

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

**Subchapter 1. Local Control Funding Formula Spending Regulations for
Supplemental and Concentration Grants and Local Control and Accountability
Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for
Supplemental and Concentration Grants**

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections
2 52063 and 52069 for those school districts or schools and programs operated by county
3 superintendents of schools whose enrollment includes at least 15 percent English
4 learners and at least 50 pupils who are English learners, shall be composed of a
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in
6 Education Code section 42238.01(c) applies. A governing board of a school district or a
7 county superintendent of schools shall not be required to establish a new English
8 learner parent advisory committee if a previously established committee meets these
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other
16 persons holding the right to make educational decisions for the pupil pursuant to
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of
21 pupils and include parents of pupils to whom one or more of the definitions in Education
22 Code section 42238.01 apply. A governing board of a school district or a county
23 superintendent of schools shall not be required to establish a new parent advisory
24 committee if a previously established committee meets these requirements, including
25 any committee established to meet the requirements of the federal No Child Left Behind
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not
31 limited to, services associated with the delivery of instruction, administration, facilities,
32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2 (i) “State priority areas” means the priorities identified in Education Code sections
3 52060 and 52066. For charter schools, “state priority areas” means the priorities
4 identified in Education Code section 52060 that apply for the grade levels served or the
5 nature of the program operated by the charter school.

6 (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant
7 to Education Code section 52052.

8 (k) “to improve services” means to grow services in quality.

9 (l) “to increase services” means to grow services in quantity.

10 (m) “unduplicated pupil” means any of those pupils to whom one or more of the
11 definitions included in Education Code section 42238.01 apply, including pupils eligible
12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
16 6312.

17

18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**
19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**
20 **Supplemental and Concentration Grants.**

21 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding
22 apportioned on the basis of the number and concentration of unduplicated pupils,
23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to
24 support such pupils. This funding shall be used to increase or improve services for
25 unduplicated pupils as compared to the services provided to all pupils in proportion to
26 the increase in funds apportioned on the basis of the number and concentration of
27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA
28 shall include in its LCAP an explanation of how expenditures of such funding meet the
29 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall
30 determine the percentage by which services for unduplicated pupils must be increased
31 or improved above services provided to all pupils in the fiscal year as follows:

32 (1) Estimate the amount of the LCFF target attributed to the supplemental and

1 concentration grants for the LEA calculated pursuant to Education Code sections
2 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3 (2) Estimate the amount of LCFF funds expended by the LEA on services for
4 unduplicated pupils in the prior year that is in addition to what was expended on
5 services provided for all pupils. The estimated amount of funds expended in 2013-14
6 shall be no less than the amount of Economic Impact Aid funds the LEA expended in
7 the 2012-13 fiscal year.

8 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage
10 calculated by the Department of Finance that represents how much of the statewide
11 funding gap between current funding and full implementation of LCFF is eliminated in
12 the fiscal year for which the LCAP is adopted.

13 (5) Add subdivision (a)(4) to subdivision (a)(2).

14 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant
15 to Education Code sections 42238.02 and 2574, as implemented by Education Code
16 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
17 Instructional Improvement Grant program and the Home to School Transportation
18 program, in the fiscal year for which the LCAP is adopted.

19 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
21 or when LCFF is fully implemented statewide, then an LEA shall determine its
22 percentage for purposes of this section by dividing the amount of the LCFF target
23 attributed to the supplemental and concentration grant for the LEA calculated pursuant
24 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
25 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the
26 Targeted Instructional Improvement Grant program and the Home to School
27 Transportation program.

28 (b) This subdivision identifies the conditions under which an LEA may use funds
29 apportioned on the basis of the number and concentration of unduplicated pupils for
30 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education
31 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved
32 services for unduplicated pupils under subdivision (a) of this section by using funds to

1 upgrade the entire educational program of a schoolsite, a school district, a charter
2 school, or a county office of education as follows:

3 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or
4 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or
5 in the prior year may expend supplemental and concentration grant funds on a
6 districtwide basis. A school district expending funds on a districtwide basis shall do all of
7 the following:

8 (A) Identify in the LCAP those services that are being funded and provided on a
9 districtwide basis.

10 (B) Describe in the LCAP how such services are principally directed towards, and
11 are effective in, meeting the district's goals for its unduplicated pupils in the state and
12 any local priority areas.

13 (2) A school district that has an enrollment of unduplicated pupils less than 55
14 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted
15 may expend supplemental and concentration grant funds on a districtwide basis. A
16 school district expending funds on a districtwide basis shall do all of the following:

17 (A) Identify in the LCAP those services that are being funded and provided on a
18 districtwide basis.

19 (B) Describe in the LCAP how such services are principally directed towards, and
20 are effective in, meeting the district's goals for its unduplicated pupils in the state and
21 any local priority areas.

22 (C) Describe how these services are the most effective use of the funds to meet the
23 district's goals for its unduplicated pupils in the state and any local priority areas. The
24 description shall provide the basis for this determination, including, but not limited to,
25 any alternatives considered and any supporting research, experience, or educational
26 theory.

27 (3) A school district that has an enrollment of unduplicated pupils at a school that is
28 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP
29 is adopted or in the prior year may expend supplemental and concentration grant funds
30 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
31 all of the following:

32 (A) Identify in the LCAP those services that are being funded and provided on a

1 schoolwide basis.

2 (B) Describe in the LCAP how such services are principally directed towards, and
3 are effective in, meeting the district's goals for its unduplicated pupils in the state and
4 any local priority areas.

5 (4) A school district that has an enrollment of unduplicated pupils that is less than 40
6 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is
7 adopted may expend supplemental and concentration grant funds on a schoolwide
8 basis. A school district expending funds on a schoolwide basis shall do all of the
9 following:

10 (A) Identify in the LCAP those services that are being funded and provided on a
11 schoolwide basis.

12 (B) Describe in the LCAP how such services are principally directed towards, and
13 are effective in, meeting the district's goals for its unduplicated pupils in the state and
14 any local priority areas.

15 (C) Describe how these services are the most effective use of the funds to meet the
16 district's goals for its unduplicated pupils in the state and any local priority areas. The
17 description shall provide the basis for this determination, including, but not limited to,
18 any alternatives considered and any supporting research, experience, or educational
19 theory.

20 (5) A county office of education expending supplemental and concentration grant
21 funds on a countywide basis or a charter school expending supplemental and
22 concentration grant funds on a charterwide basis shall do all of the following:

23 (A) Identify in the LCAP those services that are being funded and provided on a
24 countywide or charterwide basis.

25 (B) Describe in the LCAP how such services are principally directed towards, and
26 are effective in, meeting the county office of education's or charter school's goals for its
27 unduplicated pupils in the state and any local priority areas, as applicable.

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
31 6312.

32

1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**
2 **Proportionality.**

3 In making the determinations required under Education Code section 52070(d)(3),
4 the county superintendent of schools shall include review of any descriptions of
5 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through
6 (b)(4) when determining whether the school district has fully demonstrated that it will
7 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a
8 county superintendent of schools does not approve an LCAP because the school district
9 has failed to meet its requirement to increase or improve services for unduplicated
10 pupils as specified in this section, it shall provide technical assistance to the school
11 district in meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section
15 6312.

16
17
18
19
20
21
22

23 8-22-14 [California Department of Education]

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

Introduction: All IUESD teachers are highly qualified (NCLB) and appropriately assigned pursuant to Ed. Code 44258.9. Newly credentialed teachers are required to participate in the Induction Program for the first two years, until they clear their credential, while they are employed at IUESD. Island School currently has one special education teacher on staff. The Island School student population, inclusive of our English Learners, has access to sufficient standards-aligned instructional materials pursuant to Ed. Code section 60119. Our school facilities are safe and maintained in good repair pursuant to Ed. Code section 17002 (d).

We have actively been transitioning to implementing new California Standards for the past five years, as well as the Next Generation Science Standards. Teachers and administration have been receiving training from various county offices of education as well as some outside sources in both English Language Arts State Standards as well as Math State Standards. New California Standards instructional supports and materials have been purchased as well as continue to be purchased. New English Language Arts/English Language Development state adopted curriculum have been purchased for the 2016-17 school year. Kindergarten through 8th grade students currently participate in School City's Common Core Benchmark Assessments. Students take these tests near the beginning as well as the end of the school year. Growth is measured by increase in student score. IUESD will be participating in the California Assessment of Student Performance and Progress in the Spring of 2016 and 5th and 8th graders will also take the CST Science Test. The Physical Fitness test is administered to all 5th and 7th grade students annually. CELDT Tests are given annually to all of Island's EL students. Additionally transitional kindergarten through first grade use Educational Software for Guiding Instruction, ESGI, which is used for tracking student mastery of letters, sounds, sight words, and number sense.

We administered a parent survey to all families to obtain input regarding maintain a positive school climate. The student, staff and parent surveys revealed that Island School is a safe place. The California Healthy Kids Survey is administered each year to Island School's 5th and 7th grade students. Suspension rates are minimal at Island School and expulsions rarely ever occur.

Parents are invited to parent teacher conferences in November yearly, School Site Council Meetings, ELAC/DELAC Meetings, Migrant meetings, Back to School Night, Boosters' Club (parent club) monthly meetings and Open House. Parents are always able to consult their child's grades by logging on to GradeLink, Island's computer based grading system. They can see current grades as well as any missing assignments their child may have. Report cards are sent home each trimester, in addition progress reports go home three times mid trimester, each school year. Island School's website www.islandcardinals.com has the most current information about our school for our families to view at their convenience. Newsletters are sent home each year with current events as well as celebrations. Island School has numerous parent volunteers on a daily basis. We encourage parents to be very involved in their child's education. IUESD has numerous extra opportunities for parents and families to be involved including but not limited to: kindergarten teddy bear picnic, grandparent day, Science Fair, Art Show, Variety Show, and winter program. Parents of struggling students are invited to attend a Student Study Team Meeting to come up with ways to help their child to be successful at school. In attendance at these meetings are the child's teacher, parent/s, an administrator, special education teacher, and others.

Island School Students consistently have a good attendance rate. Last year and currently, it has been over 95% on average. If a student is absent, the school contacts the parent to verify the child's absence.

IUESD has an extensive school safety plan in place. We regularly practice fire drills as well as lockdown drills. Our campus is entirely fenced in and locked down during school hours and is not unlocked until the end of the school day for pick up. We also have numerous security cameras that operate 24 hours a day seven days a week. Our school facility is completely alarmed when school is not in session and staff are not on campus.

LEA: Island Union Elementary School Contact Charlotte Hines, Superintendent/Principal, charlottehines@island.k12.ca.us, (559) 924-6424 LCAP Year: 2016-2019

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including

the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Island School sought input from all groups. In our first meetings we reviewed data and our current LCAP goals and how we were doing toward meeting our goals. We received input and suggestions from each: School Site Council (Nov. 5th, Feb. 11th, April 27th), English Language Advisory Committee (Nov. 5th, Jan. 26th, April 7th), Migrant (Nov. 5th, Jan. 26th, April 7th). Then met again to discuss input and current actions and how our plan is going and what revisions we would like to see: Certificated staff (Feb. 22nd, April 18th), Classified staff (CSEA bargaining unit –Feb. 23rd), and Boosters (parent club Jan. 20th and Feb. 17th) with community members. We utilized online surveys with all staff from January through February and all students K-8th gr. in March. A parent survey went home in March with 86% return rate. Additionally we used the information received in the Healthy Kids Survey given to 5th and 7th gr. students in January. We had 100% return rate on the staff survey. We had the entire student body participate in an online survey, k-2 facilitated by the teacher. We reconvened to review our revised goals and updates after including input from the groups, with each of the groups to gather more input and/or approval in April. Our certificated bargaining unit is currently being formed and will become Island Union Elementary Teachers Association (IUETA).</p>	<p>Each group gave input. The teachers of the primary grades K-3 facilitated in getting group information and gathering it together to inform our plan. The groups gave positive feedback for all that we are doing at Island in hopes that we continue to excel academically and continue the family community feel we have here. They are encouraged by our increase in technology in that students k-8 are gaining knowledge of how to use technology as well as increasing the output of expository pieces. (2.12) They like having assessments that give feedback so that the staff can immediately address a student’s needs however we will move to a company, Illuminate, that will mimic CAASPP assessments, as well as be user friendly for the teacher to access data immediately and create specific assessments directly related to the standard they have taught at the rigor needed. Parents would like support for their child’s needs especially in math therefore we added intervention for EL, low income, and at-risk students, adding goal 2.5, as well as a parent Math Night training in September. Our school facility was improved by adding the larger parking lot providing a safe drop off and pick up for students as well as upgrading our kitchen to have a more efficient cooking and product delivery. Student Council participated in a taste test to give input on our breakfast and lunch food item, so we added the foods they liked, such as, greens with berries and vinaigrette dressing, mozzarella cheese sticks and marinara sauce, banana chocolate chip muffins, and mini corn dogs. Children were excited that they were heard and the food was added to the menu. Staff are encouraged by the professional development each group (certificated and CSEA) will receive to support the needs of our students. Parents would like more support with math and math homework to help their students at home so we are planning a Response to Intervention (RTI) model for</p>

	<p>academic support in ELA and Math. This will require a redistribution with instructional aide time overseen by the Learning Coordinator. Staff, students, and parents per comments from the surveys, appreciate the inclusion of the art program with weekly art instruction with two retired Island teachers in addition to the classroom art program.(2.4) and therefore we added \$4000 to the program.</p>
<p>Annual Update: We invited the groups at different times of day and different days of the week to try to accommodate work schedules and allow for all stakeholders to participate. We met with certificated staff and received input specifically on how to assist the students, and the need for ELD support, and ELA and Math intervention. We met with classified staff who agreed with the input and additions to the goals, they appreciated the future professional development they would be included in. We also had an online survey for staff and students. A survey went home for parents and we had an 86% return rate. K-3 took their survey in class facilitated by the teacher. 4th -8th gr. students were given computer time to take the online survey to insure that we had 100% participation. Our final meetings with input occurred in April 2015. We presented our LCAP draft to the board of trustees and the community in April and May and they agreed with the parents input to continue promoting the whole well rounded child including art and music, character counts, and putting in a playground.</p>	<p>Annual Update: The input revealed that we should continue with the character counts assemblies and anti bullying motivational rallies. It was requested that we continue having a counselor or behavior specialist once a week to assist with students in needs therefore this year we added time with the counselor for those students that were not identified but needing counseling support. We will continue to have a health care assistant on staff to help maintain 95% or better attendance. We needed more tech support due to our 1:1 devices 3rd-8th therefore insured weekly support throughout the year, in addition to the two days a month from On Point for the Ben Q and technology support. The company that we used, School City for district wide assessments, is not user friendly nor does it mimic CAASPP or the scoring that CAASPP uses therefore we are researching to transfer to another company that have assessments more compatible to CAASPP to continue to monitor the achievement of students and address student needs immediately. We added a student playground for the upper grade due to St. Council presenting they needed more things to do at recess, to help with community and a sense of belonging.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL:</p>	<p>1. We will provide all students with a safe, positive learning environment with a highly qualified staff and well maintained facility.</p>	<p>Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Need: Island needs to continue to encourage students to attend school daily, taught by highly qualified staff that teaches children at rigorous levels in a positive family environment to help prepare them to be college and career ready and productive members of our community and their future community. Metrics: teachers assigned properly and fully credentialed, sufficient access to standards-aligned instructional materials, school facilities are maintained in good repair, School attendance rate, Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates, Pupil suspension rates, Discipline referrals, Pupil expulsion rates, Pupils, parents, and teachers sense of safety via surveys</p>	
<p>Goal Applies to:</p>	<p>Schools: Island Union Elementary School Applicable Pupil Subgroups: All, EL, LI, FY, Students with disabilities, Hispanic, and White</p>	
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Teachers assigned properly and fully credentialed: 100% of teachers will be highly qualified or interns will be enrolled in an intern program as measured by CalPads. 1.2 Sufficient access to standards-aligned instructional materials: 100% of students will have sufficient access to standards-aligned instructional materials as measured by Board Resolution Regarding sufficiency or insufficiency of instructional materials. 1.3 School facilities are maintained in good repair: Receive an overall rating of Good or Exemplary on our Facilities Inspection Tool (FIT). 1.4 School attendance rate: Student attendance rate will be 95% or better as measured by SchoolWise report. 1.5 Chronic absenteeism rates: Lesson number of students by 1% with chronic absenteeism from 2015-16 rate of 3% as measured by SchoolWise and Ed Code Calculation. 1.6 Middle school dropout rates: Maintain the 0 number of middle school dropouts as measured by CDE Dataquest report. 1.7 High school dropout rates: This metric does not apply to us as we are an elementary district. 1.8 High school graduation rates: This metric does not apply to us as we are an elementary district. 1.9 Pupil suspension rates: Maintain suspension rates at <1% as measured by SchoolWise. 1.10 Discipline Referrals: Lesson the number of discipline referrals per student from 2015-2016 with no students having more than 5 referrals total as measured by SchoolWise report, currently we have 2.</p>	

	<p>1.11 Pupil expulsion rates: Maintain number of expulsion rate of 0% from 2015-16 as measured by SchoolWise reports.</p> <p>1.12 Pupils, parents, and teachers sense of safety via surveys: Pupils: Healthy Kids and district survey, staff district online survey, and parents hard copy survey show 86% agree or strongly agree they feel safe at school. We will work to insure people feel safe and know by survey results of keeping the rate at 86% or better agreeing or strongly agreeing they feel safe.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Have character building assemblies each trimester, anti bullying, and motivational rallies. We will implement a schoolwide policy to use our character counts videos to guide class discussions on social skills and school climate.</p>	Schoolwide	<p><u>X</u>ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$2500 Supp.(0332) Other Services</p>
<p>1.2 Provide behavior support, social skills development, with all students in need by having a student specialist/advocate available one day a week. Increase BEST team social skill development support with students with IEP's/504</p>	Schoolwide	<p><u>ALL</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> <u>X</u> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$15,904 total= Sp. Ed. State (6512) \$11,713 and (3327) \$4,191 Contracts with KCOE</p>
<p>1.3 Keep an LVN/health aide. She will assist in keeping students in school, note if there is a pattern of behavior in going to the health office or out of school often, and contact parents on a regular basis if needed. We will incorporate incentives with students needing improved attendance including chronic absenteeism and tardies.</p>	Schoolwide	<p><u>X</u>ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$23,000 Base (0000) Classified Salaries & Benefits</p>
<p>1.4 Well maintained school facility- we will identify projects based on the Facility Inspection Tool (FIT) needs. We will be upgrading our entire sprinkler system, adding chips to our playground areas,</p>	Schoolwide	<p><u>X</u>ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient</p>	<p>\$40,000 (Fund 1400) base- Deferred</p>

<p>painting, spraying the parking area as well as the basketball courts. We are awaiting the State Facility bond to be placed on the November ballot and passed. This too will determine future facility plans.</p>		<p><input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>maintenance /repairs</p>
<p>1.5 Professional development is provided to increase student achievement. We will continue to work on our instructional expertise ELA/ELD</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u></p>	<p>\$30,000 Title II (4035) Contract=, Cert. Sal. & Ben. \$10,000 Pro. Dev. Serv. \$20,000</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Teachers assigned properly and fully credentialed: 100% of teachers will be highly qualified or interns will be enrolled in an intern program as measured by CalPads.</p> <p>1.2 Sufficient access to standards-aligned instructional materials: 100% of students will have sufficient access to standards-aligned instructional materials as measured by Board Resolution Regarding sufficiency or insufficiency of instructional materials.</p> <p>1.3 School facilities are maintained in good repair: Receive an overall rating of Good or Exemplary on our Facilities Inspection Tool (FIT).</p> <p>1.4 School attendance rate: Student attendance rate will be 95% or better as measured by SchoolWise report.</p> <p>1.5 Chronic absenteeism rates: Lesson number of students by 1%, or 4 students, with chronic absenteeism from 2016-17 rate as measured by SchoolWise and Ed Code Calculation.</p> <p>1.6 Middle school dropout rates: Maintain the 0 number of middle school dropouts as measured by CDE Dataquest report.</p> <p>1.7 High school dropout rates: This metric does not apply to us as we are an elementary district.</p> <p>1.8 High school graduation rates: This metric does not apply to us as we are an elementary district.</p> <p>1.9 Pupil suspension rates: Maintain suspension rates at <1% as measured by SchoolWise.</p> <p>1.10 Discipline Referrals: Lesson the number of discipline referrals per student from 2016-2017 with no students having more than 5 referrals total as measured by SchoolWise report.</p> <p>1.11 Pupil expulsion rates: Maintain number of expulsion rate of 0% from 2016-17 as measured by SchoolWise reports.</p> <p>1.12 Pupils, parents, and teachers sense of safety via surveys: Pupils: Healthy Kids and district survey, staff district online survey, and parents hard copy survey. We will work to insure people feel safe and know by survey results of keeping the rate at 86% or better agreeing or strongly agreeing they feel safe. District online survey.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Have character building assemblies each trimester, anti bullying, and motivational rallies. Increased access to support staff for behavioral support and suggestions, intervention programs.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$2550 Supp. (0332) Other Services</p>
<p>1.2 Provide behavior support, social skills development, with all students in need by having a student specialist/advocate available one day a week. Increase BEST team social skill development support with students with IEP's/504</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$16,500 Sp. Ed. (6512)(3327) Contract Services</p>
<p>1.3 Keep an LVN/health aide. She will assist in keeping students and school, note if there is a pattern of behavior in going to the health office or out of school often, and contact parents on a more regular basis for making sure students are in school. We will incorporate incentives with students needing improved attendance including chronic absenteeism and tardies.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$23,600 Base (0000) Class. Salaries & Benefits</p>
<p>1.4 Well maintained school facility- we will identify projects based on the Facility Inspection Tool (FIT) needs, such as upgrading our landscaping, painting the cafeteria, and school buildings. We are awaiting the State Facility bond to be placed on the November ballot and passed. This too will determine future facility plans.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$40,000 (Fund 1400) base-deferred maintenance /Repair Services</p>

<p>1.5 Professional development is provided to increase student achievement. We will continue to work on our instructional expertise ELA/ELD</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) __ Hispanic __ Other Subgroups:(Specify) __ White __ Other Subgroups:(Specify) __ Students with Disabilities</p>	<p>\$34,000 Title II (4035) Contract= Cert. Sal. & Ben. \$11,641 Pro. Dev. Serv. \$22,359</p>
--	-------------------	---	---

<p align="center">LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 Teachers assigned properly and fully credentialed: 100% of teachers will be highly qualified or interns will be enrolled in an intern program as measured by CalPads.</p> <p>1.2 Sufficient access to standards-aligned instructional materials: 100% of students will have sufficient access to standards-aligned instructional materials as measured by Board Resolution Regarding sufficiency or insufficiency of instructional materials.</p> <p>1.3 School facilities are maintained in good repair: Receive an overall rating of Good or Exemplary on our Facilities Inspection Tool (FIT).</p> <p>1.4 School attendance rate: Student attendance rate will be 95% or better as measured by SchoolWise report.</p> <p>1.5 Chronic absenteeism rates: Lesson number of students with chronic absenteeism from 2017-18 by 1% rate, or 4 students, as measured by SchoolWise and Ed Code Calculation.</p> <p>1.6 Middle school dropout rates: Maintain the 0 number of middle school dropouts as measured by CDE Dataquest report.</p> <p>1.7 High school dropout rates: This metric does not apply to us as we are an elementary district.</p> <p>1.8 High school graduation rates: This metric does not apply to us as we are an elementary district.</p> <p>1.9 Pupil suspension rates: Maintain suspension rates at <1% as measured by SchoolWise.</p> <p>1.10 Discipline Referrals: Lesson the number of discipline referrals per student from 2017-2018, 5 students, as measured by SchoolWise report.</p> <p>1.11 Pupil expulsion rates: Maintain number of expulsion rate of 0% from 2017-18 as measured by SchoolWise reports.</p> <p>1.12 Pupils, parents, and teachers sense of safety via surveys: Pupils: Healthy Kids and district survey, staff district online survey, and parents hard copy survey. We will work to insure people feel safe and know by survey results of keeping the rate at 86% or better agreeing or strongly agreeing they feel safe. District online survey.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1.1 Have character building assemblies each trimester, anti bullying, and motivational rallies. Increased access to support staff for behavioral support and suggestions, intervention programs.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$2550 Supp(0332) Other Services</p>
<p>1.2 Provide behavior support, social skills development, with all students in need by having a student specialist/advocate available one day a week. Increase BEST team social skill development support with students with IEP's/504</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$16,000 Sp. Ed. (6512)(3327) Contract Services</p>
<p>1.3 Keep an LVN/health aide. She will assist in keeping students and school, note if there is a pattern of behavior in going to the health office or out of school often, and contact parents on a more regular basis for making sure students are in school. We will incorporate incentives with students needing improved attendance including chronic absenteeism and tardies.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$24,250 base (0000) Classified Salaries & Benefits</p>
<p>1.4 Well maintained school facility- we will identify projects based on the Facility Inspection Tool (FIT) needs. We are awaiting the State Facility bond to be placed on the November ballot and passed. This too will determine future facility plans.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$40,000 (Fund 1400) base- deferred maintenance /Repairs and other Services</p>
<p>1.5 Professional development is provided to increase student achievement. We will train our teachers in the newly adopted curriculum with social science and history to insure our students are receiving instruction at the rigor necessary to become college and career</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u></p>	<p>\$34,000 Title II (4035)= \$12,000, cert. salaries & ben. \$22,000 Pro. Dev. Serv.</p>

ready.		<input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>
--------	--	---

GOAL:	2 All students will improve academically due to having a well rounded education including all academic areas with parents' support.	Related State Priorities: 1_ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9___ 10___ Local: Specify _____
Identified Need:	<p>Need: All students need to be prepared for college and career with the opportunities for a well rounded education including the arts. Parents are an integral part of our plan. We have an increased need for expanding our infrastructure for technology support that will allow for students to build 21st century skills. We also need to focus on our English Learner students' specific needs to develop an additional language.</p> <p>Metric: implement academic and performance standards and ELD standards, EL's accessing standards , EL achieve language proficiency, parent input, parental participation in programs, statewide assessments, API, % of student who have completed A-G, Career technical education standards, % of ELs who made progress toward English proficiency (CELDT), EL reclassification rate, % of pupils passed AP test, % of pupils demonstrate college preparedness EAP, Course of student 1st-6th gr. English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education, Course of study 7th-12th English, Social Science, foreign language, physical education, science, mathematics, visual and performing applied arts, career technical education, Pupil outcomes in Visual and Performing Arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.</p>	
Goal Applies to:	Schools: <u>Island Union Elementary School</u> Applicable Pupil Subgroups: <u>All, EL, LI, FY, Students with disabilities, Hispanic, and White</u>	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	2.1 Implement academic and performance standards and ELD standards: Teachers will receive professional development in academic state and ELD standards as measured by professional development sign-in sheets. 2.2 EL's accessing standards: 100% of teachers will update EL student blue folders each trimester on ELD standards progress as measured by the Learning Coordinator's trimester checklist. 2.3 EL achieve language proficiency: 43% of EL students will gain a level of English proficiency as measured by CEDLT. Those students that did not gain a level will increase their scale score as measured by the CELDT. 2.4 Parent input and participation in programs: District/school site will continue School Site Council, English Learner Committee (ELAC), Migrant Committee, Parent Booster Club, Parents with Pastries as measured by sign in sheets and parent survey. These committees include parents of students with disabilities and English Learners. 2.5 Statewide assessments: Increase % of students meeting or exceeding in each ELA (46%) and Math (41%) in CAASPP assessment results.	

	<p>2.6 API: We will set a baseline API as measured by the state report.</p> <p>2.7 % of student who have completed A-G: This metric does not apply to us as we are an elementary district.</p> <p>2.8 Career technical education standards: This metric does not apply to us as we are an elementary district.</p> <p>2.9 EL reclassification rate: Maintain or increase the current reclassification rate of 5% as measured by the Learning Coordinator report.</p> <p>2.10 % of pupils passed AP test: This metric does not apply to us as we are an elementary district.</p> <p>2.11 % of pupils demonstrate college preparedness EAP: This metric does not apply to us as we are an elementary district.</p> <p>2.12 Course Access K-8 : 100% of students are enrolled in a self-contained English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education as measured by student enrollment report.</p> <p>2.13 Course Access 7-8 Additional Courses: 100% of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.</p> <p>2.14 Pupil Outcomes K-8: Students will demonstrate learning in broad curriculum including, but not limited to English language arts, mathematics, history social sciences, science, visual and performing arts, health, and physical education that is as measured by Local Assessments in ELA and Math and/or passing grades per Student Information System in all other content areas.</p> <p>2.15 Pupil Outcomes 7-8 Additional Courses: 90% or better of students will pass their classroom assessment/performance task.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 We will utilize standards aligned district benchmark assessments through Illuminate two times a year – beginning and end to determine achievement level of our students and any intervention needed. Teacher created mini-assessment using Illuminate gives on-going information to the teacher/student to guide instruction. Illuminate training for teachers due to being new.	Schoolwide	<p><u>X</u>ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify) <u> </u>Hispanic</p> <p><u> </u>Other Subgroups:(Specify) <u> </u>White</p> <p><u> </u>Other Subgroups:(Specify) <u> </u>Students with Disabilities</p>	<p>\$8940Total</p> <p>Supp (0332)</p> <p>License=</p> <p>\$4940 , Pro.</p> <p>Dev. Ser.</p> <p>(4035)</p> <p>\$4000 Title II</p>

<p>2.2 On Point – mimio lessons are targeted on specific standards being taught, or after an mini assessment is given and reteaching is needed.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>Hispanic</u> ___ Other Subgroups:(Specify) <u>White</u> ___ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$6000 Supp (0332) License Computer Software</p>
<p>2.3 Increase student engagement and understanding of key standards by experiencing study trips (video conference or physical trip).</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>Hispanic</u> ___ Other Subgroups:(Specify) <u>White</u> ___ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$5100 total = Supp (0332) Services \$1900 & Transportation \$3200</p>
<p>2.4 Teachers will us materials and supplies to increase student engagement and deepen the understanding of key standards taught by using hands on activities and STEM learning.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>Hispanic</u> ___ Other Subgroups:(Specify) <u>White</u> ___ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$4000 Supp (0332) Materials and Supplies</p>

<p>2.5 Instructional aide will oversee the after school ELA and Math intervention for students at –risk as determined by CAASPP and fall district benchmark assessments. (with transportation)</p>	<p>Schoolwide</p>	<p><input type="checkbox"/>_ALL ----- OR: <input checked="" type="checkbox"/>Low Income pupils <input checked="" type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input checked="" type="checkbox"/>Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$3500 total=\$3000 Supp (0332) Classified Salaries & Benefits, \$500 Supp (0332)Transp ortation</p>
<p>2.6 We will implement a summer 5 day session intervention ELD focus/English immersion for k-3 students coming from homes that only speak Spanish with transportation with a certificated teacher from 8:30-10:30 each morning for 5 days.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/>_ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u> Subgroups:(Specify)_____</p>	<p>\$2000 total=\$1000 Supp (0332) Certificated Salaries, Benefits, & \$1000Transp ortation</p>
<p>2.7 Keep our Media services aide – salary and benefits- to assist with the students accessing a variety of genre to increase their reading skills, assist with technological support so that staff and students continue to have access to curriculum and information, assist with testing and give feedback to teachers for progress monitoring of students.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/>ALL ----- OR: <input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$18,278 Supp (0332) Classified Salaries & Benefits</p>
<p>2.8 We will keep our Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mobi Max, Adventure to Fitness, Sum Dog, ESGI(Educational Software for Guiding Instruction), Go Guardian, Deep Freeze, Over Drive(online e books) to continue to further our students growth academically and keep a variety of genres of reading.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/>_ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input checked="" type="checkbox"/>Other Subgroups:(Specify) <u>Students with Disabilities</u> Subgroups:(Specify)_____</p>	<p>\$13,300 Supp (0332) Comp. Software</p>

<p>2.9 We will replace student workbooks for 3-8 Academic Vocabulary Toolkit by Kate Kinsella to increase EL proficiency.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$3,000 Supp (0332) Materials and Supplies</p>
<p>2.10 Instructional Aides, salary and benefits, will be used to support student achievement with targeted small group instruction: Orton Gillingham taught using Title 1 funding, LCAP funding for targeted small group instruction.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$167,000 total= \$103,000 Supp(0332) \$64,000 Title I (3010) Classified Salaries & Benefits</p>
<p>2.11 Art/music supplies to support art and music instruction in K-8th grade. We will hire an art assistant and purchase materials to support the art medium taught.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$10,000 total Supp (0332)= \$9000 Cert. Sal. & Ben. \$1000 materials and supplies</p>
<p>2.12 We will increase the number of devices to complete 1:1 devices, update equipment and maintain it, and continue to have weekly tech support. *we are updating and replacing not purchasing class sets of devices</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$53,000 total = \$25,000 Base (0315) computer supplies \$28,000 Base (0000) Contract Services & equipment</p>
<p>2.13 To help encourage parent involvement: we will research and make available best resources and provide trainings to introduce new units in math to help</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:</p>	<p>\$500 lottery (1100) Materials and</p>

<p>them become aware of what their student will be learning and how they can help their students.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>Supplies</p>
<p>2.14 Professional development is provided to increase student achievement in ELA/ELD with the implementation of our new curriculum as well as continue to increase our instructional expertise in the delivery of Math and Science instruction.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$34,000 total (4035) Title II =\$11,641 Cert. Sal & Ben. \$22,359 Pro Dev.Sev.</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Implement academic and performance standards and ELD standards: Teachers will receive professional development in academic state and ELD standards as measured by professional development sign-in sheets.</p> <p>2.2 EL's accessing standards: 100% of teachers will update EL student blue folders each trimester on ELD standards progress as measured by the Learning Coordinator's trimester checklist.</p> <p>2.3 EL achieve language proficiency: 43% of EL students will gain a level of English proficiency as measured by CEDLT. Those students that did not gain a level will increase their scale score as measured by the CELDT.</p> <p>2.4 Parent input and participation in programs: District/school site will continue School Site Council, English Learner Committee (ELAC), Migrant Committee, Parent Booster Club, Parents with Pastries as measured by sign in sheets and parent survey. These committees include parents of students with disabilities and English Learners.</p> <p>2.5 Statewide assessments: Increase 1% of students meeting or exceeding in each ELA (46%) and Math (41%) in CAASPP assessment results.</p> <p>2.6 API: We will set a baseline API as measured by the state report.</p> <p>2.7 % of student who have completed A-G: This metric does not apply to us as we are an elementary district.</p> <p>2.8 Career technical education standards: This metric does not apply to us as we are an elementary district.</p> <p>2.9 EL reclassification rate: Maintain or increase the current reclassification rate of 5% as measured by the Learning Coordinator report.</p> <p>2.10 % of pupils passed AP test: This metric does not apply to us as we are an elementary district.</p> <p>2.11 % of pupils demonstrate college preparedness EAP: This metric does not apply to us as we are an elementary district.</p>
---	--

	<p>2.12 Course Access K-8 : 100% of students are enrolled in a self-contained English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education as measured by student enrollment report.</p> <p>2.13 Course Access 7-8 Additional Courses: 100% of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.</p> <p>2.14 Pupil Outcomes K-8: Students will demonstrate learning in broad curriculum including, but not limited to English language arts, mathematics, history social sciences, science, visual and performing arts, health, and physical education that is as measured by Local Assessments in ELA and Math and/or passing grades per Student Information System in all other content areas.</p> <p>2.15 Pupil Outcomes 7-8 Additional Courses: 90% or better of students will pass their classroom assessment/performance task.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 We will utilize standards aligned district benchmark assessments through Illuminate two times a year – beginning and end to determine achievement level of our students and any intervention needed. Teacher created mini-assessment using Illuminate gives on-going information to the teacher/student to guide instruction.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) <u>Hispanic</u> ___ Other Subgroups:(Specify) <u>White</u> ___ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$5000 Supp (0332) Computer Software License</p>
<p>2.2 On Point – mimio lessons are targeted on specific standards being taught, or after an mini assessment is given and reteaching is needed.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) <u>Hispanic</u> ___ Other Subgroups: (Specify) <u>White</u> ___ Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>\$6,200 Supp (0332) license Computer Software</p>

<p>2.3 Increase student engagement and understanding of key standards by experiencing study trips (video conference or physical trip).</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify) <u>Hispanic</u> ___ Other Subgroups: (Specify) <u>White</u> ___ Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>\$5,300 total= Supp (0332) \$4100 Services & \$1200 Transportation</p>
<p>2.4 Teachers will use materials and supplies to increase student engagement and deepen the understanding of key standards taught by using hands on activities and STEM learning.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify) <u>Hispanic</u> ___ Other Subgroups: (Specify) <u>White</u> ___ Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>\$1000 Supp (0332) Materials and Supplies</p>
<p>2.5 Instructional aide will oversee after school ELA and Math intervention for students at –risk as determined by CAASPP and fall district benchmark assessments. (with transportation)</p>	<p>Schoolwide</p>	<p><u>ALL</u> OR: <u>X</u>Low Income pupils<u>X</u>English Learners ___Foster Youth ___Redesignated fluent English proficient <u>X</u>Other Subgroups: (Specify) <u>Hispanic</u> ___ Other Subgroups: (Specify) <u>White</u> ___ Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>\$4500 total =\$4000 Supp (0332) Classified Salaries & Benefits, \$500 Supp (0332) transportation</p>
<p>2.6 We will implement a summer 5 day session intervention ELD focus/English immersion for k-3 students coming from homes that only speak Spanish with transportation with a certificated teacher from 8:30-10:30 each morning for 5 days.</p>	<p>Schoolwide</p>	<p><u>ALL</u> ----- OR: <u>X</u>Low Income pupils <u>X</u>English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>Hispanic</u> ___ Other Subgroups:(Specify) <u>White</u> ___ Other Subgroups:(Specify) <u>Students with Disabilities</u> Subgroups:(Specify) _____</p>	<p>\$2100 total =\$1000 Supp (0332) Certificated Salaries & Benefits & \$1100 Transportation</p>
<p>2.7 Keep our Media services aide – salary and benefits- to assist with the students accessing a variety of genre to increase their reading skills, assist with technological support so that staff and students continue to have access to curriculum and information, assist with testing and give feedback to teachers for</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) <u>Hispanic</u> ___ Other Subgroups:(Specify) <u>White</u></p>	<p>\$19,000 Supp (0332) Classified Salaries & Benefits</p>

<p>progress monitoring of students.</p>		<p><u> </u> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	
<p>2.8 We will keep our Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mobi Max, Adventure to Fitness, Sum Dog, ESGI(Educational Software for Guiding Instruction), Go Guardian, Deep Freeze, Over Drive(online e books) to continue to further our students growth academically and keep a variety of genres of reading.</p>	<p>Schoolwide</p>	<p><u> </u> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u>Hispanic</u> <u> </u> Other Subgroups:(Specify) <u>White</u> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u> Subgroups:(Specify) _____</p>	<p>\$13,000 Supp (0332) Computer Software</p>
<p>2.9 We will replace student workbooks for 3-8 Academic Vocabulary Toolkit by Kate Kinsella to increase EL proficiency.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u>Hispanic</u> <u> </u> Other Subgroups:(Specify) <u>White</u> <u> </u> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$3000 Supp (0332) Supplies</p>
<p>2.10 Instructional Aides, salary and benefits, will be used to support student achievement with targeted small group instruction: Orton Gillingham taught using Title 1 funding, LCAP funding for targeted small group instruction.</p>	<p>Schoolwide</p>	<p><u> </u> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u>Hispanic</u> <u> </u> Other Subgroups:(Specify) <u>White</u> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$157,800 total =\$97,800 Supp (0332) \$60,000 Title I (3010) Classified Salaries & Benefits</p>

<p>2.11 Art/music supplies to support art and music instruction in k-8th grade. We will hire an art assistant and purchase materials to support the art medium taught.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$10,000 total =Supp (0332) \$9000 Cert. Sal. & Ben. materials and \$1000 supplies</p>
<p>2.12 We will replace devices, update equipment and maintain it, and continue to have weekly tech support. *we are updating and replacing not purchasing class sets of devices</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$50,000 total = \$20,000 Base (0003) computer software \$30,000 Base (0000) Contract Services</p>
<p>2.13 To help encourage parent involvement: we will research and make available best resources and provide trainings to introduce new units in math to help them become aware of what their student will be learning and how they can help their students.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$2000 lottery (1100) Supplies</p>
<p>2.14 Professional development is provided to increase student achievement in ELA/ELD with the implementation of our new curriculum as well as continue to increase our instructional expertise in the delivery of Math and Science instruction.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$34,000= (4035) Title II \$11,641 Cert. Sal & Ben. \$22,359 Pro Dev.Sev.</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable</p>	<p>2.1 Implement academic and performance standards and ELD standards: Teachers will receive professional development in academic state and ELD standards as measured by professional development sign-in sheets.</p>		

Outcomes:	<p>2.2 EL’s accessing standards: 100% of teachers will update EL student blue folders each trimester on ELD standards progress as measured by the Learning Coordinator’s trimester checklist.</p> <p>2.3 EL achieve language proficiency: 43% of EL students will gain a level of English proficiency as measured by CEDLT. Those students that did not gain a level will increase their scale score as measured by the CELDT.</p> <p>2.4 Parent input and participation in programs: District/school site will continue School Site Council, English Learner Committee (ELAC), Migrant Committee, Parent Booster Club, Parents with Pastries as measured by sign in sheets and parent survey. These committees include parents of students with disabilities and English Learners.</p> <p>2.5 Statewide assessments: Increase 1% of students meeting or exceeding in each ELA (46%) and Math (41%) in CAASPP assessment results.</p> <p>2.6 API: We will set a baseline API as measured by the state report.</p> <p>2.7 % of student who have completed A-G: This metric does not apply to us as we are an elementary district.</p> <p>2.8 Career technical education standards: This metric does not apply to us as we are an elementary district.</p> <p>2.9 EL reclassification rate: Maintain or increase the current reclassification rate of 5% as measured by the Learning Coordinator report.</p> <p>2.10 % of pupils passed AP test: This metric does not apply to us as we are an elementary district.</p> <p>2.11 % of pupils demonstrate college preparedness EAP: This metric does not apply to us as we are an elementary district.</p> <p>2.12 Course Access K-8 : 100% of students are enrolled in a self-contained English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education as measured by student enrollment report.</p> <p>2.13 Course Access 7-8 Additional Courses: 100% of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.</p> <p>2.14 Pupil Outcomes K-8: Students will demonstrate learning in broad curriculum including, but not limited to English language arts, mathematics, history social sciences, science, visual and performing arts, health, and physical education that is as measured by Local Assessments in ELA and Math and/or passing grades per Student Information System in all other content areas.</p> <p>2.15 Pupil Outcomes 7-8 Additional Courses: 90% or better of students will pass their classroom assessment/performance task.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>2.1 We will utilize standards aligned district benchmark assessments through Illuminate 2 times a year – beginning and end to determine achievement level of our students and any intervention needed. Teacher created mini-assessment using Illuminate gives on-going information to the teacher/student to guide instruction.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$5,500 Supp (0332) Computer Software License</p>
<p>2.2 On Point – mimio lessons are targeted on specific standards being taught, or after an mini assessment is given and reteaching is needed.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) <u>Hispanic</u> __ Other Subgroups: (Specify) <u>White</u> __ Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>\$6400 Supp (0332) Comp. Software License</p>
<p>2.3 Increase student engagement and understanding of key standards by experiencing study trips (video conference and/or physical trip).</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$5400 = \$3100 Supp (0332) Services & \$1300 Transportation</p>
<p>2.4 Teachers will use materials and supplies to increase student engagement and deepen the understanding of key standards taught by using hands on activities and STEM learning.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$1250 Supp (0332) Materials & Supplies</p>
<p>2.5 Instructional aide will oversee the after school ELA and Math intervention for students at –risk as determined by CAASPP and fall district benchmark assessments. (with transportation)</p>	<p>Schoolwide</p>	<p>__ALL ----- OR: <u>X</u>Low Income pupils <u>X</u>English Learners __ Foster Youth __ Redesignated fluent English proficient <u>X</u>Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$4500 total = \$4000 Supp (0332) Classified Salaries & Benefits, \$500 Supp (0332)</p>

			transportation
2.6 We will implement a summer 5 day session intervention ELD focus/English immersion for k-3 students coming from homes that only speak Spanish with transportation with a certificated teacher from 8:30-10:30 each morning for 5 days.	Schoolwide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u> Subgroups:(Specify) _____	\$2200 = \$900 Supp (0332) Certificated Salaries & Benefits & \$1300 Transportation
2.7 Keep our Media services aide – salary and benefits- to assist with the students accessing a variety of genre to increase their reading skills, assist with technological support so that staff and students continue to have access to curriculum and information, assist with testing and give feedback to teachers for progress monitoring of students.	Schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficien <input type="checkbox"/> Subgroups:(Specify) <u>Hispanic, White, Students with Disabilities.</u>	\$19,500 Supp (0332) Classified Salaries & Benefits
2.8 We will keep our Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mobi Max, Adventure to Fitness, Sum Dog, ESGI(Educational Software for Guiding Instruction), Go Guardian, Deep Freeze, Over Drive(online e books) to continue to further our students growth academically and keep a variety of genres of reading.	Schoolwide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u> Subgroups:(Specify) _____	\$15,500 Supp (0332) Comp. software

<p>2.9 We will replace student workbooks for 3-8 Academic Vocabulary Toolkit by Kate Kinsella to increase EL proficiency.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$5,000 Supp (0332) Supplies</p>
<p>2.10 Instructional Aides, salary and benefits, will be used to support student achievement with targeted small group instruction: Orton Gillingham taught using Title 1 funding, LCAP funding for targeted small group instruction.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$161,000 total = \$99,000 (0332) Class. Sal. & Ben., \$62,000 Title I (3010) Class. Sal. & Ben.</p>
<p>2.11 Art/music supplies to support art and music instruction in k-8th grade. We will hire an art assistant and purchase materials to support the art medium taught.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$10,000 total Supp (0332)= \$9000 Cert. Sal. & Ben. materials and \$1000 supplies</p>
<p>2.12 We will replace devices, update equipment and maintain it, and continue to have weekly tech support. *we are updating and replacing not purchasing class sets of devices</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$50,000 total =\$20,000 Base (0003) computer software \$30,000 Base (0000) Contract Services</p>

<p>2.13 To help encourage parent involvement: we will research and make available best resources and provide trainings to introduce new units in math to help them become aware of that their student will be learning and how they can help their students.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$2000 (1100)lottery supplies</p>
<p>2.14 Professional development is provided to increase student achievement in ELA/ELD with the implementation of our new curriculum as well as continue to increase our instructional expertise in the delivery of Math and Science instruction.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u>Hispanic</u> __ Other Subgroups:(Specify) <u>White</u> __ Other Subgroups:(Specify) <u>Students with Disabilities</u></p>	<p>\$34,000= (4035) Title II \$11,641 Cert. Sal & Ben. \$22,359 Pro Dev.Sev.</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: We will provide all students with a safe, positive learning environment with a highly qualified staff and well maintained facility. Metrics: teachers assigned properly and fully credentialed, sufficient access to standards-aligned instructional materials, school facilities are maintained in good repair, School attendance rate, Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates, Pupil suspension rates, Discipline referrals, Pupil expulsion rates, Pupils, parents, and teachers sense of safety via surveys</p>	<p>Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: Island Union Elementary School Applicable Pupil Subgroups: All, EL, LI, FY, Students with disabilities, Hispanic, and White</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Teachers assigned properly and fully credentialed: 100% of teachers will be highly qualified or interns will be enrolled in an intern program as measured by CalPads. Sufficient access to standards-aligned instructional materials: 100% of students will have sufficient access to standards-aligned instructional materials as measured by Williams report. School facilities are maintained in good repair: Receive an overall rating of Good or Exemplary on our Facilities Inspection Tool (FIT). School attendance rate: Student attendance rate will be 95% or better as measured by SchoolWise report. Chronic absenteeism rates: Lesson number of students with chronic absenteeism from 2014-15 rate of .007 as measured by SchoolWise and Ed Code Calculation. Middle school dropout rates: Maintain the 0 number of middle school dropouts as measured by CDE Dataquest report. 	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> We do have teachers assigned properly and fully credentialed: 100% of teachers are highly qualified or interns were enrolled in an intern program as measured by CalPads. All students have access to standards-aligned instructional materials as per Board Resolution 2015-02 Regarding sufficiency or insufficiency of instructional materials. Our facility received an exemplary in the FIT (facility inspection tool). We consistently have over 96% school attendance. We currently have 3% with chronic absenteeism as per state guidelines. Last year's data should have read 5% not .007, that is incorrect. We have no middle school dropouts.

	<ul style="list-style-type: none"> • High school dropout rates: This metric does not apply to us as we are an elementary district. • High school graduation rates: This metric does not apply to us as we are an elementary district. • Pupil suspension rates: Maintain suspension rates at <1% as measured by SchoolWise. • Discipline Referrals: Lesson the number of discipline referrals per student from 2014-2015 at 78 as measured by SchoolWise report. • Pupil expulsion rates: Maintain number of expulsion rate of 0% from 2014-15 as measured by SchoolWise reports. • Pupils, parents, and teachers sense of safety via surveys: Pupils: Healthy Kids and district survey. Parents & Staff: District online survey. 		<p>7. We cut our number of suspensions by 50%. We continue to have less than 1%.</p> <p>8. We currently have 101(5/1/16), last year at this time we had 95 (5/1/15) discipline referrals therefore we need to focus on building community and problem solving without using our hands.</p> <p>9. We currently have 0% expulsions for 2015-16.</p> <p>10. According to survey 85% of our 5th and 7th graders feel safe. 100% parents agree or strongly agree their student(s) is safe at school. 100% of our staff perceive we have a safe place for students and staff.</p>
--	--	--	---

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Have positive character building and anti bullying assemblies each trimester, anti bullying, and motivational rallies throughout the year.	\$1850 (0332)	We had: <ul style="list-style-type: none"> • 3 Assemblies for character building, anti-bullying: Cat Haven, Power of One, and Chris Rumble • 2 trimester motivational rallies • Increased access to support staff to the BEST (Behavior and Emotional Support Team) for Intervention programs and classroom character building support. • Character Counts video clips on server regarding specific emotional and behavioral concerns to 	\$2235 Supp.

		<p>review with students, role play, and learn ways to handle different difficult situations in the best way.</p> <ul style="list-style-type: none"> • Intervention with support staff (BEST team) <p>Action Analysis: Our referrals increased by 6 this year therefore we will utilize more character counts lessons within the classroom.</p> <p>This action supports priority 6 climate.</p>	
Scope of service:	schoolwide	Scope of service:	schoolwide
<u>X</u> ALL		<u>X</u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> <input type="checkbox"/> Other subgroups(specific) <u>Hispanic</u> <input type="checkbox"/> Other subgroups(specific) <u>White</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students With Disabilities</u>	
1.2 Provide behavior support, social skills development, with all students in need by having a student specialist/advocate available one day a week. Increase BEST team social skill development support with students with IEP's/504/regular ed.	\$12,500 (6512)	We continued having the BEST team work with our students. We currently do not have the funding to support a student specialist, therefore we are using our BEST team to help support our students using special ed funding Action analysis: . Our referrals have increased by 6%. Fiscal analysis: The price increased due the county contracted price change. This action supports priority 6 climate.	\$15,509 Special ed.
Scope of service:	schoolwide	Scope of service:	Schoolwide
<u>X</u> ALL		<u> </u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other subgroups(specific) <u>Hispanic</u> <input type="checkbox"/> Other subgroups(specific) <u>Whitte</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students With Disabilities</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other subgroups(specific) <u>Hispanic</u> <input type="checkbox"/> Other subgroups(specific) <u>Whitte</u> <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students With Disabilities</u>	

<p>1.3 Keep an LVN/health aide. She will assist in keeping students in school, note if there is a pattern of behavior in going to the health office or out of school often, and contact parents on a more regular basis for making sure students are in school. We will incorporate incentives with students needing improved attendance including chronic absenteeism and tardies.</p>	<p>\$21,000 (0000)</p>	<p>Currently we have a part-time LVN who monitors attendance and contacts parents if there is: poor attendance, multiple days absence, noting if there is a pattern of days absent. We use a treasure box of small items for attendance incentives. Fiscal analysis: Price less due to the LVN beginning at a later date than the first day of school as hoped. Action analysis: We have improved our chronic absenteeism by 2%. This action supports priority 5 pupil engagement.</p>	<p>\$18,330 base classified salaries & benefits</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>
<p><u>X</u> ALL ----- -- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups(specific) <u>Hispanic</u> ___ Other subgroups(specific) <u>Whitte</u> ___ Other Subgroups:(Specify) <u>Students With Disabilities</u></p>		<p><u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other subgroups(specific) <u>Hispanic</u> ___ Other subgroups(specific) <u>Whitte</u> ___ Other Subgroups:(Specify) <u>Students With Disabilities</u></p>	
<p>1.4 Well maintained school facility- we will add a parking lot for student and parent safety at drop off and pick up, upgrade kitchen to support student growth, health and nutrition.</p>	<p>\$40,000 (fund 1400)</p>	<p>We repaired many things, such as: air conditioning and heating, electrical lights, adding lights for better safer pathway at night in front of the office, as well as by the parking lot, and plumbing issues. Fiscal analysis: We did not have as many deferred maintenance needs as anticipated therefore the cost was less than expected. Action analysis: We have a safer walkway to the office and out to the parking area. Our ac/heating units are working well, and our plumbing is working more efficiently. This action supports priority 1 basic services.</p>	<p>\$18,776 Base land improvements</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>Schoolwide</p>

<p><u>X</u>_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other subgroups(specific) <u>Hispanic</u></p> <p><input type="checkbox"/> Other subgroups(specific) <u>Whitte</u></p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Students With Disabilities</u></p>	<p><u>X</u>_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other subgroups(specific) <u>Hispanic</u></p> <p><input type="checkbox"/> Other subgroups(specific) <u>Whitte</u></p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Students With Disabilities</u></p>
---	---

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The number of behavior referrals increased by 6 referrals therefore we need to set a schoolwide policy to use our character counts videos to guide class discussions on social skills and school climate. We currently have this resource but it is not widely utilized. We had an increase in 1.1 this year because the assemblies cost more than anticipated so we will increase the total amount for next year.</p>
---	---

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #2 All students will improve academically due to having a well rounded education including all academic areas with parents support.</p> <p>Metrics: implement academic and performance standards and ELD standards, EL's accessing standards, EL achieve language proficiency, parent input, parental participation in programs, statewide assessments, API, % of student who have completed A-G, Career technical education standards, % of ELs who made progress toward English proficiency (CELDT), EL reclassification rate, % of pupils passed AP test, % of pupils demonstrate college preparedness EAP, Course of student 1st-6th gr. English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education, Course of study 7th-12th English, Social Science, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, Pupil outcomes in Visual and Performing Arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2X 3X 4X 5__ 6__ 7X 8X</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
--	--	--

<p>Goal Applies to:</p>	<p>Schools: <u>Island Union Elementary School</u></p> <p>Applicable Pupil Subgroups: <u>All, EL, LI, FY, Students with disabilities, Hispanic, and white</u></p>
-------------------------	--

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Implement academic and performance standards and ELD standards: Teachers will receive professional development in academic state and ELD standards as measured by 	<p>Actual Annual Measurable Outcomes:</p>	<p>1. 100% of our teachers attended eight hours of ELD professional development this school year as recorded by sign-in sheets. They write the ELD standard within their lesson delivered each day as per lesson plan.</p>
---	---	---	--

- professional development sign-in sheets.
- EL’s accessing standards: 100% of teachers will update EL student blue folders each trimester on ELD standards progress as measured by the Learning Coordinator’s trimester checklist.
- EL achieve language proficiency: 32% of EL students will gain a level of English proficiency as measured by CEDLT. Those students that did not gain a level will increase their scale score as measured by the CELDT.
- Parent input and participation in programs: District/school site will continue School Site Council, English Learner Committee (ELAC), Migrant Committee, Parent Booster Club, Parents with Pastries as measured by sign in sheets and parent survey. These committees include parents of students with disabilities and English Learners.
- Statewide assessments: 100% of students will take CAASPP and CST Science assessments, unless opted out by parent/guardian as measured by participation rate.
- API: We will set a baseline API as measured by the state report.
- % of student who have completed A-G: This metric does not apply to us as we are an elementary district.
- Career technical education standards: This metric does not apply to us as we are an elementary district.

2. 100% of the EL blue folders are updated each trimester as shown within the folder.
3. 43% of our ELs gained one or more proficiency levels per CELDT scores. 78% of those students that did not increase at least one proficiency level increased their scale score.
4. Parents continue to participate in school committees: SSC, ELAC, Migrant, DAC, Boosters Club as per sign in sheets and meeting minutes, as well as parent surveys returned. We no longer offer Parents and Pastry meetings. We also had 87% return the parent survey that was sent home.
5. 98.8% of students participated in the assessments. 2014-15 CAASPP results:

ELA sub groups	Met or exceeded	Nearly met
EL	0/23 students	6/23
Ec. Dis	27/94=28%	14/94=14%
White	67/127=52%	43/127=33%
Hispanic	40/105=38%	24/105=22%

St. w/Dis.	3/32=11%	8/32=25%
All	114/245=46%	67/245=27%

Math sub groups	Met or exceeded	Nearly met
EL	0/23 students	7/23
Ec. Dis	22/94=23%	34/94=37%
White	70/127=55%	39/127=30%
Hispanic	32/105=30%	38/105=37%
St. w/Dis.	5/32=16%	9/32=28%
All	110/245=44%	82/245=33%

CST Science

Science	Met or exceeded	basic
5 th gr CST	29/43=67%	11/43=26%
5 th gr. CMA	2/3	1/3
8 th gr. CST	19/31=61%	2/31=6%
8 th gr. CMA	3/3=100%	

- % of ELs who made progress toward English proficiency (CELDT): 32% of EL students will gain a level of English proficiency as measured by CEDLT. Those students that did not gain a level will increase their scale score as measured by the CELDT.
- EL reclassification rate: Maintain or increase the current reclassification rate of 7% as measured by the Learning Coordinator report.
- % of pupils passed AP test: This metric does not apply to us as we are an elementary district.
- % of pupils demonstrate college preparedness EAP: This metric does not apply to us as we are an elementary district.
- Course Access K-8 : 100% of students are enrolled in a self-contained English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education as measured by student enrollment report.

- Course Access 7-8 Additional Courses: 100%

6. 4% of our EL's were reclassified due to a smaller number of students being eligible. We have a high number of EL's that are also IDEA and are having difficulty meeting the classroom grade criteria as well as the benchmark score required to be qualified.

7. 100% of our students were enrolled in a self-contained English, Mathematics, Social Science, Science, Visual and Performing Arts, Health, Physical Education as measured by student enrollment report.

Subjects	% /# of students passing subject
ELA	99.92% 367/370
Math	99.92% 367/370
Science	99.95%/ 368/370
History/social science	99.95%/ 368/370
PE	100%
Performing Arts	100%
Visual Arts	100%

8. 100% of our 7th and 8th graders had access

	<p>of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.</p> <ul style="list-style-type: none"> • Pupil Outcomes K-8: 100% of students will be given a final grade on their report card for each course area. • Pupil Outcomes 7-8 Additional Courses: 100% of students will be given a classroom assessment/performance task as measured by district data indicated on report card. 		<p>to additional courses as stated on their report card.</p> <p>9. 100% of our students received a final grade for each course area.</p> <p>10. 100% of our 7th and 8th graders passed their performance task or final in their foreign language program, applied arts/Career Technical Education class</p>
--	--	--	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 We will utilize standards aligned district benchmark assessments through School City two times a year-beginning and end to determine achievement level of our students and any intervention needed. Teacher created mini-assessment using School City gives on-going information to the teacher/student to guide instruction.</p> <p>OnPoint – mimio lessons are target on specific standards being taught, or after an mini assessment-retaught..</p>	<p>\$111,500 (0000) (0332)</p>	<ul style="list-style-type: none"> • We continued to utilize School City however we found that the benchmark was not aligned with the CAASPP test as we thought it would. Our teacher created assessments revealed how the students were mastering the standard that was taught and what next step teaching would need to occur. • Mimio mobile and digicore software lessons are utilized to support the engaging students and teaching interactive lessons 	<p>\$20,000 Supp computer software</p> <p>\$5849 Supp. computer software</p> <p>\$25,598 (4035)=</p>

<p>Professional development for staff for increasing student achievement is given specific to the New California standards.</p> <p>Increase student engagement and understanding with hands on learning within study trips, hands on activities, and STEM learning are use to help deepen understanding of the standards taught.</p> <p>Purchase state adopted CCSS ELA curriculum k-8.</p>		<ul style="list-style-type: none"> Professional Development Title II –We had 8 hours of ELD training for each certificated staff member and a full day of Google training for 4th and 5th gr., as well as 2 hours of Google training for the k-3rd, and 8 hours by teams for curriculum planning with KCOE in ELA/Science/SS/Math unit planning. Each grade level had at least one study trip, and there were 22 video conferences k-8 viewed to support the learning of students giving hands on experience so the students can see in real life what they are learning about instead of just reading it in textbooks. We did not purchase our ELA curriculum. It will be purchased in July 2016. <p>Fiscal analysis: We did not spend \$80,000 because we will purchase the ELA adoption July 2016 with the 16-17 budget.</p> <p>Action analysis: We found School City assessment benchmarks not scoring like the CAASPP with partial points. We also found the Teacher assessment not user friendly. We are researching to find a company more suitable to our needs. This action supports priority 4</p>	<p>Cert. Sal & Ben. \$10,471 Prof. Dev. Workshops \$4642 Prof. Dev. Contracts \$10,485 Title II (4035)</p> <p>\$5091= Supp. other services Video con. \$1005, other services \$975, Transportation \$3111</p> <p>Total: \$56,538</p>
<p>Scope of service:</p>	<p>Schoolwide</p>	<p>Scope of service:</p>	<p>schoolwide</p>
<p>XALL</p>		<p>XALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other subgroups(specific) <u>Hispanic</u> <input type="checkbox"/> Other subgroups(specific) <u>Whitte</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students With Disabilities</u></p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> <input type="checkbox"/> Other subgroups(specific) <u>Hispanic</u> <input type="checkbox"/> Other subgroups(specific) <u>Whitte</u> <input type="checkbox"/> Other Subgroups:(Specify) <u>Students With Disabilities</u></p>	
<p>2.2 We will have an ELA after school intervention for at risk students (low income, EL) determined by the district benchmark as well as the CAASPP information at the start of the year.</p> <p>We will implement a summer 5 day session intervention ELD focus/English immersion for k-3 students coming from homes that only speak Spanish with transportation.</p>	<p>\$5000 (0332)</p>	<p>Our after school support for low income, students with disabilities, and EL's was done through SES (Club Z and Culinan)</p> <p>We had a 5 day summer session with k-3 EL students total immersion ELD focus. We had a pre and post assessment showing positive results for each students. We provided transportation.</p> <p>Fiscal update: We added \$6,140 to the budget to support more students in need of tutoring so that they would be academically successful.</p> <p>Action analysis: Our students improved in completing and turning in work as well as improved in confidence in reading due to support in after school tutoring. Our k-3 summer intervention was successful as per the pre and post test given. We will add a 5 day 4-8th online reading and math intervention for opened to at risk, EL, sp.ed., students during the summer session as well.</p> <p>This action supports Priority 4</p>	<p>Contract services \$3000 supp. \$6530 Base</p> <p>\$1610 Supp. = Supp. contract services. \$625 transportation \$985</p>

<p>Scope of service:</p>	<p>Schoolwide</p>		<p>Scope of service:</p>	<p>Schoolwide</p>	
<p><u>X</u>ALL</p>			<p><u> </u>ALL</p>		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.3 Keep our Media services aide- salary and benefits. We will keep our Library and AR software, Stora, TCOE, library books, Adventure to Fitness to continue to further our students' growth academically and variety of genres of reading.		\$25,000 (0332) TCOE	Our media services aide assisted with our AR program and online intervention programs as well as maintaining our library and all devices k-8. We added a variety of books to our school library, continued our AR software and service, continued service with TCOE ERS but stopped Stora since the TCOE ERS had something similar that the teachers and students accessed to increase the variety of genre to read and use for research and instruction. Adventure to Fitness is used as an indoor PE for all grades during rainy or very hot days. Fiscal update: We added \$4,487 due to staff raise, and an increase in software cost. Action analysis: We see a continued increase in reading levels on average of over a years' growth by April for each student with some moving 2 or more years growth. We also see an increase in number of nonfiction books being read. Adventure to Fitness when indoor PE is necessary. This action supports Priority 4		\$17,040 Supp. (0332) class. Salary & ben., \$4180 supp. (0332) Contract serv., \$8,267 Supp (0332) Computer Software Total: \$29,487
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
X_ALL			X_ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.4 We will purchase k-5 Academic Vocabulary Toolkit by Kate Kinsella to increase EL proficiency. We will provide professional development in ELD with ELA and Math. We will continue to utilize Academic Vocabulary Toolkit 6 th -8 th gr.		\$20,000 (0315)	We purchased Academic Vocabulary 3 rd -5 th grade, and replenished them for 6 th -8 th gr. K-2 is not yet available. We had 8 hours of ELD training for each certificated staff member as noted in 2.1. Fiscal update: We had planned to buy k-5 however then found out that they do not have them for K-2, therefore did		\$8,800 Base Materials

		not spend the full amount budgeted. Action analysis: Students are building their academic vocabulary. We see that 43% of our EL's have move one or more proficiency levels, and 76% of our EL's improved on their overall scale score. This action supports Priority 2 EL access to common core	
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5 Instructional Aides, salary and benefits, will be used to support student achievement with targeted small group instruction: Orton Gillingham taught using Title I funding, LCAP funding for targeted small group instruction.	\$144,623 (0332) (3010)	We maintain our instructional aides. Instructional aides are instrumental in our k-3 reading intervention program Orton Gillingham. They are then working directly with at risk students specific targeted individual need in ELA and Math. Fiscal update: We kept the program as expected but the cost was more than anticipated by \$10,543. Action analysis: We see improvement in student scores once the student has direct instruction in the targeted area of need per teacher tests given. This action supports Priority 4	\$155,166 = \$94,372 Supp Class. Sal. & Ben. \$60,794 Title I class. Sal. & ben.
Scope of service:	Schoolwide	Scope of service:	Schoolwide
__ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> <u>X</u> Other Subgroups:(Specify) <u>students with disabilities</u>		__ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> <u>X</u> Other Subgroups:(Specify) <u>students with disabilities</u>	

<p>2.6 Art/Music supplies to support art and music instruction in k-8th grade. We will hire a music assistant to teach keyboarding 4th-8th gr. and k-3 xylophones. We will hire an art assistant and purchase materials to support the art medium taught.</p>	<p>\$6,000 (0332)</p>	<p>We had a music teacher for 6 weeks teaching keyboarding 3rd-8th and chimes to k-2. We hired an art instructor for 17 weeks k-8. Fiscal update: The board, staff, parents, and students enjoyed the art so much we kept it going longer, therefore we added \$1982 to the budget to support the additional month. Action analysis: We did not purchase xylophones instead we used the chimes we had. Our students surveys showed 86% of students agree or strongly agree art is beneficial. Music however showed only 64% of students agree or strongly agree it was beneficial. We will not be continuing music for all in the fall. It will be offered as an elective with 7th and 8th gr. only.</p> <p>This action supports Priority 7</p>	<p>\$2000 Supp Contract Serv. \$5682 Supp. Cert. Sal. & Ben. \$300 Supp. Supplies Total: \$7982</p>
<p>Scope of service:</p>	<p>schoolwide</p>	<p>Scope of service:</p>	<p>schoolwide</p>
<p><u>X</u>ALL</p>		<p><u> </u>ALL</p>	
<p>OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>		<p>OR: <u>X</u>Low Income pupils <u>X</u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	

<p>2.7 We will increase number of 1:1 devices for students moving to 4th and 5th grade to increase their technological ability and better prepare them for statewide assessments, and update our infrastructure and equipment and maintain it. We will continue to have weekly tech support.</p>	<p>\$96,000 (0000) (0003) (0315)</p>	<p>We purchased 1:1 chromebooks for 4th-5th grade as well as the charging cart. We purchased 1:1 ipads and charging cart for 3rd grade. We additionally purchased 1:2 ipads for one 2nd grade while maintain the 1:1 in the second 2nd gr. class. We additionally bought 1:4 ipads in k and first grade. Action analysis: We have fully implemented chromebook use in the 6th-8th gr classrooms. 87% of teachers, by survey, have seen in an increase in work completion. The 6th-8th gr. teachers have see 100% increase in engagement while using the chromebooks as noted by survey. Student engagement has increased in all grades while working on their device per pupil survey 91% agree or strongly agreeing they are more engaged in task completion.</p> <p>This action supports Priority 2</p>	<p>\$68,936 devices = \$33,978 Base (0003) Comp. supplies, \$29,503 Base, (0315), Comp. Supplies \$5455 lottery, (1100) comp. supplies</p> <p>\$23,008 base (0000) Contract Services</p>
<p>Scope of service: schoolwide</p>		<p>Scope of service: schoolwide</p>	
<p>XALL</p>		<p>XALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>2.8 To help encourage parent involvement: we will research and make available best resources and provide meetings to introduce new units to help them become aware of what their student will be learning and can help with and/or trainings.</p>	<p>\$200 (1100)</p>	<p>86% of parents participated in our paper copy parent survey. We additionally had input in SSC, ELAC, migrant, and Booster Club meetings specifically asking for help with math and math homework with their student. We worked with KCOE curriculum coaches to build our knowledge of the New California Math Standards and planned a math parent night for September 2016 in which all k-8 teachers and the math curriculum coaches will participate. Fiscal update: We did not have a training this year. Action analysis: This year we did not have a parent training due to the teachers increasing their instructional expertise, and not having a time which parents felt they could join us.</p> <p>This action supports Priority 3</p>	<p>\$0</p>

Scope of service: schoolwide XALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Scope of service: schoolwide XALL ----- 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?	We will utilize Illuminate for our district benchmarks and ongoing assessments that mimic CAASPP assessments and scoring and our teacher user friendly, which is less expensive than School City by more than half the cost (\$11,000). We will continue to work with KCOE on the planning and implementation of the ELA/ELD and Math curriculum 2.14. We will continue our study trips and video conferences to enhance the learning with the students, 2.3., as well as put more funding toward hands on Science – STEM learning, 2.6. We will continue the k-3 ELD immersion in August, 2.2, and attempt a 5 day session for intervention in reading and math online for at risk, EL, special ed. 4 th -8 th grade students with an instructional aide to assist therefore adding funding to this, 2.5. We will increase the budget by \$5000 to the art program to see it through the entire school year and only have music as an elective with the 7 th -8 th grade option, and k-8 within the classroom.	

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	\$185,048
<p>Island Union Elementary School District’s Single Year Unduplicated Pupil Percentage for 2015-16 is 36.97%. The funds are expended schoolwide. In order for students to be successful in school they need to feel confident and feel safe. Island School promotes a safe positive learning environment. Since some students come from challenging backgrounds they don’t always come to us with feeling this way therefore we provide (Actions 1.1) Character Building assemblies which teach and model good citizenship. Establishing positive character traits in elementary school students can be greatly enhanced through psychological and counseling services provided by specially credentialed educational specialists. Children establish lifelong behavioral patterns from ages six through ten--the first four years of school (California Department of Education 1992). We have seen a drop in the number of referrals by percentage, from 50% to 44%, for our low income students, however our EL group increased by 1 student, from 4 students last year to 5 students this year. We see that it principally effects our EL and low income population therefore we will continue to promote a positive learning community by providing the assemblies to promote positive learning environments as well as weekly character building lessons in the classroom. Maslow’s Hierarchy of Needs clearly communicates students’ need for safety, Love/Belonging and Esteem must be met before we can expect them to be able to effectively participate in such endeavors as problem solving and creativity which are at the heart of the State Standards and 21st Century Learning.</p> <p>To see continued academic growth we utilize standards aligned benchmark assessments (action 2.1), through Illuminate and ESGI(Educational Software for Guiding Instruction) which principally effects our EL and Low income students by immediately alerting the teacher to the specific area of need. We break down data by subgroups to determine instructional needs and continue progress monitoring throughout the year to insure academic success. Teachers use targeted standard specific interactive lessons through OnPoint Digi Core mimio (Action 2.2) immediately following the feedback to address the areas of need. We use the Response to Intervention (RTI) model to monitor student achievement and determine when intervention is needed utilizing instructional aides (IA) to support each group’s needs. We currently are aware of our EL’s, low income, and foster youth, in need of extra academic support. Utilizing our newly defined Response to Intervention (RTI) model we have set up a 3 tier system. Tier 1 core curriculum and instruction, Tier 2 intervention with the small group instruction supported by trained instructional aides to support common core curriculum needs directed by the teacher or tier 3 an increased level of supplemental instruction. The Learning Coordinator will continue to progress monitor to decide whether we need to refer back to our RTI model to determine which level of support is necessary. At the crux of RTI is the need to regularly assess students to understand their learning rates, standards-based achievement levels, and progress in relation to peers.</p> <p>Our unduplicated students are less likely to have access to learning outside of their home or neighborhood. In action 2.3 we plan to increase student engagement and understanding of key standards by having them experience study trips (video conference or physical trip). Interactive, STEM, and hands on learning principally effect the learning of our EL and low income students providing real life experiences that they would not have access to rather than only learning using a textbook (Action 2.4). Among the many potential outcomes, research has shown that field</p>	

trips: Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011) Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012). Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992).

Our unduplicated students are least likely to have access to technology outside of school. Therefore, the 21st Century Learning environment must include robust experiences utilizing technology as a tool across contents as well as teachers expert in establishing those learning environments and effectively creating engaging learning opportunities aligned to state standards. Our media services aide provides students and staff with the necessary technological support to provide such an environment. (Action 2.7) Additionally she closely monitors our EL and low income students progress in their accelerated reader assessments giving teachers input to insure the students improve academically. See the RTI information above research supporting progress monitoring and immediate feedback. She closely monitors what books and genres are read pushing the increase in non-fiction materials due to interest – by number of non-fiction checked out, as well as teacher and student request for information in areas we have minimal to no literature on. When teachers include informational text in the classroom, they also expand opportunities for home-school connections that support literacy (Duke & Purcell-Gates, 2003 Research and experience suggest that even parents who rarely read fiction for pleasure can become inspired when teachers invite them to interact with their children around nonfiction texts, newspapers, magazines, and reference books (Duke, Bennett-Armistead, & Roberts, 2002, 2003). For classes whose students entered school with relatively low letter-sound knowledge, those exposed to more informational text actually had higher growth in this area. The study also documented other benefits, including better informational text writing and increased enthusiasm for recreational reading (Duke, Martineau, Frank, & Bennett-Armistead, 2003)

Our unduplicated students are less likely to learn art and music at home and therefore are principally effected by our hiring a music teacher for the first trimester and an art teacher for the 2nd and part of the 3rd trimester (action 2.11). We believe in promoting a well rounded student. At Island School we believe in the importance of teaching our students these areas because in doing so students not only develop the technical capacity to create, perform, and respond to works of art, but also learn about and engage the arts as media for individual and collective expression, communication, connection, and for bringing into the world something that did not previously exist. Research has shown that students with a high engagement in the arts are more likely to perform well on standardized achievement tests and attain high grades, and are less likely to drop out of school. (ArtsEdResearch article: Smithrim & Uptis, 2005).

Our unduplicated English Learners are principally effected by the use of Kate Kinsella’s Academic Vocabulary for many of our 3rd-8th grade students to develop academic English language but is also helping all of our unduplicated students to increase their academic vocabulary. (action 2.9)“As students progress to upper grades and higher levels of language proficiency and literacy, print vocabulary becomes complex

and vast, playing an increasingly vital role in reading, writing and content learning.” – Kate Kinsella Ed. D. San Francisco State University, Center for Teacher Efficacy. “New national k-12 standards and assessments and an increasingly sophisticated global workplace exert tremendous pressures on language minority students to develop accurate fluency, as well as the ability to effortlessly produce error-free, contextually – appropriate English.” (Dutro & Kinsella, 2010).

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

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

6.79	%
------	---

The services for low income pupils, foster youth, and English Learners increase services by focusing on three areas to better serve unduplicated pupils:

Supplemental LCFF funds are used additionally to help our EL, foster youth and low income students. The following actions and services are planned for 2016/17.

- 2.5 Instructional aides after school intervention for low income pupils, foster youth, and English Learners
- 2.6 a five day summer immersion session for K-3 English Learners, and five day summer intervention in ELA and Math for EL and low income youth
- 2.8 We will keep our Library and Renaissance Place software, TCOE Educational Resource Center, library books, Write Bright, Mobi Max, Adventure to Fitness, Sum Dog, ESGI(Educational Software for Guiding Instruction), Go Guardian, Deep Freeze, Over Drive(online e books) to continue to further our students growth academically and keep a variety of genres of reading for low income pupils, foster youth, and English Learners.
- 2.10 Instructional aides are vital to supporting students in identified subgroups targeting standards needing reteaching as shown by assessment data for low income pupils, foster youth, and English Learners.

Response to Intervention (RTI) model to monitor student achievement and determine when intervention is needed utilizing instructional aides (IA) to support each group's needs. We currently are aware of our EL's, low income, and foster youth, in need of extra academic support. Utilizing our newly defined Response to Intervention (RTI) model we have set up 3 tier system. Tier 1 core curriculum and instruction, Tier 2 intervention with the small group instruction supported by trained instructional aides to support common core curriculum needs directed by the teacher or tier 3an increased level of supplemental instruction. The Learning Coordinator will continue to progress monitor to decide whether we need to refer back to our RTI model to determine which level of support is necessary.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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