouts will occur in year 1.</p> <p>20. State Priority 5- High school dropouts- N/A</p> <p>21. State Priority 5- High school graduation rates- N/A</p> <p>22. State Priority 6- Currently, 1.2% of NCCS students have been suspended. 1.2% or less of the student body will be suspended in year 1.</p> <p>23. State Priority 6- No students have been expelled from NCCS in the past three years, and no student will be expelled in year 1.</p> <p>24. State priority 7- All students will be enrolled in a broad course of study as indicated by Education Code 51210 and 51220, as applicable.</p> <p>25. State Priority 7- NCCS will provide intervention staff to ensure that programs and services for unduplicated pupils and pupils with exceptional needs are provided based on LCFF Supplemental proportionality and within the guidelines set forth.</p>	
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Professional Development in and implementation of Common Core and Next Generation Science Standards (NGSS), including curriculum and instruction for general, special education, and EL students, to ensure adequate progress on state assessments. (Priorities 1, 2, and 4)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,000	Primary STEM partnership with Shasta County Office of Ed. Staff meeting time given for evaluating student scores on AIMSweb. Staff participated on workshops on student trauma. Staff expressed a better understanding for students with behavioral needs and their ability to help these students. Many students demonstrated a better awareness for strategies they could use to handle various emotions.	Professional Development 5000-5999: Services And Other Operating Expenditures Title II 436 Professional Development 5000-5999: Services And Other Operating Expenditures Base 326
Scope of Service	LEA Wide	Scope of Service	LEA Wide
<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>Purchase Every Day Math (EDM) curriculum for grades TK-6 and purchase necessary consumables for College Preparatory Math (CPM). Purchase Writing Curriculum (Priority 2)</p>	<p>EDM and CPM Purchase and Writing Program 4000-4999: Books And Supplies Base \$18000 EDM and CPM Purchase 4000-4999: Books And Supplies Lottery \$10,000</p>	<p>Purchased replacement CPM materials and complete Every Day Math curriculum. School formative and summative assessments reflected an increase in students' ability to reason and problem solve.</p>	<p>EDM and CPM Purchase 4000-4999: Books And Supplies Lottery 10884</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain AERIES.NET SIS for Grading, GPA Calculations, Record Keeping, Analytics, Attendance, Suspension/Expulsion Data, Course Assignment Monitoring, Dropout Data, and Parent Portal and Provide Staff Development in the Use of Appropriate Modules. (Priorities 1, 5, and 7)</p>	<p>Aeries Maintenance and Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500</p>	<p>Purchased annual maintenance for Aeries.</p>	<p>Aeries Maintenance 5000-5999: Services And Other Operating Expenditures Base 1500</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Professional Development for staff in a quality campus wide affective program for increasing school connectivity and reducing suspensions and expulsions, such as Capturing Kids Hearts, Love & Logic, etc., that is delivered in facilities that are conducive to learning and in good repair. (Priorities 1 and 6)</p>	<p>Action 4: PD in Affective Program 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000 Action 4: Character Instructional Materials 4000-4999: Books And Supplies Base 4000</p>	<p>Staff participated in workshop on how trauma impacts learning. Some staff attended leadership workshop on how to help students monitor their progress in meeting learning goals. Staff expressed a better understanding for students with behavioral needs and their ability to help these students. Many students demonstrated a better awareness for strategies they could use to handle various emotions.</p>	<p>Staff Workshop Fees 5000-5999: Services And Other Operating Expenditures Base 5000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Fund a .4 FTE Intervention Teacher and Paraprofessionals, as Needed, for Intervention Services, Materials, and Supplies to Support Students in the CCSS and Ensure Adequate Yearly Progress, Improvement on the API, and ELD Growth and Redesignation Rates. (Priorities 4 and 7)</p>	<p>.40 FTE Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$33,348 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental \$17,728 Intervention Materials and Supplies 4000-4999: Books And Supplies Supplemental \$2000</p>	<p>Unduplicated low income and foster youth students received differentiated services and intervention services through certificated and classified staff. A review of quarterly assessments through AIMSweb showed a positive growth of students receiving intervention services, many who nearly met grade level standards.</p>	<p>.40 FTE Intervention Teacher 1000-1999: Certificated Personnel Salaries Supplemental 33400 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental 17000 Intervention Materials and Supplies 4000-4999: Books And Supplies Supplemental 143</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There is a need for staff professional development in the area of providing Tier I intervention services through small group instruction within the classroom. We also need to utilize a more comprehensive assessment system for monitoring student progress so teachers can make more informed changes to their instructional practices. Resources, such as leveled readers and sets of novels, are needed to assist teachers in effectively managing small group instruction and tailoring instruction to the individual needs of their students.</p>		

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:	Increase Access to Technology		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	<p>The District intends to take appropriate action to ensure the following differences or improvements for students:</p> <ol style="list-style-type: none"> 1. State Standard 2- All 5th through 8th grade students will have assigned tablets to use in class to access and support CCSS and NGSS instruction and materials. The District will have hired a Site Technology Coordinator to support all site technology. 2. State Standard 2- 5th and 8th grade students will benefit from being instructed by teachers who have received professional development related to technology integration and 1:1 learning implementation. All teachers in 5th-8th grades will receive training in 1:1 technology integration and implementation. 3. State Standard 2 & 3- Students and their parents will be able to more easily access the District website to utilize links to the content specific information, learning tools, technology training sites, the SARC, the LCAP, funding information, and the SIS portal. A new, more user friendly web site will be available for student, parents, staff, and community access in July of 2015. All students in grades 4-8 and their parents will be provided with access codes to the SIS, no later than September 1, 2015. 		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. All students in grades 5th - 8th were assigned tablets. A site technology coordinator was hired and assisted with the management and effective utilization of the tablets. Tablets allowed teachers to give students access to digital resources that supplemented the standards as well as online programs that helped students demonstrate their learning. Unduplicated students received access to online supports that helped address their areas of identified needs. 2. Staff received minimal training in 1:1 use of devices. However, they received consistent support from the site technology coordinator and assistance in utilizing digital devices to supplement common core. 3. The new website, integrated mobile app, and phone communication system was implemented. While the general feedback received from parents is positive, the need to streamline and insure all stakeholders receive timely communication needs to be addressed. All parents were given the ability to access their student's information in the SIS. However, more training and awareness needs to be made available to parents on how to access and understand the information available to them.
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Purchase tablets for all 5th- 8th grade students, who do not have one		Budgeted Expenditures Tablets, Cases, and Replacement	Tablets were purchased insuring 1:1 assignments for students in grades 5-	Estimated Actual Annual Expenditures Tablets and Cases 4000-4999: Books

<p>currently assigned to them.</p>	<p>Warranties 4000-4999: Books And Supplies Lottery \$12,000</p>	<p>8. Staff and students showed an increase ability to utilize the tablets for completing work, researching topics, and reinforcing skills. More work is needed in this area.</p>	<p>And Supplies Lottery 12000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase and/or install teaching technology (e.g. dongles, flat screen displays, Chromebooks, etc.) for 3rd through 6th grade classrooms</p>	<p>Classroom Tech 4000-4999: Books And Supplies Base \$8,000</p>	<p>Additional flat screen televisions purchased for classrooms without. Staff reported the ability to make lessons more visual and interactive for students which contributed to higher levels of student engagement and ontask behavior.</p>	<p>Classroom Tech 4000-4999: Books And Supplies Base 5610</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Replace Technology Assisntant with Site Technology Coordinator to cover additional duties associated with instructional technology and SBAC assessments</p>	<p>Site Technology Coordinator Salary 2000-2999: Classified Personnel Salaries Lottery \$31,084</p> <p>Site Techonlogy Coordinator Benefits 3000-3999: Employee Benefits Lottery \$10,810</p>	<p>Site Technology Coordinator employed and provided support as specified in the plan. Students and teacher reported the support from the technology coordinator helped them better utilize digital resources. Staff and students also</p>	<p>Site Technology Coordinator Salary 2000-2999: Classified Personnel Salaries Lottery 21159</p> <p>Site Technology Coordinator Benefits 3000-3999: Employee Benefits Lottery 8088</p>

	Site Technology Coordinator Salary 2000-2999: Classified Personnel Salaries Federal Funds \$8,608 Site Techonlogy Coordinator Benefits 3000-3999: Employee Benefits Federal Funds \$3,589	reported they were able to trouble shoot problems with digital resources through the help of the technology coordinator so more time could be spent on learning.	Site Technology Coordinator Salary 2000-2999: Classified Personnel Salaries Federal Funds 9568 Site Technology Coordinator Benefits 3000-3999: Employee Benefits Federal Funds 3569
Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement and fund accessible website for ease of access for parents, students, and the community	Web Hosting Fee 5800: Professional/Consulting Services And Operating Expenditures Base \$1,200	Website maintained along with mobile app and phone notification system. More parents expressed their ability to access school information but feedback was also received that the school needs to do more to insure all parents have access.	Hosting Fees 5000-5999: Services And Other Operating Expenditures Base 1250
Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide access to online intervention resources in the area of ELA and MA with focus on students not meeting grade level standards	Online Software Fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000	AIMsweb purchased to assess and track student progress. The quarterly reports from AIMsweb allowed teachers to monitor the progress of their students each trimester. The information from	Online Software Fees 5000-5999: Services And Other Operating Expenditures Supplemental 1200

		these reports was utilize by teachers to better differentiate their instruction within the classroom. Almost all students demonstrated growth throughout the year on their AIMSweb reports.									
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> <tr> <td colspan="2"> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA Wide										
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA Wide										
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" 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?	More training for parents needs to be provided to insure they have the skills to access the materials on the website and mobile app and they can access their student's information on the Aeries system. More resources need to be made available for access through the 1:1 tablets including appropriate reading materials (novels, etc.) for students. Staff feel that more online resources can be identified that can be utilized by the unduplicated students to help monitor their progress and help build the needed skills within these students to better meet content standards. We also need a better system for tracking student progress through both formative and summative assessments so that the services provided to unduplicated students can better be coordinated between the classroom and learning center.										

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:	Increase Parental Involvement		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>The District intends to take appropriate action to ensure the following differences or improvements for students:</p> <ol style="list-style-type: none"> 1. State Priority 3- Students will benefit by having parents who better informed about their school through a variety of means. All parents will be informed about school events, functions, and programs by website, email, text (if applicable), app, and phone messaging system. 2. State Priority 3- Students will have parents who have more opportunities to engage with and know more about school functions, events, technology access, and student achievement goals. A minimum of four parent meetings will be held in 2015-2016. 3. State Priority 3- Students will have parents who have access to the SIS for the purposes of reviewing child's work completion, progress reports, grades, attendance, test scores, and other confidential information specific to their child. Parents will be provided with at least one training session on the SIS and access codes to the SIS for the purpose of monitoring student grades, attendance, and achievement. 4. State Priority 3- Parents will be encouraged to become more involved in providing input into the decision making process for the school and district, including parents of unduplicated and special needs students, by utilizing surveys and other data collection tools and by increasing face to face meeting opportunities. A minimum of 50% of the enrolled families will participate in at least one method of involvement. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Parents received a monthly newsletter that included information about school events. The website was regularly updated with school events, School Board agendas, required information, and information on how parents could support their student's in the area of leadership skills. More work needs to be done to simplify the information on the website and to make more information available to parents through the mobile app. 2. See #1 above. Monthly parent meetings were held for the Education Foundation. Two parent meeting were held to review the LCAP. Parents were able to participate in a Back to School Night, a kindergarten orientation, an Open House night, and other grade level parent meetings scheduled to review field trip information. 3. Parents of students in grades 4 - 8 had access to the Aeries SIS system. No specific trainings were conducted for parents. 4. Parents were provided opportunities to give input on the LCAP through meetings and an online survey. No formal method of monitoring the involvement of families was implemented to measure the 50% target.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Three parent meetings to be held focusing on communication, student support services, LCAP and technology plan development, and common core support trainings	Materials and supplies 4000-4999: Books And Supplies Base \$150	Two parent meetings held in addition to Back to School Night, Open House Night, Kindergarten Orientation. Parent participation is high at special events and activities. More work need to be done in this area.	No Cost Incurred
Scope of Service: LEA Wide <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: LEA Wide <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)	
A minimum of two parent training sessions to be held focusing on accessing the student information system parent portal, online safety or one other technology topic, selected by parents.	Materials and Supplies 4000-4999: Books And Supplies Base \$150	This activity was not implemented.	No cost incurred
Scope of Service: LEA Wide <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: LEA Wide <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,	The school needs to insure all parents in grades 4-8 have access to Aeries to view their students information and academic		

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

progress. More avenues for disseminating information to parents on how to help their students academically need to be explored.

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:	Achieve Smaller Student to Adult Ratios	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	The District intends to take appropriate action to ensure the following differences or improvements for students: State Priority 4- Students will be placed into classes that have the best instructional support system in order to meet their individual and grade level needs. Success will be measured by on level or increased achievement on AIMSWEB assessments in reading, reading comprehension and math (as appropriate) in grades 1-6.	Actual Annual Measurable Outcomes: 1. The district maintained the state required 24:1 average in grades K-3. All teachers/grades had access to a paraprofessional for key ELA instructional times. Learning center staff pulled students needing targeted supports as well as assisting with a kindergarten intervention period during which all K and TK students received differentiated instruction. AIMSweb was utilized to monitor all students progress in the ELA and MA areas. Teachers utilized this data during minimum day collaboration times to design differentiated supports needed for all students.
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Maintain Staff for Classroom Assistance, Based Upon Need- 7 hours of Aide time daily	Instructional Aide Salary 2000-2999: Classified Personnel Salaries Base \$16,455 Instructional Aide Benefits 3000-3999: Employee Benefits Base \$5,000	Paraprofessional was hired and provided service to TK, K, and 1st grade. AIMSweb showed growth in most students partly due to students being given more individual assistance through one on one and small group instruction. Scores on summative assessments remained strong.
Scope of Service	LEA Wide	Scope of Service
		LEA Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners

_ 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?	Professional development that includes instructional assistants and the classroom teacher is needed as we seek to tailor instruction to challenge students as well as help the struggling student meet their academic targets.		

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:	Increase Student Access to Physical and Mental Health and Fitness Programs	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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Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>The District intends to take appropriate action to ensure the following differences or improvements for students:</p> <ol style="list-style-type: none"> 1. State Priority 8- All students will be enrolled and engaged in a regularly scheduled physical education class that utilizes a district wide curriculum, and unduplicated students will participate in at least one additional or alternative physical/health education experience. 2. State Priority 5- Unduplicated students will be referred to appropriate local or on-site mental health providers, utilizing established referral pathways, as determined by NCCS staff and administration. 3. State Priority 6- Pupil, parent, and teacher surveys will demonstrate increased student connectedness to school and increased feelings of the personal safety of students. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. All students received the state required physical education classes. 2. This was not implemented as we did not want to remove unduplicated students from the core classes and key academic interventions that they needed. 3. An online parent survey was administrated in January to receive parent feedback on LCAP goals. Limited responses were received. The perceptions of 7th & 8th graders was received from 7th & 8th grade leaders who represented their peers during monthly leadership meetings with their teachers and the school administrator.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Physical Education/Health Purchase of PE Curriculum/Equipment and Professional Development for Staff	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II	This activity was not implemented.	No cost incurred.

	\$3,000 Curriculum and supplies 4000-4999: Books And Supplies Base \$7,000		
Scope of Service LEA Wide		Scope of Service LEA Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Health/PE Consultant Contract Establishment to Provide Access to Non-Traditional PE/Health Experience and to Create Home-to-School Communication Tools	Consultant Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,000 Materials & Supplies 4000-4999: Books And Supplies Supplemental \$4,442	This activity was not implemented.	No cost incurred.
Scope of Service LEA Wide		Scope of Service LEA Wide	
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Contract with Mental Health Provider to directly assist unduplicated students or indirectly assists unduplicated students by consulting with teachers in at-risk areas of academic, social, and/or emotional need.	4 hour per week contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,000	This activity was not implemented. Staff did participate in a workshop on how trauma impacts the learning of students. In addition staff did a book study on the book: How Students Succeed, by Paul Tough. Students and staff reported a better awareness for	Purchase of Book 4000-4999: Books And Supplies Base 140

		understanding and addressing the emotional challenges of students.		
Scope of Service	LEA Wide		Scope of Service	LEA Wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Staff need more professional development in utilizing the adopted SPARKS PE program. In addition, more materials are needed to effectively implement this program. There is a need for more professional development in helping students with emotional and behavioral needs.		

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>\$84232</u>
<p>NCCS, which is a single-school district, does not receive Concentration Grant funds. The Supplemental funds will be used to ensure that unduplicated students, including low income, foster and homeless youth, depending on grade level, are monitored, using a research based assessment, in letter naming and sounds, non-sense words, reading fluency, and comprehension, and math for a minimum of two times in each school year and that students falling in the intervention areas for each assessment will be provided with appropriate services to achieve at grade level or to make progress toward closing the achievement gap. In addition, students falling in the at-risk band will be monitored to ensure that they do not regress and that they are making adequate progress, over time, to close the achievement gap in the assessed area of need. For these purposes, the District will utilize the Supplemental dollars to fund a .4 FTE intervention teacher and an appropriate staff of instructional aides to meet the needs of each identified child. In addition supplemental funds will be utilized to purchase specific research-based curriculum and technology services that will be utilized to specifically target the learning needs of these students.</p>	

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

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

4.30	%
<p>As described in the LCAP, the following activities/goals will insure unduplicated pupils will progress towards meeting academic standards and school expectations: target intervention provided through the Learning Center certificated staff and classified paraprofessionals; through an increase in research-based intervention materials and online resources that support the ELA and MA curriculum areas; through AIMSweb and Aeries Analytics which assists staff in assessing and tracking the progress of students. We believe that the increased and improved services discussed here and in Sections 2 and 3a help us to meet and exceed the required minimum of serving our disadvantaged</p>	

population by 4.3% more than the base services provided.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	221,064.00	154,273.00	176,261.00	191,976.00	150,871.00	519,108.00
Base	69,455.00	36,826.00	51,175.00	66,175.00	30,611.00	147,961.00
Federal Funds	12,197.00	13,137.00	24,690.00	24,690.00	24,690.00	74,070.00
Lottery	63,894.00	52,131.00	10,000.00	10,000.00	10,000.00	30,000.00
Supplemental	69,518.00	51,743.00	84,232.00	84,947.00	79,406.00	248,585.00
Title II	6,000.00	436.00	6,164.00	6,164.00	6,164.00	18,492.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	221,064.00	154,273.00	176,261.00	191,976.00	150,871.00	519,108.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	33,348.00	33,400.00	34,976.00	36,055.00	31,013.00	102,044.00
2000-2999: Classified Personnel Salaries	73,875.00	64,727.00	41,041.00	41,774.00	42,537.00	125,352.00
3000-3999: Employee Benefits	19,399.00	17,657.00	18,985.00	19,179.00	19,334.00	57,498.00
4000-4999: Books And Supplies	65,742.00	28,777.00	45,000.00	60,303.00	27,722.00	133,025.00
5000-5999: Services And Other Operating Expenditures	0.00	9,712.00	36,259.00	34,665.00	30,265.00	101,189.00
5800: Professional/Consulting Services And Operating Expenditures	28,700.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	221,064.00	154,273.00	176,261.00	191,976.00	150,871.00	519,108.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	8,000.00	8,000.00	1,836.00	17,836.00
1000-1999: Certificated Personnel Salaries	Supplemental	33,348.00	33,400.00	26,976.00	28,055.00	29,177.00	84,208.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	16,455.00	17,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	8,608.00	9,568.00	22,690.00	22,690.00	22,690.00	68,070.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
2000-2999: Classified Personnel Salaries	Lottery	31,084.00	21,159.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	17,728.00	17,000.00	18,351.00	19,084.00	19,847.00	57,282.00
3000-3999: Employee Benefits	Base	5,000.00	6,000.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Federal Funds	3,589.00	3,569.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Lottery	10,810.00	8,088.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	18,985.00	19,179.00	19,334.00	57,498.00
4000-4999: Books And Supplies	Base	37,300.00	5,750.00	23,500.00	40,500.00	15,500.00	79,500.00
4000-4999: Books And Supplies	Lottery	22,000.00	22,884.00	10,000.00	10,000.00	10,000.00	30,000.00
4000-4999: Books And Supplies	Supplemental	6,442.00	143.00	11,500.00	9,803.00	2,222.00	23,525.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	8,076.00	19,675.00	17,675.00	13,275.00	50,625.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	1,200.00	8,420.00	8,826.00	8,826.00	26,072.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	436.00	6,164.00	6,164.00	6,164.00	18,492.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,700.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	12,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	6,000.00	0.00	0.00	0.00	0.00	0.00

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).