Introduction:

LEA: Lake Elementary School District   **Contact (Name, Title, Email, Phone Number):** Nikol Baker, Superintendent/Principal, nbaker@lakeschool.org, 530-865-1255   **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
It's important to note that, due to the small size of Lake Elementary School District, the School Site Council serves as the parent advisory committee for the district and has become highly involved in the planning and accountability of the LCAP. School Site Council members represent all student subgroups, including English learners as well as Title I students.	Prior to 2013-14, School Site Council members' terms were limited to two years. With LCAP planning and accountability added to its responsibilities, members voted to increase the term to three years. Members advocated that this increase would provide them with a deeper understanding of SSC expectations, as well as a more informed approach to the design of a well-developed LCAP.
August	August

Parent survey delivered hard copy in August 2015 resulted in a 72% response rate (81 of 113 families responded).

Parent feedback provides information and guidance to the district, specifically regarding engagement and school climate. This information is used to identify strategies to maintain and/or enhance goals regarding parent and family engagement, school climate, and academics.

On August 11, 2015, Lake Staff met to review LCAP goals. Goals were shared electronically and hard copy in reader-friendly terms with the agreement to review action steps throughout the school year.

Reviewing goals, action steps and measurable outcomes helps all staff to clearly understand the goals along with clarifying their role in implementing action steps, which in turn leads to more engagement in the LCAP process. Certificated and classified staff appreciated the open disclosure of the budget as well as the LCAP goals and alignment with district philosophy. As one of the very few districts in the state operating without a Bargaining Unit for either certificated or classified staff, open forum discussions add upon the trust already existing at this site. These types of discussions allow for open communication regarding LCAP and/or other goal-related activities.

On August 19, 2015, Certificated Staff met to discuss LCAP goals, action steps, and budget associated with goals and/or action steps.

Providing opportunity for Certificated Staff to mark/identify outcomes in which they may have a direct impact on assisted in a deeper understanding of their own impact on achieving our LCAP goals.

On August 26, 2015, Classified Staff met to review the LCAP measurable outcomes and actions steps within each goal.

Providing opportunity for Classified Staff to mark/identify outcomes in which they may have a direct impact on assisted in a deeper understanding of their own impact on achieving our LCAP goals.

September

September

On September 1, 2015, School Site Council met to align LCAP goals with Single Plan for Student Achievement.

Aligning LCAP goals with existing plans streamlines the process and application of all plans, not just LCAP.

On September 2, 2015, Certificated Staff met to review LCAP action steps.

Continued "check ins" with staff supports implementation of LCAP action steps with the intended consequence of reaching measurable goals.

On September 22, 2015, a Title I meeting was held with parents.

The meeting specific to Title I parents provides targeted feedback to the district. However, continued low turn-out at this annual meeting identifies the need to develop possible action steps to increase attendance. District administration feels this action step aligns with the district's goals of Pupil Outcomes and Engagement.

October

October

On October 19, Administration and Classified Staff met with GCOE staff for an LCAP review. Possible considerations included tracking high school graduation rates, run iReady subgroup reports, clarify annual subscriptions (like Zingy), identify Fund 14 (deferred expenses).

Meeting with the county agency helped to assist in clarifying various aspects of the LCAP for all stakeholders.

December

December

On December 1, 2015, LCAP progress was shared with the School Board.

Reviewing LCAP progress at Board Meetings keeps all stakeholders involved in the process of implementation of goals.

On December 14, 2015, a letter was sent to parents of students with more than 6 tardies.

Decreasing tardies school-wide is an action plan identified to decrease tardies and increase student engagement. Communicating with parents assists in the achievement of goals.

January

January

On Monday, January 11, an English Learning meeting was held to celebrate students who had earned English Language Proficiency as well as to garner input from parents regarding school involvement.

Meetings/banquets in which students are celebrated has provided a relaxed atmosphere that has inadvertently led to parents providing honest feedback in a non-threatening environment. Conversations during this evening are utilized to guide the development of priority need areas and goals for each of the state priority areas (where applicable) specific to the English learner subgroup.

On January 13, 2106, Certificated Staff met to review LCAP goals specific to English Language Arts.

Review of LCAP goals specific to English Language Arts identified needs for teacher development as well as identified subgroups in which additional academic supports were necessary.

Also on January 13, 2016, all staff met to review LCAP goals as related to school climate.

All staff discussed relevant action plans related to school climate, discussed their role in supporting a positive school climate, as well as identifying possible new action plans.

February

February

Annual 8th grade graduate survey distributed yearly in February to assist in the development of strong academic and social skills as students transition from a K-8 elementary school to high school.

Survey results help to Identify areas of need in both curriculum and social emotional supports as outlined as action plans in the LCAP.

March

March

On March 14, 2016, School Site Council members reviewed the LCAP as well as current student dress code.

During this meeting, School Site Council members met with a few 8th grade students to hear their input regarding the dress code. It is the intent that this kind of student involvement increases student engagement.

On March 15, 2016, progress towards LCAP goals was shared with School Board members.

School Board members agree that the LCAP provides strategic guidance to the district. Sharing LCAP goals communicates with both the board and stakeholders in attendance progress on LCAP goals.

April

During the month of April, the LCAP survey was submitted electronically to all stakeholders: staff, students (grades 6-8), parents, and community members.

On April 19, 2016, a draft LCAP was shared with School Board members.

April

Survey results outline how stakeholders prioritize the eight state priorities of the LCAP. This data allows the district to ensure goals are written to address identified priorities.

Keeping stakeholders informed of LCAP progress supports transparency and engagement of the development of the LCAP.

May

On May 12, 2016, a second English Learner Banquet was held to celebrate students who had earned English Language Proficiency as well as to garner input from parents regarding school involvement.

After the May 16, 2016, School Board meeting, members received an LCAP "short version" that included alignment of funds associated with each action step.

May

Non-English speaking parents continue to express gratitude in hiring a bilingual instructional aide and translator. They indicated their appreciation of some documents translated to Spanish, yet voice a request for the district to provide more.

Board members continue to gain clarity on the alignment of funds to each action step and how the LCAP does not necessarily align with the draft budget.

June

School Site Council members met June 6, 2016, to review and recommend final LCAP to be submitted for public hearing.

On June 14, 2016, a Special Board Meeting was held for LCAP and Budget Public Hearings.

On June 21, 2016, a regular Board Meeting was held for both 2016-17 LCAP and Budget Adoptions.

June

Provided "focus group" input into draft LCAP goals.

Public Hearings provide opportunities for stakeholder input.

2016-17 LCAP and Budget adopted by Lake Elementary Board of Trustees.

Annual Update:	Annual Update:
Involvement Process	Impact on LCAP
The 2015-16 Parent Survey sent home with the back-to-school packet yielded a 72% response rate, the exact response rate in 2014-15.	This back-to-school survey, different from the LCAP survey distributed annually in February, focuses on school climate, safety, and academics. District leadership supports the mounting evidence from fields like neuroscience and cognitive psychology that high-stress environments in which students feel chronically unsafe and uncared for make it physically and emotionally harder for them to learn and more likely for them to act out or drop out. Because this survey is delivered early in the year, administration and staff can respond quickly to any concerns of safety, both physical and emotional. This response is in alignment with LCAP Goal 3: Provide a safe, supportive, and nurturing environment for students and their families. Survey results provide the opportunity to revisit and/or update action plans related to school climate.
Lake Staff meetings (certificated and classified) held throughout the year provides opportunities for all staff to engage in the development and implementation of LCAP goals, action steps, measurable outcomes, services, and expenditures.	Reviewing goals, action steps, measurable outcomes, services, and expenditures helps all staff to clearly understand the goals along with clarifying their role in implementing action steps, which in turn leads to more engagement in the LCAP process. Most significantly from these meetings was the identification of continued student supports regarding the social well-being of students. Over the course of the year, staff shared their strategies of how they are implementing "Teaching Social Skills to Youth", the action step of Implement Social/Emotional program as identified in LCAP Goal 3: Provide a safe, supportive, and nurturing environment for students and their families.
School Site Council reviewed LCAP and provided input through a series of meetings.	Utilizing School Site Council as the district's parent advisory council provides relevant stakeholder input on a consistent basis as SSC typically meets monthly. The discussion and identification of updates to LCAP goals keeps the LCAP a relevant and timely document. SSC reviews progress on LCAP goals throughout the year.
Administered annual 8th grade graduate survey with the intent of identifying both academic and social preparedness for high school.	Responses indicate that students feel prepared academically, yet need more support in selecting high school coursework. Student responses also indicated

that they are not properly prepared for physical education. As identified in LCAP Goal 2: Increase student academic achievement by establishing and maintaining support, we will continue to support students in successfully achieving our Healthy Fitness goals.

Eighth grade students were included in School Site Council meetings regarding school dress code. Students reviewed local high school dress code as well as Lake's current dress code policy. Along with SSC members, students identified changes as relevant to K-3 and grades 4-8 dress code policies.	Student involvement in school decisions leads to a positive school climate and increased student engagement, which has a direct impact on attendance, as required by the LCAP process.
Changed annual "English Learner Parent Meeting" to "English Learner Banquet". Parents of English learners were invited to two dinners over the course of the school year that recognized students earning English proficiency coupled with the opportunity to provide feedback regarding the family's school experience.	Increased involvement of parents of English learners has strengthened relationships between the school and non-English speaking parents. It has provided input to the goals specific to English learner engagement, both students and parents.
Monthly board meetings provide stakeholders opportunities to communicate with the board to help them establish an LCAP development and adoption process that ensures many ways for all parents and community members to participate and be heard. The superintendent's LCAP Report outlines programs and services currently being offered in the district, and their effectiveness in achieving student outcomes. The LCAP Report also assists the board in its own planning and budget process to meet the requirements of both LCFF and LCAP.	The monthly LCAP Report at board meetings provides the board and attending stakeholders with transparency of alignment of all LCAP goals and LCFF funding.

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:	Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Standards update across ELA, Mathematics, Science; staying current with technology, both infrastructure and classroom implementation; highly qualified staff (both certificated and classified); maintaining aging facilities.

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1.0 Pilot California standards-aligned curriculum in ELA K-8 2.0 Identify Next Generation Science Standards curriculum for recommended adoption by April 2017 3.0 Upgrade technology infrastructure to support classroom technology including a cyclical plan updating aging hardware 4.0 Induction participation for new teachers 5.0 Maintain highly qualified certificated and classified staff through attendance at relevant professional development 6.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT 7.0 Upgrade building integrity from good to exemplary as measured by FIT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Pilot California standards-aligned curriculum across all grade levels 1.2 Utilize minimum days for grade bands K--2 (primary), 3--5 (middle school), and 6--8 (junior high) to collaborate with other Glenn, Butte, Tehama county teachers on implementation of English language arts curriculum 1.3 Recommend ELA curriculum to Board in Spring 2017	LEA	X All – – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 Benchmark Curriculum (K-4); Open Source Curriculum (5-8) 4000-4999: Books And Supplies Supplemental 8000 1.1a Printing 4000-4999: Books And Supplies Base 1500 1.2 Collaboration Days 5800: Professional/Consulting Services And Operating Expenditures 600 1.3 Board Recommendation no cost
2.1 Attend local professional development: GCOE Common to the Core science workshop 2.2 Utilize minimum days to identify and review Next	LEA	X All – – – – – – – – – – – OR: Low Income pupils English Learners	2.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental 500 2.2 Collaboration Days (Minimum Days) see 1.2

Generation Science Standards (NGSS) curriculum 2.3 By April 2016, recommend NGSS curriculum to Board for adoption (or determine "holding pattern" as anticipated list of SBE-adopted K-8 science instructional materials adoption may not be known until 2017) 2.4 NGSS Focus Group (one lead teacher from each grade band) provides site professional development regarding effective NGSS implementation based on observation/collaboration of model schoos		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.3 Board recommendation no cost 2.4 NGSS Focus Group Lead 1000-1999: Certificated Personnel Salaries Base 1500
3.1 Develop and maintain technology inventory database 3.2 Maintain working relationship with GCOE IT Department to update aging hardware	LEA	X All ---------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 Technology Database no cost 3.2 Update aging technology 4000-4999: Books And Supplies Federal Funds 10,000 3.2a GCOE IT Contract 5000-5999: Services And Other Operating Expenditures Base 5,000
4.1 Fund Induction Candidates	LEA	X All ---------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental 3,200
	LEA	_ All ---------- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

5.1 Certificated Staff to attend Google Summit for professional development in integrating technology into instruction
 	
5.2 Certificated and Classified Staff attend Fall GCOE Common to the Core Professional Development
 	
5.3 Certificated Staff grades 6-8 attend CPM (College Preparatory Mathematics) training
 	
5.4 Certificated Staff grades K-5 attend Everyday Mathematics training
 	
5.5 Certificated Math Time Grant Participants provide monthly professional development on best practices/resources surrounding math framework
	LEA	X All _ _ _ _ _ _ _ _
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			5.1 Google Summit Registration 5000-5999: Services And Other Operating Expenditures Supplemental 5,250
			
			5.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Supplemental 500
			
			5.3 CPM Training (mileage) 5800: Professional/Consulting Services And Operating Expenditures Base 500
			
			5.4 Everyday Math Training 5000-5999: Services And Other Operating Expenditures Base 1000
			
			5.5 Collaboration Days (minimum days) see 1.2

6.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually	LEA	X All _ _ _ _ _ _ _ _
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			7.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base 330

7.1 Per FIT Report, monitor leaking ceiling in cafeteria
 	
7.2 Per FIT Report, repair rotting floor along east wall inside classroom #8 during Summer 2016
 	
7.3 Per FIT Report, repair rotting floor along northeast corner inside classroom #10 during Summer 2016
 	
7.4 Repair eroding foundation of county-owned building, classroom #7, Summer 2016
	LEA	X All _ _ _ _ _ _ _ _
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			7.1 Monitor leaking ceiling no cost
			
			7.2 Outside Contractor - Deferred Maintenance 5800: Professional/Consulting Services And Operating Expenditures 1,500
			
			7.3 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures 1,000
			
			7.4 Outside Contractor county-owned building, no cost to district

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1.0 Pilot California standards-aligned curriculum in ELA K-8 2.0 Identify Next Generation Science Standards curriculum for recommended adoption by April 2017 3.0 Upgrade technology infrastructure to support classroom technology including a cyclical plan updating aging hardware 4.0 Induction participation for new teachers 5.0 Maintain highly qualified certificated and classified staff through attendance at relevant professional development 6.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT 7.0 Upgrade building integrity from good to exemplary as measured by FIT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Pilot California standards-aligned curriculum across all grade levels 1.2 Utilize minimum days for grade bands K--2 (primary), 3--5 (middle school), and 6--8 (junior high) to collaborate with other Glenn, Butte, Tehama county teachers on implementation of English language arts curriculum 1.3 Recommend ELA curriculum to Board in Spring 2017	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 Benchmark Curriculum (K-4); Open Source Curriculum (5-8) 5000 1.1a Printing 4000-4999: Books And Supplies Base 1500 1.2 Collaboration Days no cost 1.3 Board Recommendation no cost
2.1 Attend local professional development: GCOE Common to the Core science workshop 2.2 Utilize minimum days to identify and review Next Generation Science Standards (NGSS) curriculum 2.3 By April 2016, recommend NGSS curriculum to Board for adoption (or determine "holding pattern" as anticipated list of SBE-adopted K-8 science instructional materials adoption may not be known until 2017) 2.4 NGSS Focus Group (one lead teacher from each grade band) provides site professional development regarding effective NGSS implementation based on observation/collaboration of model schoos	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental 300 2.2 Collaboration Days (Minimum Days) no cost 2.3 Board recommendation no cost 2.4 NGSS Focus Group Lead 1000-1999: Certificated Personnel Salaries Base 1500
3.1 Develop and maintain technology inventory database	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR:	3.1 Technology Database no cost 3.2 Update aging technology 4000-4999: Books And Supplies

3.2 Maintain working relationship with GCOE IT Department to update aging hardware		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Federal Funds 10,000
			3.2a GCOE IT Contract 5000-5999: Services And Other Operating Expenditures Base 5,000
4.1 Fund Year 2 Induction Candidates	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental 3,200
	LEA	_ All _ _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
5.1 Certificated Staff to attend Google Summit for professional development in integrating technology into instruction 5.2 Certificated and Classified Staff attend Fall GCOE Common to the Core Professional Development 5.3 Certificated Staff grades 6-8 attend CPM (College Preparatory Mathematics) training 5.4 Certificated Staff grades K-5 attend Everyday Mathematics training 5.5 Certificated Math Time Grant Participants provide monthly professional development on best	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 Google Summit Registration 5000-5999: Services And Other Operating Expenditures Base 5,250
			5.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Base 400
			5.3 CPM Training (mileage) 5800: Professional/Consulting Services And Operating Expenditures Base 300
			5.4 Everyday Math Training 5000-5999: Services And Other Operating Expenditures Base 500
			5.5 Collaboration Days (minimum days) no cost

practices/resources surrounding math framework			
6.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base
7.1 Per FIT Report, monitor leaking ceiling in cafeteria 7.2 Per FIT Report, repair rotting floor along east wall inside classroom #8 during Summer 2016 7.3 Per FIT Report, repair rotting floor along northeast corner inside classroom #10 during Summer 2016 7.4 Repair eroding foundation of county-owned building, classroom #7, Summer 2016	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 Monitor leaking ceiling no cost 7.2 Outside Contractor - Deferred Maintenance 5800: Professional/Consulting Services And Operating Expenditures 1,500 7.3 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures 1,000 7.4 Outside Contractor county-owned building, no cost to district

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1.0 Pilot California standards-aligned curriculum in ELA K-8 2.0 Identify Next Generation Science Standards curriculum for recommended adoption by April 2017 3.0 Upgrade technology infrastructure to support classroom technology including a cyclical plan updating aging hardware 4.0 Induction participation for new teachers 5.0 Maintain highly qualified certificated and classified staff through attendance at relevant professional development 6.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT 7.0 Upgrade building integrity from good to exemplary as measured by FIT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Pilot California standards-aligned curriculum across all grade levels 1.2 Utilize minimum days for grade bands K--2 (primary), 3--5 (middle school), and 6--8 (junior high) to collaborate with other Glenn, Butte, Tehama county teachers on implementation of English language arts	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	1.1 Benchmark Curriculum (K-4); Open Source Curriculum (5-8) 5000 1.1a Printing 4000-4999: Books And Supplies Base 1500 1.2 Collaboration Days no cost 1.3 Board Recommendation no cost

curriculum 1.3 Recommend ELA curriculum to Board in Spring 2017		Other Subgroups: (Specify)	
2.1 Attend local professional development: GCOE Common to the Core science workshop 2.2 Utilize minimum days to identify and review Next Generation Science Standards (NGSS) curriculum 2.3 By April 2016, recommend NGSS curriculum to Board for adoption (or determine "holding pattern" as anticipated list of SBE-adopted K-8 science instructional materials adoption may not be known until 2017) 2.4 NGSS Focus Group (one lead teacher from each grade band) provides site professional development regarding effective NGSS implementation based on observation/collaboration of model schoos	LEA	X All _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental 300
			2.2 Collaboration Days (Minimum Days) no cost
			2.3 Board recommendation no cost
			2.4 NGSS Focus Group Lead 1000-1999: Certificated Personnel Salaries Base 1500
3.1 Develop and maintain technology inventory database 3.2 Maintain working relationship with GCOE IT Department to update aging hardware	LEA	X All _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 Technology Database no cost
			3.2 Update aging technology 4000-4999: Books And Supplies Federal Funds 10,000
			3.2a GCOE IT Contract 5000-5999: Services And Other Operating Expenditures Base 5,000
4.1 Fund Year 2 Induction Candidates	LEA	X All _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental 3,200
	LEA	_ All _ _ _ _ _ _ _ _ _ OR:	

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
5.1 Certificated Staff to attend Google Summit for professional development in integrating technology into instruction 5.2 Certificated and Classified Staff attend Fall GCOE Common to the Core Professional Development 5.3 Certificated Staff grades 6-8 attend CPM (College Preparatory Mathematics) training 5.4 Certificated Staff grades K-5 attend Everyday Mathematics training 5.5 Certificated Math Time Grant Participants provide monthly professional development on best practices/resources surrounding math framework	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 Google Summit Registration 5000-5999: Services And Other Operating Expenditures Base 5,250 5.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Base 400 5.3 CPM Training (mileage) 5800: Professional/Consulting Services And Operating Expenditures Base 300 5.4 Everyday Math Training 5000-5999: Services And Other Operating Expenditures Base 500 5.5 Collaboration Days (minimum days) no cost
6.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base
7.1 Per FIT Report, monitor leaking ceiling in cafeteria 7.2 Per FIT Report, repair rotting floor along east wall inside classroom #8 during Summer 2016 7.3 Per FIT Report, repair rotting floor along northeast corner inside classroom #10 during Summer 2016	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	7.1 Monitor leaking ceiling no cost 7.2 Outside Contractor - Deferred Maintenance 5800: Professional/Consulting Services And Operating Expenditures 1,500 7.3 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures 1,000 7.4 Outside Contractor county-owned building, no cost to

7.4 Repair eroding foundation of county-owned building, classroom #7, Summer 2016		(Specify)	district

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

			Related State and/or Local Priorities:
GOAL 2:	Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.		1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X

COE only: 9 _   10 _

Local : Specify |

Identified Need :	Increased school participation among parents of English learners. Increased recognition of English learner accomplishments on CELDT and reclassification. Utilize local and state data to provide grade level proficiency in literacy and math to all students. Support students in learning life-long habits of regular physical activity through annual state Physical Fitness Test (PFT) and local "Panther on the Prowl".
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All students, English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth

LCAP Year 1: 2016-17

| Expected Annual Measurable Outcomes: | 1.0 Maintain yearly rate of English learner reclassification of 25% or higher
2.0 Meet targets for percentage of English learners attaining English proficiency on CELDT as measured by AMAO 2 targets
3.0 Analyze 2015-16 CAASPP results against 2014-15 results to determine growth targets in both mathematics and ELA claims
4.0 Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2014-15 proficiency levels: Grade 5: 8% Far Below Basic; 8% Below Basic; 0% Basic; 50% Proficient; 33% Advanced. Grade 8)
5.0 As identified in iReady Intervention Screener Report (local assessment) in reading, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10%
6.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5%
7.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT)
8.0 Continue to provide classroom music to all students K-5, band and/or choir to grades 6-8
9.0 Continue to provide art in grades K-8
10.0 Provide educational opportunities through class field trips to help sustain and/or increase classroom engagement |
|---|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator)

1.2 Utilize minimum days days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels

1.3 Purposeful classroom assignment of bilingual aide | LEA | _ All
- - - - - - - - - - -
OR:
 Low Income pupils
X English Learners
 Foster Youth
 Redesignated fluent English proficient
 Other Subgroups: | 1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental 1,000

1.2 Collaboration Days (minimum days) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 675

1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 20,000 |

		(Specify)	
2.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 2.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 2.3 Purposeful classroom assignment of bilingual aide 2.4 Celebrate reclassification at monthly assemblies, including reclassification certificates and parent invitations	LEA	All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 See 1.1 2.2 See 1.2 2.3 See 1.3 3.4 Certificates 4000-4999: Books And Supplies Supplemental 200
	LEA	All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils _ English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
3.1 By Trimester 1, 2016, analyze 2014-15 and 2015-16 CAASPP data to determine baseline and growth goals in the mathematical claims: concepts and procedures, problem solving and modeling & data analysis, communicating reasoning 3.2 By Trimester 1, 2016, analyze 2014-15 and 2015-16 CAASPP data to determine baseline and growth goals in the ELA claims: reading, listening, writing, research/inquiry 3.3 Implement Vocabulary Instruction based on the research of Marzano, Kinsella, et al	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 No cost 3.2 No cost 3.3 Building Academic Vocabulary book purchase 4000-4999: Books And Supplies Supplemental 425
4.1 Analyze CST Science results to determine focus areas and/or gaps 4.2 Utilize understanding of California Literacy	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners	4.1 No cost 4.2 No cost 4.3 No cost

Standards in Science to develop greater understanding of each student's literacy development in science 4.3 Investigate and explore NGSS (Next Generation Science Standards) 4.4 Maintain application of Zingy Science program for Grades 4-8		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.4 Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300
5.1 Effectively implement iReady across all grades 5.2 Utilize minimum days for iReady data review to identify areas of need	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 iReady program 4000-4999: Books And Supplies Supplemental 6,900 5.2 No cost
6.1 Effectively implement iReady across all grades 6.2 Utilize minimum days for iReady data review to identify areas of need 6.3 Maintain funding for full-time education specialist services	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 See 5.1 6.2 See 5.2 6.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental 15,000
7.1 Maintain part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle 7.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive school physical activity program 7.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl; 2015 baseline data identifies a goal of an additional 2 students per grades 5-8 of earning Panther on the Prowl	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental 22,016 7.2 See 7.1 7.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Supplemental 500

8.1 Continue music consortia agreement to maintain music teacher position, serving classroom music K-5; band and choir in grades 6-8	X All – – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 Music teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental $17,000
9.1 Continue art consortia agreement to provide art in grades K-8	X All – – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	9.1 Art docent contract (part-time) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000
10.1 Continue to provide Shasta Lake camping trip to 5th grade in alignment with ELA and social studies standards 10.2 Continue to provide Mt. Lassen day trip for 6th grade in support of science standards 10.3 Continue to provide San Francisco science museum day trip for 7th grade in alignment with science standards 10.4. Continue to provide State Capitol day trip to Sacramento in alignment with social studies standards	_ All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	10.1-10.4 Field trip expenses 5000-5999: Services And Other Operating Expenditures Supplemental 5,000

LCAP Year 2: 2017-18			

| Expected Annual Measurable Outcomes: | 1.0 Maintain yearly rate of English learner reclassification of 25% or higher
2.0 Meet targets for percentage of English learners attaining English proficiency on CELDT as measured by AMAO 2 targets
3.0 English learners continuously enrolled from kindergarten will be English proficient by end of Grade 5
4.0 Analyze 2015-16 CAASPP results against 2014-15 results to determine growth targets in both mathematics and ELA claims
5.0 Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2014-15 proficiency levels: Grade 5: 8% Far Below Basic; 8% Below Basic; 0% Basic; 50% Proficient; 33% Advanced. Grade 8)
6.0 As identified in iReady Intervention Screener Report (local assessment) in reading, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10%
7.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5%
8.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT) |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 1.2 Utilize minimum days days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 1.3 Purposeful classroom assignment of bilingual aide	LEA	_ All – – – – – – – – – – – OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental 1,000 1.2 No cost 1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 20,000
2.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 2.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 2.3 Purposeful classroom assignment of bilingual aide	LEA	All – – – – – – – – – – – OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 See 1.1 2.2 See 1.2 2.3 See 1.3
3.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 3.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language	LEA	All – – – – – – – – – – – OR: Low Income pupils X English Learners Foster Youth	3.1 See 1.1 3.2 See 1.2 3.3 See 1.3 3.4 Certificates 4000-4999: Books And Supplies

Development Standards across all grade levels 3.3 Purposeful classroom assignment of bilingual aide 3.4 Celebrate reclassification at monthly assemblies, including reclassification certificates and parent invitations		Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental 100
4.1 By Trimester 1, 2016, analyze 2014-15 and 2015-16 CAASPP data to determine baseline and growth goals in the mathematical claims: concepts and procedures, problem solving and modeling & data analysis, communicating reasoning 4.2 By Trimester 1, 2016, analyze 2014-15 and 2015-16 CAASPP data to determine baseline and growth goals in the ELA claims: reading, listening, writing, research/inquiry 4.3 Implement Vocabulary Instruction based on the research of Marzano, Kinsella, et al	LEA	X All - - - - - - - - - - OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 No cost 4.2 No cost 4.3 Building Academic Vocabulary book purchase 4000-4999: Books And Supplies Supplemental 425
5.1 Analyze CST Science results to determine focus areas and/or gaps 5.2 Utilize understanding of California Literacy Standards in Science to develop greater understanding of each student's literacy development in science 5.3 Investigate and explore NGSS (Next Generation Science Standards) 5.4 Maintain application of Zingy Science program for Grades 4-8	LEA	X All - - - - - - - - - - OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 No cost 5.2 No cost 5.3 No cost 5.4 Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300
6.1 Effectively implement iReady across all grades 6.2 Utilize minimum days for iReady data review to identify areas of need	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	6.1 iReady program 4000-4999: Books And Supplies Base 6,900 6.2 No cost

		(Specify)	
7.1 Effectively implement iReady across all grades 7.2 Utilize minimum days for iReady data review to identify areas of need 7.3 Maintain funding for full-time education specialist services	LEA	X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 See 6.1 7.2 See 6.2 7.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental 58,000
8.1 Hire part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle 8.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive school physical activity program 8.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl; 2015 baseline data identifies a goal of an additional 2 students per grades 5-8 of earning Panther on the Prowl	LEA	X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental 22,016 8.2 See 8.1 8.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Supplemental 500

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	1.0 Maintain yearly rate of English learner reclassification of 25% or higher 2.0 Meet targets for percentage of English learners attaining English proficiency on CELDT as measured by AMAO 2 targets 3.0 English learners continuously enrolled from kindergarten will be English proficient by end of Grade 5 4.0 Analyze 2015-16 CAASPP results against 2014-15 results to determine growth targets in both mathematics and ELA claims 5.0 Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2014-15 proficiency levels: Grade 5: 8% Far Below Basic; 8% Below Basic; 0% Basic; 50% Proficient; 33% Advanced. Grade 8) 6.0 As identified in iReady Intervention Screener Report (local assessment) in reading, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10% 7.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5% 8.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT)		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 1.2 Utilize minimum days days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 1.3 Purposeful classroom assignment of bilingual aide	LEA	_ All — — — — — — — — — OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental 1,000 1.2 No cost 1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 20,000
2.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 2.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 2.3 Purposeful classroom assignment of bilingual aide	LEA	All — — — — — — — — — OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 See 1.1 2.2 See 1.2 2.3 See 1.3
3.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 3.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language	LEA	All — — — — — — — — — OR: Low Income pupils X English Learners Foster Youth	3.1 See 1.1 3.2 See 1.2 3.3 See 1.3 3.4 Certificates 4000-4999: Books And Supplies

Development Standards across all grade levels 3.3 Purposeful classroom assignment of bilingual aide 3.4 Celebrate reclassification at monthly assemblies, including reclassification certificates and parent invitations		Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental 100
4.1 By Trimester 1, 2016, analyze 2014-15 and 2015-16 CAASPP data to determine baseline and growth goals in the mathematical claims: concepts and procedures, problem solving and modeling & data analysis, communicating reasoning 4.2 By Trimester 1, 2016, analyze 2014-15 and 2015-16 CAASPP data to determine baseline and growth goals in the ELA claims: reading, listening, writing, research/inquiry 4.3 Implement Vocabulary Instruction based on the research of Marzano, Kinsella, et al	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 No cost 4.2 No cost 4.3 Building Academic Vocabulary book purchase 4000-4999: Books And Supplies Supplemental 425
5.1 Analyze CST Science results to determine focus areas and/or gaps 5.2 Utilize understanding of California Literacy Standards in Science to develop greater understanding of each student's literacy development in science 5.3 Investigate and explore NGSS (Next Generation Science Standards) 5.4 Maintain application of Zingy Science program for Grades 4-8	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 No cost 5.2 No cost 5.3 No cost 5.4 Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300
6.1 Effectively implement iReady across all grades 6.2 Utilize minimum days for iReady data review to identify areas of need	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	6.1 iReady program 4000-4999: Books And Supplies Base 6,900 6.2 No cost

		(Specify)	
7.1 Effectively implement iReady across all grades 7.2 Utilize minimum days for iReady data review to identify areas of need 7.3 Maintain funding for full-time education specialist services	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 See 6.1 7.2 See 6.2 7.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental 58,000
8.1 Hire part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle 8.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive school physical activity program 8.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl; 2015 baseline data identifies a goal of an additional 2 students per grades 5-8 of earning Panther on the Prowl	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental 22,016 8.2 See 8.1 8.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Supplemental 500

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

GOAL 3:	Engagement: Provide a safe, supportive, and nurturing environment for students and their families.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Maintain high levels of student and parent connectedness at Lake Elementary. Implementation of social/emotional standards in order for all students to develop awareness and management of their emotions in order to set and achieve personal and academic goals. Increase feedback from stakeholders. Provide more communication to families regarding attendance and tardies.

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1.0 Maintain school average daily attendance at 96% 2.0 Maintain high level of school connectedness as indicated on California Health Kids Survey (2015-16, 7th grade, 93% feel connected at school) 3.0 Increase high level of school safety as indicated on California Health Kids Survey (2015-16, 7th grade, 69% feel safe at school) 4.0 Decrease tardies (less than 30 minutes late) by 20; 2014-15 baseline 126 tardies; 2015-16 151 tardies 5.0 Decrease tardies (more than 30 minutes late) by 40; 2014-15 baseline 260 tardies; 2015-16 293 tardies 6.0 Maintain middle school drop-out rates below 0.5% 7.0 Maintain chronic absenteeism rate below 0.5% 8.0 Maintain suspension rate below 3% 9.0 Maintain expulsion rate at 0% 10.0 Increase participation at bi-annual ELD meetings by 5%; 2014-15 attendance was 14%; 2015-16 attendance was 74% families 11.0 Increase number of parent surveys (distributed at beginning of school year) by 5; 81 completed surveys in 2014-15 12.0 Increase total number of LCAP surveys (annually distributed in February) by 50; 37 completed surveys in 2014-15 (15 student responses; 14 parent responses; 8 staff responses; 2 community responses) 13.0 Continued implementation of Social/Emotional program "Teaching Social Skills to Youth", Dowd and Tierney

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences.	LEA	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 1,000

		(Specify)	
2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake 2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.3 Continue Panther Pride nomination and recognition at monthly assemblies 2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.)	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 No cost 2.2 No cost 2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500 2.4 No cost
3.1 Support all staff in monitoring words and actions of all students on and off the playground 3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 No cost 3.2 No cost
4.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (less than 30 minutes late)	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 Postage 5900: Communications Base 200
5.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (more than 30 minutes late)	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	5.1 Postage 5900: Communications Base 200

		(Specify)	
6.1 Maintain communication with families regarding behavior, attendance, academics 6.2 Identify resources outside the school for families to contact	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 No cost 6.2 No cost
7.1 Maintain communication with families regarding behavior, attendance, academics 7.2 Identify resources outside the school for families to contact	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 No cost 7.2 No cost
8.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 No cost 8.2 No cost 8.3 No cost
9.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	9.1 No cost 9.2 No cost 9.3 No cost

10.1 Clearly communicate with parents information to be shared at ELD meetings 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance 10.3 Provide dinner at ELD meetings 10.4 Provide certificates/awards to recognize achievement in English	LEA	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	10.1 No cost 10.2 No cost 10.3 Dinner at ELD meetings 5000-5999: Services And Other Operating Expenditures Supplemental 400 10.4 Recognition Awards 4000-4999: Books And Supplies Supplemental 400
11.1 Continue including parent survey in back-to-school packet sent home at the beginning of the year 11.2 Place names of parents who completed survey in a drawing for Panther merchandise (t-shirts, water bottles, etc.)	LEA	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 200 11.2 Panther Merchandise 4000-4999: Books And Supplies Base 250
12.1 Provide specific time and date for grade 6-8 students to complete LCAP survey online; provide resource materials to parents; provide time and date for staff to complete survey; post link to survey on school's Facebook page and school website	LEA	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	12.1 No cost
13.1 Utilize collaboration during minimum days to review "Teaching Social Skills to Youth"; provide follow-up at subsequent meetings 13.2 identify specific strategies of effectively implementing this resource	LEA	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	13.1 Collaboration Days (minimum days) no cost 13.2 No cost

LCAP Year 2: 2017-18	

Expected Annual Measurable Outcomes:	1.0 Maintain school average daily attendance at 96% 2.0 Maintain high level of school connectedness as indicated on California Health Kids Survey (2015-16, 7th grade, 93% feel connected at school) 3.0 Increase high level of school safety as indicated on California Health Kids Survey (2015-16, 7th grade, 69% feel safe at school) 4.0 Decrease tardies (less than 30 minutes late) by 20; 2014-15 baseline 126 tardies; 2015-16 151 tardies 5.0 Decrease tardies (more than 30 minutes late) by 40; 2014-15 baseline 260 tardies; 2015-16 293 tardies 6.0 Maintain middle school drop-out rates below 0.5% 7.0 Maintain chronic absenteeism rate below 0.5% 8.0 Maintain suspension rate below 3% 9.0 Maintain expulsion rate at 0% 10.0 Increase participation at bi-annual ELD meetings by 5%; 2014-15 attendance was 14%; 2015-16 attendance was 74% families 11.0 Increase number of parent surveys (distributed at beginning of school year) by 5; 81 completed surveys in 2014-15 12.0 Increase total number of LCAP surveys (annually distributed in February) by 50; 37 completed surveys in 2014-15 (15 student responses; 14 parent responses; 8 staff responses; 2 community responses) 13.0 Continued implementation of Social/Emotional program "Teaching Social Skills to Youth", Dowd and Tierney

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences.	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 1,000
2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake 2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.3 Continue Panther Pride nomination and recognition at monthly assemblies 2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.)	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 No cost 2.2 No cost 2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500 2.4 No cost

3.1 Support all staff in monitoring words and actions of all students on and off the playground 3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 No cost 3.2 No cost
4.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (less than 30 minutes late)	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 Postage 5900: Communications Base 200
5.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (more than 30 minutes late)	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 No cost
6.1 Maintain communication with families regarding behavior, attendance, academics 6.2 Identify resources outside the school for families to contact	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 No cost 6.2 No cost
7.1 Maintain communication with families regarding behavior, attendance, academics	LEA	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR:	7.1 No cost 7.2 No cost

7.2 Identify resources outside the school for families to contact		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
8.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 No cost 8.2 No cost 8.3 No cost
9.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	9.1 No cost 9.2 No cost 9.3 No cost
10.1 Clearly communicate with parents information to be shared at ELD meetings 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance 10.3 Provide dinner at ELD meetings	LEA	_ All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	10.1 No cost 10.2 No cost 10.3 Dinner at ELD meetings 5000-5999: Services And Other Operating Expenditures Supplemental 200
11.1 Continue including parent survey in back-to-school packet sent home at the beginning of the year 11.2 Place names of parents who completed survey in a drawing for Panther merchandise (t-shirts, water bottles,	LEA	_ All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 20 11.2 Panther Merchandise 4000-4999: Books And Supplies Base 250

etc.)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
12.1 Provide specific time and date for grade 6-8 students to complete LCAP survey online; provide resource materials to parents; provide time and date for staff to complete survey; post link to survey on school's Facebook page and school website	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	12.1 No cost
13.1 Utilize collaboration during minimum days to review "Teaching Social Skills to Youth"; provide follow-up at subsequent meetings 13.2 identify specific strategies of effectively implementing this resource	LEA	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	13.1 Collaboration Days (minimum days) no cost 13.2 No cost

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1.0 Maintain school average daily attendance at 96% 2.0 Maintain high level of school connectedness as indicated on California Health Kids Survey (2015-16, 7th grade, 93% feel connected at school) 3.0 Increase high level of school safety as indicated on California Health Kids Survey (2015-16, 7th grade, 69% feel safe at school) 4.0 Decrease tardies (less than 30 minutes late) by 20; 2014-15 baseline 126 tardies; 2015-16 151 tardies 5.0 Decrease tardies (more than 30 minutes late) by 40; 2014-15 baseline 260 tardies; 2015-16 293 tardies 6.0 Maintain middle school drop-out rates below 0.5% 7.0 Maintain chronic absenteeism rate below 0.5% 8.0 Maintain suspension rate below 3% 9.0 Maintain expulsion rate at 0% 10.0 Increase participation at bi-annual ELD meetings by 5%; 2014-15 attendance was 14%; 2015-16 attendance was 74% families 11.0 Increase number of parent surveys (distributed at beginning of school year) by 5; 81 completed surveys in 2014-15 12.0 Increase total number of LCAP surveys (annually distributed in February) by 50; 37 completed surveys in 2014-15 (15 student responses; 14 parent responses; 8 staff responses; 2 community responses) 13.0 Continued implementation of Social/Emotional program "Teaching Social Skills to Youth", Dowd and Tierney

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences.	LEA	X All – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 1,000
2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake 2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.3 Continue Panther Pride nomination and recognition at monthly assemblies 2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.)	LEA	X All – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 No cost 2.2 No cost 2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500 2.4 No cost

3.1 Support all staff in monitoring words and actions of all students on and off the playground 3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 No cost 3.2 No cost
4.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (less than 30 minutes late)	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 Postage 5900: Communications Base 200
5.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (more than 30 minutes late)	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 No cost
6.1 Maintain communication with families regarding behavior, attendance, academics 6.2 Identify resources outside the school for families to contact	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 No cost 6.2 No cost
7.1 Maintain communication with families regarding behavior, attendance, academics	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils	7.1 No cost 7.2 No cost

7.2 Identify resources outside the school for families to contact		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
8.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 No cost 8.2 No cost 8.3 No cost
9.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	9.1 No cost 9.2 No cost 9.3 No cost
10.1 Clearly communicate with parents information to be shared at ELD meetings 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance 10.3 Provide dinner at ELD meetings	LEA	_ All – – – – – – – – – – OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	10.1 No cost 10.2 No cost 10.3 Dinner at ELD meetings 5000-5999: Services And Other Operating Expenditures Supplemental 200
11.1 Continue including parent survey in back-to-school packet sent home at the beginning of the year 11.2 Place names of parents who completed survey in a drawing for Panther merchandise (t-shirts, water bottles, etc.)	LEA	_ All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 20 11.2 Panther Merchandise 4000-4999: Books And Supplies Base 250

		English proficient _ Other Subgroups: (Specify)	
12.1 Provide specific time and date for grade 6-8 students to complete LCAP survey online; provide resource materials to parents; provide time and date for staff to complete survey; post link to survey on school's Facebook page and school website	LEA	_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	12.1 No cost
13.1 Utilize collaboration during minimum days to review "Teaching Social Skills to Youth"; provide follow-up at subsequent meetings 13.2 identify specific strategies of effectively implementing this resource	LEA	_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	13.1 Collaboration Days (minimum days) no cost 13.2 No cost

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:	Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	1.0 Adopt and purchase California standards curriculum in ELA with 100% implementation for grades 5-8 2.0 Adopt and purchase California standards curriculum in mathematics with 100% implementation K-8 3.0 Identify Next Generation Science Standards curriculum for recommended adoption by April 2016 4.0 Upgrade technology infrastructure to support classroom technology including a cyclical plan updating aging hardware 5.0 Induction completion for new teachers by end of 2015-16 6.0 Maintain highly qualified certificated and classified staff through attendance at relevant professional development 7.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT 8.0 Upgrade building integrity from good to exemplary as measured by FIT	Actual Annual Measurable Outcomes:	1.0 Adopted and purchased ELA curriculum that has been 100% implemented in grades 5-8 2.0 Adopted and purchased Everyday Math for grades K-5; adopted and purchased CPM for grades 6-8; both curricula have been 100% implemented across respective grade levels 3.0 Time was not delegated to Next Generation Science Standards curriculum review 4.0 Technology hardware and infrastructure was upgraded; technology inventory document was created to identify timeline of phasing out aging hardware 5.0 Induction completion for 2014 hire; induction provided for new 2015 hires (music and PE teachers) 6.0 Professional development focus continues to be technology and newly adopted curriculum training 7.0 Heating and cooling systems are being properly maintained as measured by FIT 8.0 Kick plates and structural damage was upgraded in four classrooms as measured by FIT

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Adoption and implementation of California standards-aligned ELA curriculum for grades 5-8 1.2 Utilize minimum days for grades 5-8 teachers to collaborate regarding effective implementation of English	1.1 Open Source Curriculum no cost 1.1a Printing 4000-4999: Books And Supplies Base 1500 1.2 Collaboration Days no cost	1.1 The Board approved and adopted Engage NY ELA for grades 5-8 1.2 Utilized minimum days for ELA collaboration	1.1 Printing Costs 4000-4999: Books And Supplies Base $1,500 1.2 Minimum Days - part of work day no cost

language arts curriculum			
Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Adoption and implementation of California standards-aligned mathematics curriculum for grades K-5 2.2 Provide professional development to K-5 teachers for effective implementation of Everyday Math curriculum 2.3 Adoption and implementation of California standards-aligned mathematics curriculum for grades K-5 2.4 Provide professional development to grades 6-8 teachers for effective implementation of CPM curriculum	2.1 Everyday Math purchase 4000-4999: Books And Supplies Base 35,000 2.2 Professional Development Training 5000-5999: Services And Other Operating Expenditures Supplemental 1,500 2.2a Teacher Stipends 1000-1999: Certificated Personnel Salaries Base 2,000 2.3 College Preparatory Mathematics (CPM) purchase 4000-4999: Books And Supplies Base 7,000 2.4 Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental 4,000	2.1 Adopted, purchased, and implemented Everyday Math for grades K-5 2.2 Professional development for Everyday Math 2.2a Teacher Stipends to attend professional development 2.3 Adopted, purchased, and implemented CPM for grades 6-8 2.4 Professional development for CPM is free once adopted. Will continue professional development in 2016-17	2.1 Everyday Math purchase 4000-4999: Books And Supplies Base $37,000 2.2 Everyday Math Professional Development Training 5000-5999: Services And Other Operating Expenditures Supplemental $1,500 2.2a None available to attend 2.3 CPM purchase 4000-4999: Books And Supplies Base $6,538 2.4 CPM Professional Development Training no cost
Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
3.1 Attend local professional development: GCOE Common to the Core science workshop 3.2 Utilize minimum days to identify and review Next Generation Science Standards (NGSS) curriculum 3.3 By April 2015, recommend NGSS curriculum to Board for adoption (or determine "holding pattern" as anticipated list of SBE-adopted K-8 science instructional materials adoption may not be known until 2017)	3.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental 300 3.2 Collaboration Days no cost 3.3 Recommendation no cost	3.1 Attended GCOE Common 2 the Core workshops 3.2 Minimum days focus included math and ELA, limited science 3.3 Review of NGSS curriculum still in progress.	3.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Base $300 3.2 Minimum day collaboration no cost 3.3 Review curriculum during minimum days no cost
Scope of Service LEA X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.1 Develop and maintain technology inventory database 4.2 Maintain working relationship with GCOE IT Department to update aging hardware	4.1 Technology Database no cost 4.2 Update aging technology 4000-4999: Books And Supplies Federal Funds 10,000 4.2a GCOE IT Contract 5000-5999: Services And Other Operating Expenditures Base 5,000	4.1 Utilizing Google Sheets, a technology inventory was developed and maintained by all staff 4.2 Update aging technology as part of cyclical plan 4.2a GCOE IT contract for technical support	4.1 Technology Database no cost 4.2 4000-4999: Books And Supplies Federal Funds $10,000 4.2a GCOE IT contract 5000-5999: Services And Other Operating Expenditures Base $5,000
Scope of Service LEA		Scope of Service LEA	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.1 Fund Year 2 Induction Candidate	5.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental 3,200	5.1 Funded Year 2 Induction Candidate	5.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Base $3,200
Scope of Service ┆ LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.1 Certificated Staff attend 2015 Fall CUE (Computer Using Educators) Conference 6.2 Certificated and Classified Staff attend 2015 Fall GCOE Common to the Core Professional Development 6.3 Certificated Staff grades 6-8 attend CPM (College Preparatory Mathematics) training before August 13, 2015 6.4 Certificated Staff grades K-5 attend Everyday Mathematics training before August 13, 2015	6.1 Fall CUE Registration and Lodging 5000-5999: Services And Other Operating Expenditures Base 5,000 6.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Base 400 6.3 CPM Training (calculated in Goal 1: 2.4) 6.4 Everyday Math Training (calculated in Goal 1: 2.2)	6.1 Certificated staff attended 2015 Fall CUE Conference 6.2 Staff attended GCOE Common to the Core Professional Development 6.3 CPM Training - free to adopters - was attended by 6th grade staff 6.4 Everyday Math Training (calculated in Goal 1: 2. 2) attended by K-5 staff	6.1 CUE Conference Registration and Travel Fees 5000-5999: Services And Other Operating Expenditures Base XXXX 6.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Base $400?? 6.3 CPM Training 5000-5999: Services And Other Operating Expenditures no cost 6.4 Everyday Math Training 5000-5999: Services And Other Operating Expenditures see Goal 1: 2.2

Scope of Service	LEA		Scope of Service	LEA	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
7.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually	7.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base		7.1 Continued maintenance of HVAC filters	7.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base included in salary	

Scope of Service	LEA		Scope of Service	LEA	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
8.1 Per FIT Report, monitor leaking ceiling in cafeteria 8.2 Per FIT Report, replace rotting kick plate on classroom #4 during Summer 2015 8.3 Per FIT Report, repair rotting floor along east wall inside classroom #8 during Summer 2015 8.4 Per FIT Report, repair rotting kick plate on classroom #10 during Summer 2015	8.1 Monitor leaking ceiling no cost 8.2 Custodial Salary 2000-2999: Classified Personnel Salaries Base 8.2a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 1,000 8.3 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures Base 3,000 8.3a Materials - Deferred Maintenance 0001-0999:		8.1 Fixed leaky ceiling in cafeteria 8.2 Repaired rotting kick plate in classroom #4 (6th) October 2015 8.3 Plan to repair rotting floor in classroom #8 (4th) during Summer 2016 8.4 Repaired rotting kick plate in classroom #10 (8th) October 2015 8.5 Plan to repair rotting floor in classroom #10 (8th) during Summer	8.1 Leaky ceiling in cafeteria repair 0001-0999: Unrestricted: Locally Defined Base donated 8.2 Repaired rotting kick plate in classroom #4 0001-0999: Unrestricted: Locally Defined Base $9,686 8.3 Repair of rotting floor in classroom #8 summer 2016 0001-0999: Unrestricted: Locally Defined Base $5,000 8.4 Repaired rotting kick plate in classroom #10 (8th) October 2015	

8.5 Per FIT Report, repair rotting floor along northeast corner inside classroom #10 during Summer 2015	Unrestricted: Locally Defined Locally Defined 2,000	2016	0001-0999: Unrestricted: Locally Defined Base see 8.2
	8.4 Custodial Salary 2000-2999: Classified Personnel Salaries Base	8.6 Rotting kick plates discovered in room #8 (4th) and #7 (Learning Center) were repaired	8.5 Repair rotting floor in classroom #10 (8th) during Summer 2016 0001-0999: Unrestricted: Locally Defined Base $5,000
	8.4a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 1,000		8.6 Repaired rotting kick plates in rooms #8 and #7 0001-0999: Unrestricted: Locally Defined Base see 8.2
	8.5 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures Base 3,000		
	8.5a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 2,000		

Scope of Service LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X 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?	1.0 Continue the review of ELA materials to ensure curriculum we are using best aligns with the California standards, implement K-8 vocabulary instruction. 2.0 Identify PD for K-5 math curriculum and 6-8 math curriculum for teaching staff to attend; utilize grade band instructional rounds to encourage onsite observation and vertical collaboration regarding effective implementation of Everyday Math and CPM curriculum. 3.0 With the purchase and implementation of new math curriculum in grades K-5 and 6-8, along with a new English Language Arts curriculum in grades 5-8, we had little time to investigate the Next Generation Science Standards (NGSS). Time in 2016-17 will be spent familiarizing ourselves with NGSS as well as investigating integrated science curriculum with the intent to recommend an adoption for 2017-18. 4.0 Cyclical plan of updating technology is now in place and has resulted in 1:1 ratio of students:technology in grades 4-8; 2:1 ratio in grades K-3. The cyclical plan will provide updated curriculum throughout the school site. 5.0 The hiring of itinerant PE and music teachers has extended our goal of supporting new teachers in Induction for two more years. 6.0 In lieu of Fall CUE Conference, credentialed staff will attend Google Summit in order to continue the development of the implementation of GAFE. 7.0 No change, continued maintenance of filters. 8.0 Remaining repairs include replacing rotting floors in classrooms 8 and 10 during summer of 2016. Repairs were made to classrooms 4 and 10.

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:	Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth

| Expected Annual Measurable Outcomes: | 1.0 Maintain yearly rate of English learner reclassification of 25% or higher
2.0 Meet targets for percentage of English learners attaining English proficiency on CELDT as measured by AMAO 2 targets
3.0 English learners continuously enrolled from kindergarten will be English proficient by end of Grade 5
4.0 Analyze 2014-15 CAASPP results to determine baseline in both mathematics and ELA claims
5.0 Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2013-14 Grade 5: 50% advanced, 29% proficient, 14% basic, 7% below basic, 0% far below basic; Grade 8: too few students to report)
6.0 As identified in iReady Intervention Screener Report (local assessment) in reading, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10%
7.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5%
8.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT) | Actual Annual Measurable Outcomes: | 1.0 Reclassification rate of English learners was XXX%
2.0 In 2015-16, AMAO 2 targets state that 24.2% of ELs who have been in English language instruction educational programs for less than five years should attaining English proficiency, Lake School ELs met 23.8% proficiency. Additionally, the required percentage of ELs who have been in English language instruction educational programs five years or more is 50.9%, Lake School ELs met 50% proficiency.
3.0 See 2.0
4.0 Mathematics 2014-15 Baseline
3rd grade: Concepts and Procedures: 25% above standard, 50% at/near standard, 25% below standard; Problem Solving and Modeling & Data Analysis: 20% above standard, 60% at/near standard, 20% below standard; Communicating Reasoning: 25% above standard, 60% at/near standard, 15% below standard

4th grade: Concepts and Procedures: 11% above standard, 26% at/near standard, 63% below standard; Problem Solving and Modeling & Data Analysis: 11% above standard, 63% at/near standard, 26% below standard; Communicating Reasoning: 11% above standard, 42% at/near standard, 47% below standard

5th grade: Concepts and Procedures: 17% above standard, 33% at/near standard, 50% below standard; Problem Solving and Modeling & Data Analysis: 8% above standard, 50% at/near standard, 42% below standard; Communicating Reasoning: 0% above standard, 75% at/near standard, 25% below standard

6th grade: Concepts and Procedures: 24% above standard, 41% |

at/near standard, 35% below standard; Problem Solving and Modeling & Data Analysis: 35% above standard, 41% at/near standard, 24% below standard; Communicating Reasoning: 24% above standard, 59% at/near standard, 18% below standard

7th grade: Concepts and Procedures: 30% above standard, 45% at/near standard, 25% below standard; Problem Solving and Modeling & Data Analysis: 35% above standard, 55% at/near standard, 10% below standard; Communicating Reasoning: 25% above standard, 65% at/near standard, 10% below standard

8th grade: Concepts and Procedures: 20% above standard, 44% at/near standard, 36% below standard; Problem Solving and Modeling & Data Analysis: 12% above standard, 76% at/near standard, 12% below standard; Communicating Reasoning: 12% above standard, 48% at/near standard, 40% below standard

4.0 ELA 2014-15 Baseline
3rd grade: Reading: 5% above standard, 40% at/near standard, 55% below standard; Writing: 20% above standard, 60% at/near standard, 20% below standard; Listening: 10% above standard, 75% at/near standard, 10% below standard; Research/Inquiry: 5% above standard, 60% at/near standard, 35% below standard

4th grade: Reading: 11% above standard, 63% at/near standard, 26% below standard; Writing: 5% above standard, 68% at/near standard, 26% below standard; Listening: 16% above standard, 74% at/near standard, 11% below standard; Research/Inquiry: 6% above standard, 63% at/near standard, 31% below standard

5th grade: Reading: 23% above standard, 38% at/near standard, 38% below standard; Writing: 23% above standard, 46% at/near standard, 31% below standard; Listening: 15% above standard, 62% at/near standard, 23% below standard; Research/Inquire: 23% above standard, 54% at/near standard, 23% below standard

6th grade: Reading: 35% above standard, 24% at/near standard, 41% below standard; Writing: 41% above standard, 41% at/near standard, 18% below standard; Listening: 24% above standard, 59% at/near standard, 18% below standard; Research/Inquiry: 41% above standard, 53% at/near standard, 6% below standard

7th grade: Reading: 10% above standard, 55% at/near standard,

35% below standard; Writing: 40% above standard, 45% at/near standard, 15% below standard; Listening: 10% above standard, 75% at/near standard, 15% below standard; Research/Inquiry: 10% above standard, 75% at/near standard, 10% below standard

8th grade: Reading: 16% above standard, 72% at/near standard, 12% below standard; Writing: 20% above standard, 64% at/near standard, 16% below standard; Listening: 12% above standard, 76% at/near standard, 12% below standard; Research/Inquiry: 16% above standard, 72% at/near standard, 12% below standard

5.0 CST Science Grade 5: Students performing proficient or advanced increased from 79% in 2014 to 91% in 2015, a 15% increase; Grade 8: Students performing proficient or advanced increased from 20% in 2014 to 72% in 2015.

6.0 As identified in iReady Intervention Screener Report (local assessment) in reading, goal was to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10%. As reported from beginning of 2014-15 to April 15, 2015, 2014-15 baseline data: Tier 1: 19%, Tier 2 61%, Tier 3 20%. 2015-16 results during same time period (start of 2015-16 to April 15, 2016): Tier I: 21%, Tier II: 51%, Tier III: 27%.

7.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, goal was to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5%. As reported from beginning of 2014-15 to April 15, 2015, 2014-15 baseline data: Tier 1: 17%, Tier 2 64%, Tier 3 20%. 2015-16 results during same time period (start of 2015-16 to April 15, 2016): Tier I: 16%, Tier II: 60%, Tier III: 23%.

8.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT) - WILL NEED TO WAIT FOR THIS DATA

LCAP Year: 2015-16	
Planned Actions/Services	Actual Actions/Services
Budgeted Expenditures	Estimated Actual Annual Expenditures

1.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 1.2 Utilize minimum days days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 1.3 Purposeful classroom assignment of bilingual aide	1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental 1,000 1.2 No cost 1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 20,000	1.1 Communicated reclassification criteria with teaching staff at teacher inservice 1.2 Minimum days were used for implementation of ELA and mathematics with little focus on implementation of ELD standards. Intend to better address this action in 2016-17. 1.3 Addition of bilingual aide has benefited home to school communication as well as appropriate ELD supports in classrooms and Learning Center	1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental $1,000 1.2 Minimum day collaboration regarding ELD standards implementation no cost 1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental $10,000
Scope of Service ┆ LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 2.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 2.3 Purposeful classroom assignment of bilingual aide	2.1 See 1.1 2.2 See 1.2 2.3 See 1.3	2.1 Communicate reclassification criteria with teaching staff at teacher inservice 2.2 Minimum days were used for implementation of ELA and mathematics with little focus on implementation of ELD standards. Intend to better address this action in 2016-17. 2.3 Addition of bilingual aide has benefited home to school communication as well as appropriate	1.1 CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries Supplemental See 1.1 1.2 Minimum day collaboration regarding ELD standards implementation no cost 1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental $25,000

		ELD supports in classrooms and Learning Center, consider full-time position	
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 3.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 3.3 Purposeful classroom assignment of bilingual aide 3.4 Celebrate reclassification at monthly assemblies, including reclassification certificates and parent invitations	3.1 See 1.1 3.2 See 1.2 3.3 See 1.3 3.4 Certificates 4000-4999: Books And Supplies Supplemental 100	3.1 See 1.1 3.2 See 1.2 3.3 See 1.3 3.4 Certificates were awarded during monthly assemblies, in addition at two banquets honoring reclassified students, included dinner 3.4a Banquet Dinners were held to honor reclassified students	3.4 4000-4999: Books And Supplies Supplemental $100 3.4a Banquet Expenses 0001-0999: Unrestricted: Locally Defined Base $400
Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English	

proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)	
4.1 By Trimester 1, 2015, analyze 2014-15 CAASPP data to determine baseline and growth goals in the mathematical claims: concepts and procedures, problem solving and modeling & data analysis, communicating reasoning 4.2 By Trimester 1, 2015, analyze 2014-15 CAASPP data to determine baseline and growth goals in the ELA claims: reading, listening, writing, research/inquiry	4.1 No cost 4.2 No cost	4.1 2014-15 baseline data in mathematics by grade level and claims: 3rd grade: Concepts and Procedures: 25% above standard, 50% at/near standard, 25% below standard; Problem Solving and Modeling & Data Analysis: 20% above standard, 60% at/near standard, 20% below standard; Communicating Reasoning: 25% above standard, 60% at/near standard, 15% below standard 4th grade: Concepts and Procedures: 11% above standard, 26% at/near standard, 63% below standard; Problem Solving and Modeling & Data Analysis: 11% above standard, 63% at/near standard, 26% below standard; Communicating Reasoning: 11% above standard, 42% at/near standard, 47% below standard 5th grade: Concepts and Procedures: 17% above standard, 33% at/near standard, 50% below standard; Problem Solving and Modeling & Data Analysis: 8% above standard, 50% at/near standard, 42% below standard; Communicating Reasoning: 0% above standard, 75% at/near standard, 25% below standard 6th grade: Concepts and Procedures: 24% above standard, 41% at/near standard, 35% below standard; Problem Solving and Modeling & Data Analysis: 35% above standard, 41% at/near standard, 24% below standard; Communicating Reasoning: 24% above standard, 59% at/near standard, 18%	4.1 Identified math growth goals based on 2014-15 baseline no cost 4.2 Identified ELA growth goals based on 2014-15 baseline no cost

below standard

7th grade: Concepts and Procedures: 30% above standard, 45% at/near standard, 25% below standard; Problem Solving and Modeling & Data Analysis: 35% above standard, 55% at/near standard, 10% below standard; Communicating Reasoning: 25% above standard, 65% at/near standard, 10% below standard

8th grade

4.2 2014-15 baseline data in ELA by grade level and claims:

3rd grade: Reading: 5% above standard, 40% at/near standard, 55% below standard; Writing: 20% above standard, 60% at/near standard, 20% below standard; Listening: 10% above standard, 75% at/near standard, 10% below standard; Research/Inquiry: 5% above standard, 60% at/near standard, 35% below standard

4th grade: Reading: 11% above standard, 63% at/near standard, 26% below standard; Writing: 5% above standard, 68% at/near standard, 26% below standard; Listening: 16% above standard, 74% at/near standard, 11% below standard; Research/Inquiry: 6% above standard, 63% at/near standard, 31% below standard

5th grade: Reading: 23% above standard, 38% at/near standard, 38% below standard; Writing: 23% above standard, 46% at/near standard, 31% below standard; Listening: 15% above standard, 62% at/near standard, 23% below standard; Research/Inquire: 23%

		above standard, 54% at/near standard, 23% below standard 6th grade: Reading: 35% above standard, 24% at/near standard, 41% below standard; Writing: 41% above standard, 41% at/near standard, 18% below standard; Listening: 24% above standard, 59% at/near standard, 18% below standard; Research/Inquiry: 41% above standard, 53% at/near standard, 6% below standard 7th grade: Reading: 10% above standard, 55% at/near standard, 35% below standard; Writing: 40% above standard, 45% at/near standard, 15% below standard; Listening: 10% above standard, 75% at/near standard, 15% below standard; Research/Inquiry: 10% above standard, 75% at/near standard, 10% below standard 8th grade	
Scope of Service LEA X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.1 Analyze CST Science results to determine focus areas and/or gaps 5.2 Utilize understanding of California Literacy Standards in Science to	5.1 No cost 5.2 No cost 5.3 No cost 5.4 Purchase Zingy Science Grades	5.1 2015 Grade 5: 36% advanced, 55% proficient, 9% basic, 0% below basic, 0% far below basic; Grade 8: 45%	5.1 Analyze Science Results no cost 5.2 Review Literacy Standards in Science no cost 5.3 Investigate and explore NGSS no

develop greater understanding of each student's literacy development in science 5.3 Investigate and explore NGSS (Next Generation Science Standards) 5.4 Maintain application of Zingy Science program for Grades 4-8	4-8 4000-4999: Books And Supplies Base 300	advanced, 27% proficient, 23% basic, 0% below basic, 5% far below basic 2014 Grade 5: 50% advanced, 29% proficient, 14% basic, 7% below basic, 0% far below basic; Grade 8: too few students to report 2013 Grade 5: 35% advanced, 45% proficient, 10% basic, 10% below basic, 0% far below basic; Grade 8: 64% advanced, 29% proficient, 7% basic, 0% below basic, 0% far below basic 5.2 With focus on ELA and mathematics, little time was spent developing a deeper understanding of the Literacy Standards in Science in 2015-16 5.3 A more focused investigation of NGSS to be done in 2015-16 5.4 Continued implementation of Zingy Science in Grades 4-8	cost 5.4 Purchase Zingy Science 4000-4999: Books And Supplies Base $300
Scope of Service ¦ LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.1 Effectively implement iReady across all grades	6.1 iReady program 4000-4999: Books And Supplies Base 6,900 6.2 No cost	6.1 Effective implementation of iReady across all grade levels continues to be a goal	6.1 iReady Program 4000-4999: Books And Supplies Base $6,900 6.2 iReady data review during

6.2 Utilize minimum days for iReady data review to identify areas of need		6.2 Received iReady data review PD; continue to utilize minimum days for iReady data review	minimum days no cost
Scope of Service ¦ LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.1 Effectively implement iReady across all grades 7.2 Utilize minimum days for iReady data review to identify areas of need 7.3 Maintain funding for full-time education specialist services	7.1 See 6.1 7.2 See 6.2 7.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental 58,000	7.1 Continued implementation of iReady across all grade levels 7.2 Continue to utilize minimum days for iReady data review 7.3 Continue funding full-time education specialist	7.1 iReady Program see 6.1 7.2 iReady data review during minimum days no cost 7.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental $58,000
Scope of Service ¦ LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ LEA X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8.1 Hire part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle	8.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental 22,016 8.2 See 8.1	8.1 Rehire PE teacher (part-time) 8.2 Continued implementation of PE standards	8.1 Part-time PE teacher salary 1000-1999: Certificated Personnel Salaries Supplemental $22,676 8.2 PE standards implementation

8.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive school physical activity program 8.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl; 2015 baseline data identifies a goal of an additional 2 students per grades 5-8 of earning Panther on the Prowl	8.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Supplemental 500	8.3 Continued implementation of Panther on the Prowl for students in grades 5-8	4000-4999: Books And Supplies Supplemental $500 8.3 Panther on the Prowl t-shirts 4000-4999: Books And Supplies Supplemental $200
Scope of Service LEA X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X 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?	1.0, 2.0, 3.0 - Engage in professional development regarding the integration of the ELD Frameworks; align reclassification ceremony with CELDT score reports. 4.0 - 2014-15 CAASPP data have been used to determine baseline and growth goals in both ELA and mathematics; study of this data will assist in the identification of academic needs. 5.0 - Analyze CST Science scores to determine focus areas and/or gaps. 6.0, 7.0 - Review of two years of iReady data identify ares of need in both math and ELA as most goals were not met. 8.0 - Better utilization of part-time PE teacher to support implementation of comprehensive physical education program.

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:	Engagement: Provide a safe, supportive, and nurturing environment for students and their families.		Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All students, English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth	
Expected Annual Measurable Outcomes:	1.0 Maintain school average daily attendance at 96% 2.0 Maintain high level of school connectedness as indicated on California Healthy Kids Survey (2013-14, 7th grade, 91% feel connected at school) 3.0 Maintain high level of school safety as indicated on California Health Kids Survey (2013-14, 7th grade, 96% feel safe at school) 4.0 Decrease tardies (less than 30 minutes late) by 20; 2014-15 baseline 120 tardies 5.0 Decrease tardies (more than 30 minutes late) by 40; 2014-15 baseline 244 tardies 6.0 Maintain middle school drop-out rates below 0.5% 7.0 Maintain chronic absenteeism rate below 0.5% 8.0 Maintain suspension rate below 3% 9.0 Maintain expulsion rate at 0% 10.0 Increase participation at bi-annual ELD meetings by 5%; 2014-15 attendance was 14% 11.0 Increase number of parent surveys (distributed at beginning of school year) by 5; 81 completed surveys in 2014-15 12.0 Increase total number of LCAP surveys (annually distributed in February) by 50; 37 completed surveys in 2014-15 (15 student responses; 14 parent responses; 8 staff responses; 2 community responses) 13.0 Implement Social/Emotional program in 2015-16 with the purchase and application of "Teaching Social Skills to Youth", Dowd and Tierney	Actual Annual Measurable Outcomes:	1.0 Current average daily attendance for 205-16 was 97% 2.0 2015-16 California Healthy Kids Survey identify 93% feel connected at school 3.0 2015-16 California Healthy Kids Survey identify 69% feel safe at school; the remaining 31% reported feeling "neither safe nor unsafe" 4.0 2015-16 tardies (less than 30 minutes late) were 151 as compared to 120 tardies in 2014-15 5.0 2015-16 tardies (more than 30 minutes late) were 293 as compared to 244 tardies in 2014-15 6.0 Drop-out rate remains at 0% 7.0 Chronic absenteeism rate is below 0.5% 8.0 2015-16 suspension rate was 2% 9.0 Expulsion rate remains at 0% 10.0 2015-16 attendance rate at winter ELD meeting was 82% 11.0 No increase seen in number of parent surveys distributed at start of year, remained at 81 completed surveys in 2015-16 as well 12.0 Increase of LCAP responses from 37 completed in 2014-15 to 71 completed in 2015-16. Not the increase by 50 as envisioned, yet nearly doubled completed surveys, resulting in a 92% increase of surveys returned. (45 student responses; 13 parent responses; 12 staff responses; 1 community response) 13.0 K-8 implementation of social/emotional skills utilizing "Teaching of Social Skills to Youth" occurred

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences.	1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 1,000	1.1 Letters were mailed during Trimester 1 only	1.1 SchoolWise Contract 5000-5999: Services And Other Operating Expenditures Base $1,000
Scope of Service ┆LEA X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆LEA X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake 2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.3 Continue Panther Pride nomination and recognition at monthly assemblies 2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.)	2.1 No cost 2.2 No cost 2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500 2.4 No cost	2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake 2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.3 Continue Panther Pride nomination and recognition at monthly assemblies 2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.)	2.1 Four (4) H's no cost 2.2 Staff/student relationships no cost 2.3 Panther Pride awards 4000-4999: Books And Supplies Base $500 2.4 Student input no cost
Scope of Service ┆LEA X All - - - - - - - - - - - OR:		Scope of Service ┆LEA X All - - - - - - - - - - - OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.1 Support all staff in monitoring words and actions of all students on and off the playground 3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13	3.1 No cost 3.2 No cost	3.1 Support all staff in monitoring words and actions of all students on and off the playground 3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13	3.1 Playground supervision training no cost 3.2 Implement 2012-13 behavior matrix no cost
Scope of Service ┊ LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (less than 30 minutes late)	4.1 No cost	4.1 Letters were mailed in the middle of Trimester 2 and at the beginning of Trimester 3	4.1 Mailing tardy letters 5900: Communications Base $25
Scope of Service ┊ LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service ┊ LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
5.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (more than 30 minutes late)	5.1 No cost	5.1 Letters were mailed in the middle of Trimester 2 and at the beginning of Trimester 3	5.2 Mailing tardy letters 5900: Communications Base $25
Scope of Service	LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.1 Maintain communication with families regarding behavior, attendance, academics 6.2 Identify resources outside the school for families to contact	6.1 No cost 6.2 No cost	6.1 Maintained communication through website, social media, flyers, memos, letters, and mailings 6.2 Identified community resources for various families	6.1 Communication costs (stamps) 5900: Communications Base $150 6.2 Community resource contacts no cost
Scope of Service	LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.1 Maintain communication with families regarding behavior, attendance, academics	7.1 No cost 7.2 No cost	7.1 Maintained communication with families regarding behavior, attendance, academics	7.1 Mailings with stamps See 6.1 7.2 Community resource contacts no cost

7.2 Identify resources outside the school for families to contact		7.2 When applicable, identified resources outside the school for families to contact	
Scope of Service ¦ LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** ¦ LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	8.1 No cost 8.2 No cost 8.3 No cost	8.1 At Back-to-School Night, the Discipline Policy Matrix was shared with parents (school calendar) 8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix, as well as record discipline reason in SchoolWise for better record keeping regarding discipline	8.1 Printing costs of Discipline Policy Matrix 5000-5999: Services And Other Operating Expenditures Base $750 8.2 Discipline Policy Matrix review with students no cost 8.3 Discipline Policy Matrix review with students no cost
Scope of Service ¦ LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** ¦ LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

9.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	9.1 No cost 9.2 No cost 9.3 No cost	9.1 At Back-to-School Night, the Discipline Policy Matrix was shared with parents (school calendar) 9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix, as well as record discipline reason in SchoolWise for better record keeping regarding discipline	9.1 Printing costs of Discipline Policy Matrix see 8.1 9.2 Discipline Policy Matrix review with students no cost 9.3 Discipline Policy Matrix review with students no cost
Scope of Service: LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
10.1 Clearly communicate with parents information to be shared at ELD meetings 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance 10.3 Provide dinner at ELD meetings	10.1 No cost 10.2 No cost 10.3 Dinner at ELD meetings 5000-5999: Services And Other Operating Expenditures Supplemental 200	10.1 Clearly communication with parents regarding ELD meetings resulted in a 75% attendance rate for ELD meetings 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance did not occur 10.3 Provided dinner at ELD meetings	10.1 Better communication no cost 10.2 Better communication no cost 10.3 Dinner at meetings 0001-0999: Unrestricted: Locally Defined Supplemental $400

Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
11.1 Continue including parent survey in back-to-school packet sent home at the beginning of the year 11.2 Place names of parents who completed survey in a drawing for Panther merchandise (t-shirts, water bottles, etc.)	11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 20 11.2 Panther Merchandise 4000-4999: Books And Supplies Base 250	11.1 Included parent survey in back-to-school packet sent home at the beginning of the year 11.2 Drew names of parents who completed survey in a drawing for Panther merchandise (t-shirts, water bottles, etc.)	11.1 Stamps to mail packet 0001-0999: Unrestricted: Locally Defined Base $75 11.2 Panther merchandise 4000-4999: Books And Supplies Base $250
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
12.1 Provide specific time and date for grade 6-8 students to complete LCAP survey online; provide resource materials to parents; provide time and date for staff to complete survey; post link to survey on school's Facebook page and school website	12.1 No cost	12.1 Provided time for grade 6-8 students to complete LCAP survey; provided supplemental resource to parents to complete LCAP survey; provided one week for staff to complete survey; posted link to survey on school's Facebook page	12.1 Printing costs 5000-5999: Services And Other Operating Expenditures Base $50
Scope of Service: LEA		Scope of Service: LEA	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
13.1 Order "Teaching Social Skills to Youth" prior to start of 2015-16 school year 13.2 Utilize collaboration during minimum days to review "Teaching Social Skills to Youth"; provide follow-up at subsequent meetings	13.1 Teaching Social Skills to Youth book order 4000-4999: Books And Supplies Base 450 13.2 No cost	13.1 Ordered "Teaching Social Skills to Youth" prior to start of 2015-16 school year 13.2 Utilized collaboration during minimum days to review "Teaching Social Skills to Youth"; provided follow-up at subsequent meetings; some teaching staff communicated resource pages via technology communication tool "Remind"	13.1 Teaching Social Skills to Youth 4000-4999: Books And Supplies Base $450 13.2 Teaching Social Skills to Youth collaboration no cost
Scope of Service: LEA X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA X 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?	1.0 - Current ADA is 97.21%, one percentage point above 2014-15 ADA of 96%. 2.0 - Students continue to feel a high level of connectedness to the school with a 2% increase from 91% in 2014-15 to 93% in 2015-16 feel connected to school. 3.0 - A concern is raised, however, in the percentage of students who feel safe at school. In 2013-14, 96% of 7th graders felt safe; in 2015-16, only 69% of the 7th graders felt safe, with the remaining 31% responding "neither safe nor unsafe". Staff will need to review this data to better understand this response and how we can help students feel safe. 4.0 & 5.0 - The number of tardies (less than 30 minutes late AND more than 30 minutes late) increased 20%. Administration has to better utilize the tardy letters report in the student information system to communicate with parents on a regular basis. 6.0, 7.0, 8.0, 9.0 - All maintaining. 10.0 - 2015-16 attendance rate at a redesignation celebration was XXX%. 11.0 - Again in 2015-16, 81 families completed the Back to School survey, for a response rate of 69%. Would like to increase the rate to 75%. 12.0 - LCAP survey

| | response rate continues to be low. Plan to have a LCAP "kiosk" at the Math and Science Night in April 2016 to garner more responses. Additionally, survey and supporting document was posted on the school's social media page in an effort to garner more responses. 13.0 - Prior to 2015-16, administration was not fully utilizing the student information system to record student referrals. 2015-16 will serve as a baseline year to identify the impact of the "Teaching Social Skills to Youth" resource. To date for Trimesters 1 and 2, 30 referrals have been documented that include: 12 principal conferences with students; 3 in-school suspensions; 5 other; 8 phone calls home; 2 suspensions. To further develop positive social/emotional health in students, staff will participate the Growth Mindset research by Carol Dweck. |

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:	$108,691

Lake Elementary School District is a small, rural, single-school district with an unduplicated pupil percentage of 43.49% (2015-16), below the requisite 55% of enrollment for the concentration grant as determined pursuant to 5 CCR 15496(a)(5). The district recognizes that these funds are generated to serve low income, foster youth, and English learner pupils. In most instances the needs identified are not unique to those populations; thus, supplemental grant funds will be used in a district-wide manner as specified in 5 CCR 15496.

During the late winter of 2015, Lake Elementary staff were introduced to the book, "Visible Learning for Literacy" (Hattie, Fisher, Frey, 2016). Based on more than 15 years of John Hattie's research, this book explores how to implement practices that work best to accelerate student learning, to make better matches between instruction and student needs. The intent of the study of this book by the Lake Staff is to bring research into practical, instructional routines that will maximize learning for all students. "Visible Learning for Literacy" states "Every student deserves a great teacher, not by chance, but by design." Taking a closer look at classroom teaching by gaining a deeper understanding of which strategies and instructional routines are useful in which teaching situations allows teachers to create learning conditions in which all students can be successful. In conjunction with the study of this book, the majority of the staff attended Kate Kinsella's "Tools for Launching a Common Core Readiness Vocabulary Campaign" and her "Preparing Students to Meet Common Core Academic Writing Demands" professional development series. Analyzing the research outlined in "Visible Learning for Literacy" as well as Kinsella's focus on building academic language for all students, Lake staff began to identify areas of strength and areas of growth, using a comprehensive approach driven by research to select effective services for all students.

One specific example of implementing an effective instructional strategy is Hattie's research regarding vocabulary programs, which has an effect size of 0.67. (An effect size is the magnitude, or size, of a given effect. Hattie's meta-analyses identified instructional strategies, programs, and/or practices with an effect size of 0.40 or higher suggest that the "learning extends beyond that which was expected from attendign school for a year," thus resulting in a positive impact on student achievement.) In looking at the research, as well as analyzing CAASPP results, iReady data, and classroom observations and assessments, the Lake Staff identified the need for an intensive vocabulary instruction program across all grade levels, K-8. Stahl and Fairbanks (1986) research identified the most effective vocabulary teaching methods included providing both definitional and contextual information, involving students in deeper processing, and gave students more than one or two exposures to the words they were to learn. Additionally, specific English learner strategies gained from Kinsella's professional development series identified the need to focus lessons on academic language development for all students. Utilizing resources from "Building Academic Vocabulary - Teacher's Manual" (Marzano, Pickering, 2005), "Visible Learning for Literacy", as well as the Academic Language Development Network (http://aldnetwork.org/), staff will be embarking on developing high-impact practices to teach academic vocabulary across grade levels.

The "Visible Learning for Literacy" book study, in a short period of time, is laying the foundation for positive instructional change at Lake Elementary. It is the belief of the Lake Elementary staff that implementation of research-based practices will provide a strong foundation to accomplish our LCAP goals, effectively implement action steps and services, and meet the measured outcomes. In regards to specific goals, the district will expend the supplemental funds by providing the following services:

Goal 1

With the pilot of the ELA curriculum, Benchmark Advanced, it is Lake Elementary's intent to identify a strong, viable curriculum for all learners. Moreover, it is our goal to identify a curriculum that meets or exceeds our expectations of the ELA and ELD standards in order to assist all English learners to achieve proficiency by grade 5. ($5,000) Although Lake Elementary will not recommend ELA adoption until Spring 2017, review of the curriculum by the state review panel indicated the materials provide teachers with using assessments for planning instruction, determining effective flexible groups strategies, and measuring effectiveness of instruction through progress monitoring, all of which the Lake Staff is reviewing through the book study of "Visible Learning for Literacy".

Support Induction completion in order to effectively prepare new teaches to meet the academic learning needs of all students ($3,200)
Supported by Marzano's research on teacher effectiveness that states, "Effective teaching is essential to student achievement," Lake Elementary supports Induction for new teachers both philosophically and financially. Additionally, research demonstrates that a comprehensive, multi-year induction program accelerates the professional growth of new teachers and improves student learning. (Ingersoll, R. & Strong, M. (June 2011). "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research." Review of Educational Research, 81(2), 201-233.)

Support professional development of staff with attendance at Google Summit ($4,000)
"Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning. Online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time." http://www.ed.gov/oii-news/use-technology-teaching-and-learning

Goal 2

Maintain and support bilingual aide position for the continued development of English ($15,875 salary; $500 professional development)
Bandura's Social Learning Theory provided a foundation for the integration of a bilingual aide in our designated language development programs. Through the effective use of modeling, the bilingual aide assists students in developing English using small group attention, retention and reproduction techniques, and a highly structured, motivating environment where initial cultural and language experiences are used as a bridge to develop the English language. http://www.learning-theories.com/social-learning-theory-bandura.html

Continue celebration of English learners earning English proficiency through recognition programs ($500)
Studies find that recognition and celebration to be the number one factor in promoting high performance (Nelson, 1994, p. xv)

Maintain funding and professional development for CELDT Coordinator ($1,000)

Maintain funding for full-time education specialist services (shared financial expenses with county office) ($15,000)
The district referred to the research on growth mindset by Carol S. Dweck, Professor of Psychology at Stanford, in determining a need to maintain funding for an intervention program and full-time education specialist. The education specialist supports the sustainability of a comprehensive Response to Intervention Model that offers universal access to education for students needing support during core instruction and additional intervention as well as offer collaboration services to general education teachers regarding design-based research methods. http://www.learning-theories.com/mindset-theory-fixed-vs-growth-mindset-dweck.html, http://www.learning-theories.com/design-based-research-methods.html

Maintain part-time PE teaching position in order to provide healthy lifestyle skills for all students ($22,016)

The district referred to the work on Self-Determination Theory by Psychologists Edward L. Deci and Richard M. Ryan at the University of Rochester, in providing course access to health and physical fitness for all students. In order for students to develop their utmost potential, opportunities for success will be created where students can develop competence, autonomy, and psychological relatedness while meeting physical and health standards. http://www.learning-theories.com/self-determination-theory-deci-and-ryan.html

Continue implementation of iReady to provide effective intervention opportunities for all students ($6,900)

iReady is a single K–12 (obviously we use it K-8) adaptive diagnostic assessment tool for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Assessment is an integral part of instruction, providing educators with the information they need to understand students' strengths and weaknesses and to adjust instruction accordingly. Regular assessments of students' reading progress have been proven effective in numerous scientifically based research studies (e.g., Fuchs & Fuchs, 1999; Shinn, 1998). "Timely, reliable assessments indicate which children are falling behind in critical reading skills so teachers can help them make better progress in learning to read" (Torgesen, 2006). Student achievement increases when teachers track their progress, identify those in need of additional instruction, and design stronger instructional programs (Conte & Hintze, 2000; Fuchs, Fuchs, Hamlett, & Ferguson, 1992; Mathes, Fuchs, & Roberts, 1998). A comprehensive assessment system integrates assessment and instruction, so that educators can continually use data to ensure they are meeting the needs of all students (National Center on Response to Intervention, 2010; Smith, 2010). Regular progress monitoring is vital to track student growth and determine which students need additional help or intervention (National Joint Committee on Learning Disabilities, 2008; Fisher & Ivey, 2006; Stecker, Fuchs, & Fuchs, 2005). Technology is an important tool for assessment. For teachers, technology can minimize loss of instructional time by providing an efficient method of collecting and analyzing student data (Bransford, Brown, & Cocking, 2003).

Maintain music consortium agreement to provide classroom music for grades K-5; band and choir for grades 6-8 through the hiring of a credentialed music teacher ($17,000 - portion of shared cost)

A Stanford study shows that music engages areas of the brain which are involved with paying attention, making predictions, and updating events in our memory. (Baker, Mitzi; Stanford Medicine, 2015) These cognitive functions provide more opportunities for all students to increase their rate academic attentiveness in the classroom. Additionally, according tot he National Association for Music Education in "The Benefits of the Study of Music" (2014), young children who take music lessons show different brain development and improved memory over the course of a year, compared to children who do not receive musical training.

Maintain art consortium agreement to provide art for grades K-8 ($10,000 - portion of shared cost)

The collection of research described in "Critical Links: Learning in the Arts and Student Academic and Social Development" (2002) finds that learning in the arts may be uniquely able to boost learning and achievement for young children, students from economically disadvantaged circumstances, and students needing remedial instruction. Furthermore, over the course of the last four years since implementing art in the classroom, teachers have commented on the increased level of detail students are displaying in relation to various classroom assignments.

Curriculum-aligned field trips, grades 5-8 ($5,000 - shared costs with PTO)

A study conducted by researchers at the College of Education and Health Professional at the University of Arkansas in 2014 indicated that field trips improve critical thinking skills, most significant was the increase in critical thinking skills of high-poverty and minority students. It's been observed by our own staff that our minority students as well as those from disadvantaged homes are less likely to experience the opportunities provided by in our grades 5-8 field trips.

Goal 3

Continue the application of strategies outlined in "Teaching Social Skills for Youth", in order to provide all students with necessary skills to understand and manage emotions, establish and maintain positive relationships, and make responsible decisions (purchased in 2015-16)

The research on Emotional Intelligence by Howard Gardner, Professor in Cognition and Education, and Daniel Goleman, Psychologist and Science Journalist, informed the

district's decision to implement direct instruction and development of students' social and emotional skills. These learned capabilities influence students' overall achievement abilities. http://www.learning-theories.com/emotional-intelligence-goleman.html

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.

2.10 | %

Improving ELD services to now include direct, targeted instruction and support outside core instruction resulting in 1.5 hours of increased services for EL pupils over the prior year. The additional 1.5 hours of ELD instruction accounts for a 20% increase in services to EL students.

Effective implementation of iReady (math and ELA), used in all grades (K-8), has improved identifying targeted areas of needs for all students. Continued collaboration (financially and programmatically) with county office provides 1.0 FTE Education Specialist and .75 FTE instructional aide services provides effective support to IEP students, as well as targeted support within tiers of RTI (Response to Intervention) to struggling students. Additionally, the practice of including the education specialist in the SST (Student Success Team) process has improved appropriate supports for all students. These three factors, iReady, full-time education specialist, and a focused SST process, has improved the multi-tiered approach to the early identification of struggling students in order to provide appropriate interventions for all students, including low income, foster, and English learner students.

Vocabulary knowledge is a strong predictor of reading comprehension (Baker, Simmons, & Kame'emui, 1998; Stahl & Fairbanks, 1986). Additionally, Hattie's research identified an effect size of 0.67 for vocabulary programs (Fisher, Frey, Hattie, 2016). The explicit and intensive vocabulary instruction being developed by Lake teachers for 2016-17 implementation will provide high-quality vocabulary instruction throughout the day, teach essential, high-utility words in depth, and utilize instructional time to address the meanings of common words, phrases, and expressions not yet learned for English learners. This increase in vocabulary instruction of approximately 15 minutes per day of explicit instruction, coupled with continued supports throughout the classroom day constitutes an increase in services to all students, yet based on the research, specifically outlines improving the education for English learners. As 2016-17 will be the first year of implementation of explicit, intense vocabulary instruction, the increase and an improvement in services is 100%.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Funding Sources	238,136.00	213,475.00	182,546.00	186,861.00	186,861.00	556,268.00
	0.00	0.00	3,100.00	7,500.00	7,500.00	18,100.00
Base	111,320.00	84,099.00	52,480.00	63,620.00	63,620.00	179,720.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Federal Funds	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
Locally Defined	6,000.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	110,816.00	119,376.00	116,966.00	105,741.00	105,741.00	328,448.00

Total Expenditures by Object Type						
Object Type	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Expenditure Types	238,136.00	213,475.00	182,546.00	186,861.00	186,861.00	556,268.00
	0.00	0.00	0.00	5,000.00	5,000.00	10,000.00
0001-0999: Unrestricted: Locally Defined	6,000.00	20,561.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	28,016.00	22,676.00	40,516.00	23,516.00	23,516.00	87,548.00
2000-2999: Classified Personnel Salaries	21,000.00	36,000.00	21,330.00	21,000.00	21,000.00	63,330.00
4000-4999: Books And Supplies	102,500.00	64,238.00	68,975.00	60,475.00	60,475.00	189,925.00
5000-5999: Services And Other Operating Expenditures	74,620.00	69,800.00	37,050.00	73,870.00	73,870.00	184,790.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00	0.00	14,275.00	2,800.00	2,800.00	19,875.00
5900: Communications	0.00	200.00	400.00	200.00	200.00	800.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Expenditure Types	All Funding Sources	238,136.00	213,475.00	182,546.00	186,861.00	186,861.00	556,268.00
		0.00	0.00	0.00	5,000.00	5,000.00	10,000.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	20,161.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Locally Defined	6,000.00	0.00	0.00	0.00	0.00	0.00

Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
Total Expenditures by Object Type and Funding Source							
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	400.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	2,000.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	26,016.00	22,676.00	39,016.00	22,016.00	22,016.00	83,048.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	330.00	0.00	0.00	330.00
2000-2999: Classified Personnel Salaries	Supplemental	21,000.00	36,000.00	21,000.00	21,000.00	21,000.00	63,000.00
4000-4999: Books And Supplies	Base	91,900.00	53,438.00	42,550.00	49,450.00	49,450.00	141,450.00
4000-4999: Books And Supplies	Federal Funds	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	600.00	800.00	16,425.00	1,025.00	1,025.00	18,475.00
5000-5999: Services And Other Operating Expenditures	Base	11,420.00	10,300.00	7,200.00	12,170.00	12,170.00	31,540.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	63,200.00	59,500.00	29,850.00	61,700.00	61,700.00	153,250.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	3,100.00	2,500.00	2,500.00	8,100.00
5800: Professional/Consulting Services And Operating Expenditures	Base	6,000.00	0.00	500.00	300.00	300.00	1,100.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	10,675.00	0.00	0.00	10,675.00
5900: Communications	Base	0.00	200.00	400.00	200.00	200.00	800.00

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).

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