

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.

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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.

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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.

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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 BTSA Program for the first two years 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 CCSS for the past three years. Teachers and administration have been receiving training from various county offices of education as well as some outside sources in both English Language Arts Common Core State Standards as well as Math Common Core State Standards. Common core instructional supports and materials have been purchased as well as continue to be purchased. 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 Smarter Balance Assessment Consortium Tests in the Spring of 2015 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.

We administered a parent survey to all families to obtain input and maintain a positive school climate. Parents are invited to parent teacher conferences in November yearly, School Site Council Meetings, ELAC/DELAC Meetings, Migrant meetings, Parents with Pastries (meetings where parents are consulted for input), Back to School Night, Boosters' Club (parent club) and Open House. Parents are also 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 several times a 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. Suspension rates are minimal at Island School and expulsions

rarely ever occur. 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.

LEA: Island Union Elementary School Contact Charlotte Hines, Superintendent/Principal, charlottehines@island.k12.ca.us, (559) 924-6424 LCAP Year: 2015-2018

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. 13th), English Language Advisory Committee (Dec. 11th), Migrant (Dec. 11th). 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. 10th), Classified staff (CSEA bargaining unit –Feb. 18th), Parents and Pastries (morning group Feb. 19th), and Boosters (parent club Feb. 18th) with community members. We utilized online surveys with parents from January through February and students from January through February. Additionally we used the information received in the Healthy Kids Survey given to 5th and 7th gr. students. 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.</p>	<p>Each group gave input. 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 and the inclusion of the art program with outside instructors in addition to the classroom art program. They like having assessments that give feedback and would like continued support specific for their child’s needs especially in math. Our school facility is looking good.</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 in put specifically on how to assist the students, and the need for ELD support, professional development. 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 parents and students. When we finished our ELAC meeting we made sure to offer the use of computers to the parents to take the online survey in case they had not. The students were given computer time to take the online survey to insure that we had 100% participation. We made sure to have a translator available in our meetings to make sure all parents could access the information and give input. Our final meetings with input occurred in April 2015.</p>	<p>Annual Update: The input revealed that we should want to continue with the character counts assemblies and anti bullying motivational rallies. It was suggested that a counselor or behavior specialist be sought out, even as an intern, to assist with students in need. We will continue to have a health care assistant on staff to help maintain 95% or better attendance. We will continue to have weekly tech support. Continue to utilize School City for district wide assessments to continue to monitor the achievement of students and address student needs immediately. 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. We are looking into putting in a parking area for parents to pick up and drop off students safely each day to school.</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. Metrics:</p> <ul style="list-style-type: none"> • 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>Goal Applies to:</p>	<p>Schools: Island Union Elementary School Applicable Pupil Subgroups: EL, LI, FY, Students with disabilities, Hispanic, and white</p>	
<p>LCAP Year 1: 2015-16</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.
- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Have positive character building and anti bullying assemblies each trimester, and motivational rallies throughout the year.	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 proficient <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Hispanic <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> White <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Disabilities	\$1850 (0332)
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.	Schoolwide	<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) <input type="checkbox"/> Hispanic <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> White <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Disabilities	\$12,500 (6512)
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	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 proficient <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Hispanic <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> White	\$21,000 (0000)

and tardies.		<input type="checkbox"/> Other Subgroups:(Specify) <u>Students with Disabilities</u>	
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.	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 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>	\$40,000(fund 1400)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<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 2015-16 rate 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. 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 2015-2016 as measured by SchoolWise report. Pupil expulsion rates: Maintain number of expulsion rate of 0% from 2015-16 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. 		
	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.</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>\$1900 (0332)</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/regular ed.</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>\$14,500 (6512)</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><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>\$21,800 (0000)</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><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>\$40,000 (fund 1400)</p>

LCAP Year 3: 2017-18

<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.
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- 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 2016-17 rate 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.
- 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 2016-2017 as measured by SchoolWise report.
- Pupil expulsion rates: Maintain number of expulsion rate of 0% from 2016-17 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	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 proficient <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Hispanic <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> White <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Disabilities	\$1950 (0332)
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.	Schoolwide	<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) <input type="checkbox"/> Hispanic <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> White <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Disabilities	\$15,000 (6512)

<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><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 (000)</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><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>\$40,000 (fund 1400)</p>

<p>GOAL:</p>	<p>2.All students will improve academically due to having a well rounded education including all academic areas with parents support. Local: Specify _____</p>	<p>Related State and/or Local Priorities 1_2X 3X 4X 5_ 6_ 7X 8X COE only: 9__ 10__</p>
<p>Identified Need:</p>	<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>Metrics:</p> <ul style="list-style-type: none"> • 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>Goal Applies to:</p>	<p>Schools: Island Union Elementary School Applicable Pupil Subgroups: EL, LI, FY, Students with disabilities, Hispanic, and white</p>	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- 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.
- 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.
- % 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% of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.
- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<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. On Point – mimio lessons are targeted on specific standards being taught, or after an mini assessment – retaught, Professional development for staff for increasing student achievement is given specific to the New California standards. Increase student engagement and understanding with hands on learning within study trips, hands on activities, and STEM learning are used to help deepen understanding of the standard taught. Purchase state adopted CCSS ELA curriculum k-8.</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) <input type="checkbox"/> Hispanic <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> White <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Disabilities</p>	<p>\$111,500 (0000) (0332)</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. 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>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) <input type="checkbox"/> Hispanic <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> White <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Disabilities</p>	<p>\$5000 (0332)</p>
<p>2.3 Maintain our Media services aide – salary and benefits We will maintain 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.</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) <input type="checkbox"/> Hispanic <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> White <input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Disabilities</p>	<p>\$25,000 (0332)</p>

<p>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 Mat. We will continue to utilize Academic Vocabulary toolkit 6th-8th gr.</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>\$20,000 (0315)</p>
<p>2.5 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>\$144,623 (0332) (3010)</p>
<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>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>\$6000 (0332)</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>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>\$96,000 (0000) (0003) (0315)</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>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>\$200 (1100)</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 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.
- 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: 33% 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.
- % of ELs who made progress toward English proficiency (CELDT): 33% 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% of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.
- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<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. On Point – mimio lessons are targeted on specific standards being taught, or after an mini assessment – retaught, Professional development for staff for increasing student achievement is given specific to the New California standards. Increase student engagement and understanding with hands on learning within study trips, hands on activities, and STEM learning are used to help deepen understanding of the standard taught. Purchase state adopted Next Generation State Science curriculum k-8. After school ELA intervention for students at –risk as determined by CAASPP and fall district benchmark assessments.</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>\$114,000 (0000) (0332)</p>
<p>2.2 We will have an ELA after school intervention will be given to at risk students (low income, EL) determined by the district benchmark as well as the CAASPP information at the start of the year. 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>Schoolwide</p>	<p>___ALL ----- 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>\$5400 (0332)</p>
<p>2.3 Maintain our Media services aide – salary and benefits We will maintain 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.</p>	<p>Schoolwide</p>	<p><u>X</u>ALL ----- OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth ___ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Hispanic, White, Students with Disabilities,</u></p>	<p>\$30,000 (0332)</p>

<p>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 Mat. We will continue to utilize Academic Vocabulary toolkit 6th-8th gr.</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>\$20,000 (0003)</p>
<p>2.5 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>\$145,275 (0332) (3010)</p>
<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>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>\$7000 (0332)</p>
<p>2.7 We will increase the number of devices as needed and determine best use for the primary grades still without 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>\$66,000 (0000) (0003)</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>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>\$200 (1100)</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 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.
- 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: 34% 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.
- % of ELs who made progress toward English proficiency (CELDT): 34% 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% of students will have access to a foreign language program, applied arts/Career Technical Education class as measured by student enrollment report.
- 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<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. On Point – mimio lessons are targeted on specific standards being taught, or after an mini assessment – retaught, Professional development for staff for increasing student achievement is given specific to the New California standards. Increase student engagement and understanding with hands on learning within study trips, hands on activities, and STEM learning are used to help deepen understanding of the standard taught. *the budget is less than previous years because we are not needing to buy newly adopted curriculum.</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>\$40,500 (0332)</p>
<p>2.2 We will have an ELA after school intervention will be given to at risk students (low income, EL) determined by the district benchmark as well as the CAASPP information at the start of the year. 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>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></p>	<p>\$6000 (0332)</p>
<p>2.3 Maintain our Media services aide – salary and benefits Instructional Aides will be used to support student achievement with targeted small group instruction We will maintain 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.</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>\$32,000 (0332)</p>

<p>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 Mat. We will continue to utilize Academic Vocabulary toolkit 6th-8th gr.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic, White, Students with Disabilities,</u></p>	<p>\$20,000 (4035)</p>
<p>2.5 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:(Specify) students with disabilities</u></p>	<p>\$148,800 (0332) (3010)</p>
<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>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic, White, Students with Disabilities,</u></p>	<p>\$8000 (0332)</p>
<p>2.7 We will increase the number of devices as needed and determine best use for the primary grades still without 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>\$66,000 (0000) (0003)</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>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>\$200 (1100)</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?

Original GOAL from prior year LCAP:	Goal 1: Reduce suspension/expulsion Rates from 2013-2014. Reduce suspension/expulsion rates yearly. Metrics: CalPads report, district tracking data, suspension, expulsion rates, attendance rates, and behavior referrals. California healthy kids survey results. PFT data.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools:	Island Union Elementary School
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Reduce suspensions/expulsion Rates from 2013-2014 by 5% Increased access to support staff, Intervention programs	Actual Annual Measurable Outcomes:	We reduced our number of suspensions from 11 days to 8 days with an increased number of students and 0 expulsions , attendance at 95% or better, noted from CalPads and our district tracking data. The BEST team spoke with staff members and worked in classrooms weekly. We used the intervention program for one student in need of behavior and emotional support. Ca. healthy kids survey results state we have over 90% safe school. PFT results show an increase overall in the Healthy Fitness Zone 5 th with 3.5% growth, 7 th grade .8% growth.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Reduce suspensions by 5%	\$ 1,800	We had: <ul style="list-style-type: none"> • 3 Assemblies for character building, anti-bullying, Ned Show Anti-bullying (free) • 3 trimester motivational rallies • Increased access to support staff to the BEST team for Intervention programs and classroom character building support. 	\$1190

		<ul style="list-style-type: none"> • Char. Counts on server • Intervention with support staff (BEST team) 	
Scope of service:	schoolwide	Scope of service:	schoolwide
<u>X</u> ALL		<u>X</u> ALL	
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Rather than reduce suspensions by 5% we will maintain less than 1% suspension and expulsion rates, and reduce the number of referrals each year. We will include number of behavior referrals to determine if our behavior has improved. We will highlight a character pillar monthly through morning announcements. We plan to provide behavior support/social skill development with all students in need by having a student specialist/advocate available once a week. (goal 1 from 2014 – 15 will conform into goal 1 2015-16)
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Original GOAL from prior year LCAP:	Goal #2: Provide behavioral health services to all students in need. Metrics: CalPads report, district tracking data, suspension, expulsion rates, attendance rates, and behavior referrals. California healthy kids survey results. PFT data.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Island Union Elementary School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Increased student social skills support. Decrease in referrals by 5%.	Actual Annual Measurable Outcomes:	In 13/14 school year we had 94 referrals issued by April 7th out of 344 students(some students with more than one). In 14/15 we reduced to 78 referrals issued with an increase in student population to 379. We met this goal as per our district tracking system and CalPads. Our suspension rate reduced with less students
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			<p>being suspended and the total number of suspension days was less. We had no expulsions. Our attendance maintained at 96%. Ca. healthy kids survey results state we have over 90% safe school. PFT results show an increase overall in the Healthy Fitness Zone 5th with 3.5% growth, 7th grade .8% growth.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increased student social skill support Social skills and counseling support (BEST team). Decrease in referrals by 5%.	\$ 12,000 (6512)	BEST team used for social skill development for those in need (IEP/504), as well as classroom lessons and activities to support class social skill improvement, and mental support.	\$18,101
Scope of service:		Scope of service:	schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<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>Provide a safe, positive learning environment by promoting good behavior throughout the day, including maintaining less than 1% suspension and expulsion rates, and reduce the number of referrals each year by 5%. Provide behavior support, social skill development, with all students in need by having a student specialist/advocate available one day a week. We will review number of referrals issued to determine if our goal is met. (Goal 2 from 2014-15 will combine into the new goal 1, 2015-16)</p>
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Original GOAL from prior year LCAP:	Goal #3: Provide health services for students. Metrics: CalPads report, district tracking data, suspension, expulsion rates, attendance rates, and behavior referrals. California healthy kids survey results. PFT data.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Island Union Elementary School		
Expected Annual Measurable Outcomes:	Maintain a 95% or better attendance rate. Percentage of unexcused tardies reduced.		Actual Annual Measurable Outcomes:	We are maintaining 95% attendance rate. Our number of unexcused tardies has remained less than 1%. As per CalPads and district tracking data our students are provided health services by showing improved attendance, lessen number of referrals, suspensions, and expulsions. Ca. healthy kids survey results state we have over 90% safe school. PFT results show an increase overall in the Healthy Fitness Zone 5 th with 3.5% growth, 7 th grade .8% growth.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Maintain a 95% or better attendance rate. Maintain having an LVN health aide. We will have incentives with students needing improved attendance.	\$18,500 (0000)	We hired LVN health aide Schoolwise will be used to document and review number of visits to the health aide. We used letters and positive praise as incentives to attend school and improve attendance.	\$22,015	
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"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will incorporate incentives for attendance concerns (tardy or absence). Have perfect attendance on time and all day rather than on time the start of the day through half day. Use Schoolwise to determine attendance rate and any attendance concerns as well as health visits to the office. Communicate with parents as concerns arise to see how we can assist them in getting their student to school daily. We will monitor chronic absenteeism through Schoolwise as well(Combine goal 3 from 2014-15 with 1 and 2 which becomes the new goal 1 in 2015-16)
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Original GOAL from prior year LCAP:	Goal 4: Improvement in student achievement scores. Students will show consistent improvement in writing. All EL students entering kindergarten and continuing at Island will be reading, writing, speaking, and listening proficiently in English by the end of grade 3. Metrics: Parent input, District Assessment data, CELDT (EL)	Related State and/or Local Priorities: 1__ 2__ 3__ 4X 5X 6__ 7__ 8X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Island Union Elementary School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Students will increase in proficiency on district benchmark using School City for our district benchmark assessments. Student will increase in their rubric score toward proficiency. ELD program for k-3. 50% of end of 3 rd grade EL's will be proficient.	Actual Annual Measurable Outcomes:	Our school benchmark assessments changed from last year to this year to correlate closely with the CAASPP assessment therefore we are not comparing like exams. ELD program purchased however our students are more advanced than the program supports. Last year 1 student out of 8 third graders moved to proficiency measured by the CELDT. This year 0 of two students. Parents stated in ELAC and migrant meetings that they are seeing growth with their students in academics and are wanting continued service to support individual needs. We are seeing growth within the writing domain in CELDT tests for our Third graders therefore start of improvement. We will now pursue
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			each specific area within the CELDT so that we have continued increase in 3 rd graders proficient within CELDT.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
School City, On Point – mimio lessons, professional development for engagement.	\$31,500	School City for district benchmark and classroom assessments, OnPoint mimio lessons targeted on specific standards taught or needing to be re-taught Teachers were trained in Kagan(student engagement) -3 days and involved in coaching -2 days, KCOE collaboration and training with utilizing benchmark and assessment data to plan instruction, unit planning in ELA and Math. Instructional aides (salary and benefits) support student achievement.	\$40,500
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Increase student engagement and understanding with hands on learning Study trips to assist with student engagement and realia. Study Trips, hands on activities, STEM learning	\$3000	Study trips, virtual study trips were taken throughout the school year to give real life, hands on learning with specific subject areas	\$3000

		\$2000	Study trips planned action was combined with the above study trip learning. This is a duplicate action.	\$0
Scope of service:	Schoolwide		Scope of service:	Schoolwide
XALL			XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
After school intervention 3 weeks ELA focus.		\$2000	Our after school support for low income, students with disabilities, and EL's was done through SES (Club Z and Culinan)	\$15,912
Scope of service:	Schoolwide		Scope of service:	Schoolwide
XALL			XALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Summer session intervention ELD focus. Transportation		\$2000	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.	\$1900
Scope of service:	Schoolwide		Scope of service:	Schoolwide
XALL			XALL	

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)_____	
For low income pupils they will be provided instruction in effective use of technology. Using web based learning, small group learning, such as: Imagine Learning, sum dog, and Odyssey Ware.	\$10,000	We used the web based learning sites: Sum Dog, Moby Max, Imagine Learning, Odyssey Ware.	\$10,000
Scope of service: <input type="checkbox"/> schoolwide		Scope of service: <input type="checkbox"/> schoolwide	
<input checked="" type="checkbox"/> ALL		X 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)_____		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)_____	
For English Learners meet the needs of English Learners through building teacher capacity and provide targeted instruction. Instructional aide salaries for assistance with ELD/ELA	\$115,000	Instructional aide support assistance with ELD/ELA	\$123,405
After school tutorial, summer intensive ELD transition to English session, transportation 4 th through 8 th after school intensive ELD English session	\$2000	Our after school support for low income, students with disabilities, and EL's was done through SES (Club Z and Culinan) This is a repeat from above.	\$15,912
K-3 ELD summer program	\$2000	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. This is a repeat action.	\$1900

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"/> Other Subgroups:(Specify)_____	
<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>Provide professional development for staff in ELD for teachers and instructional aides so that they can support specific needs to the specific language levels of our EL'S to move them forward and not caught in the intermediate level. Provide professional development for NGSS to be incorporated with current implementation of ELA and Math new California Standards. We had 3 foster youth this year and monitored them closely – they maintained academic proficiency – one was adopted by her foster parents, and the other two are moving out of state June 4th. We don't know of any for fall 2015-16 at this point. (Goal 4 from 2014-15 will combine into the new goal 2, 2015-16)</p>	

Original GOAL from prior year LCAP:	<p>Goal 5: Increase number of technology devices per student and teacher, professional development for staff to best used technology to support teaching and learning, additional tech support to increase technology use.</p> <p>Metrics: Teacher and parents surveys</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7X 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Goal Applies to:	<p>Schools: Island Union Elementary School</p> <p>Applicable Pupil Subgroups: All</p>	
Expected Annual Measurable Outcomes:	<p>Students k-8 will have access to up to date technology and regular academic use.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Teacher and classroom observations of practice. We have seen that student engagement and homework and work completion has increased – as reported by teaching staff and teacher surveys. We will need to add a question regarding the increased technology to the parent survey for future surveys. Teachers K-8 were trained in Google docs and teachers used this training with their students. The</p>

			6 th -8 th grade teachers then trained their students on the use of this tool. Additionally we utilized Sum Dog, Imagine Learning, and School City assessments and intervention lessons which are up to date technology.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase technology access. Initial purchase of technological devices for student use, set up infrastructure, weekly tech support.		\$109,500	<p>Purchased 1:1 Chromebooks 6th-8th grade. Chrome book cases, 4 carts to house the Chromebooks, earbuds and a mouse for each Chromebook. Maraki wifi support for 7 classrooms. Ipads 1:4 in both 4th grade classrooms. Additional desktop computers to replace unusable computers in the computer lab. Weekly tech support.</p> <p>Professional development using the device in the classroom for lessons, as well as student use. PD in Google docs to increase student engagement</p>
Scope of service:	schoolwide	Scope of service:	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 proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will increase our infrastructure to support the 1:1 device increase of student and staff use. We will continue to provide 1:1 6 th -8 th and then move down to 3 rd grade if possible. (Combine goal 5 from 2014-15 with the new goal 2 in 2015-16).	

Original GOAL from prior year LCAP:	Goal 6: Provide students with equitable access to core program activities, and provide training and information for parents on grade level CCSS. Metrics: Textbook inventory, parent training sign in sheets, Williams Act requirements.	Related State and/or Local Priorities: 1__ 2X 3__ 4__ 5__ 6__ 7X 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Island Union Elementary School	Applicable Pupil Subgroups: all
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Expected Annual Measurable Outcomes:	Students will have access to CC aligned textbooks and materials in math & CCSS aligned instruction.	Actual Annual Measurable Outcomes:	Parent and Teacher contact forms, teacher training logs, teacher survey, teacher observations, parent survey. 99% of the parents were trained on the Go Math online math tutorial support one-on-one in their fall parent conference. Math CCSS aligned instructional materials were purchased k -8. District benchmarks are aligned with the CCSS. We maintain textbook 1:1 100% in all subject areas. We have 100% success rate quarterly with the Williams Act requirements.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase common core aligned materials, state adopted materials in Math.	\$30,000	Purchased math common core materials k-8. Go Math online support accessible to parents and students.	\$30,180
Scope of service:	schoolwide	Scope of service:	Schoolwide
XALL		XALL	

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)_____	
Maintain our Media services aide (salary & benefits) to house and assist with having fiction and non-fiction text at all levels of readers to assist in the mastery of content area standards.	\$14,000	Maintained a media services aide AR software, library software, library books, and Adventure to fitness PE program	\$26,122
Scope of service: <input type="checkbox"/> schoolwide		Scope of service: <input type="checkbox"/> schoolwide	
XALL		XALL	
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)_____	
Parent workshops on CCSS as well as resources made available.	0	We trained parents one on one on the Go Math web based resource in their child's parent conference meeting.	0
Scope of service: <input type="checkbox"/> schoolwide		Scope of service: <input type="checkbox"/> schoolwide	
XALL		XALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Collaboration time for teachers to plan focused instruction within ELA, Science, Math incorporating common core standards. Review ELA common core aligned curriculum when provided in the spring. Consider training parents prior to new math units so that they are introduced to what their children will be working on. (Goal 6 in 2014-15 will combine to new goal 2 in 2015-16)		

Original GOAL from prior year LCAP:	Goal 7: Provide students with highly qualified staff as well as a safe and well maintained school. Metrics: Staff and parent survey, Facility inspection tool (FIT)	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5X 6X 7X 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Island Union Elementary School Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Students will continue to make academic growth in CA CCSS on SBAC and district benchmarks assessments.	Actual Annual Measurable Outcomes:	Students made academic growth in both ELA and Math on their district benchmarks. We gave the SBAC assessments to 99% of our 3 rd -8 th grade students. Student staff, parent survey stating that 88% of parents agree/strongly agree their child is receiving satisfactory instruction in ELA and Math, and adequate support toward meeting standards in those areas 90%, additionally 96% of parents feel their student is safe at school. Our school received exemplary rating in our FIT report.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will continue to make academic growth in CA CCSS on SBAC and district benchmark assessments. Teachers will receive professional development. Provide interventions, programs, and after school tutorials. Professional development for teachers to increase student engagement and support the	\$10,000 (4035)	Students will continue to make academic growth in CA CCSS on SBAC and district benchmark assessments. Students improved in their Math benchmark by 17% overall and remained the same percentage proficient and advanced in ELA. We provided 4 professional development days for common core math training.	\$13,566

needs of all levels of learners.				
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"/> Other Subgroups:(Specify)_____	
Using interactive lessons, web based learning, small group learning, such as: Imagine Learning, sum dog, Odyssey Ware		\$10,000 (4126, 0332)	We used the interactive digi core lessons targeted on specific standards not met by our students – through using our benchmark data. We used k-8 the web based online learning to target individual needs	\$10,000 (4126, 0332)
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"/> 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 see that improvement with highly qualified staff correlates with student achievement so will be combining those two goals to support our student needs. Our facility is safe but we will continue to provide increase safety such as cameras, drop off and pick up zone and parent parking. Add additional wood chips for the playground areas. We will add 2 portables to support student growth and therefore add mimio boards and Ben Q to use for student engagement within lessons. (“Provide students with highly qualified staff” and “a safe and well maintained school” of goal 7 2014-15 will be combined with goal 1 2015-16, the actions for achievement will move into goal 2)		

Original GOAL from prior year LCAP:	Goal #8: Provide students with a well rounded education including the arts. Metrics: Student, Staff and parent survey.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5X 6X 7X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Island Union Elementary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will have access to the arts (mobile art/Music)		Actual Annual Measurable Outcomes:	Student staff, parent survey stating that 88% of parents agree/strongly agree their child is receiving satisfactory instruction in ELA and Math, and adequate support toward meeting standards in those areas 90%. We provided additional art lessons at least once a month throughout the year via instructor from the Kings Art Center in the classroom or through video conference. Limited music with only the increase in choir for upper grade.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Mobile art cart & supplies		\$5,000	We provided art lessons by video conference with Kings Art Center and Kings County Office of Education, as well as Kings Art Center presenting live presentations in the classrooms for mobile art lessons. The teachers utilize the "Art Attacks" video lessons. It was not necessary to purchase the mobile art cart because the art instructor brought her own materials.	\$3,212

Scope of service:	Schoolwide		Scope of service:	Schoolwide	
XALL			XALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Increase financial support to purchase equipment that can be used yearly to support our growing art program (art racks, clay trays, and other materials and supplies). We need to look into providing a music instructor to support music for our students. (We will combine goal 8 2014-15 with goal 2 2015-16).			

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	\$165,342
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Continue to increase and improve our services. Reviewing data to inform our plan.

The LCFF supplemental fund allocation is budgeted schoolwide for expenditures to increase student achievement in mastering their grade level standards as well as becoming college and career ready. LCFF funds are targeted to support personnel including instructional aides, instructional technology, and professional development in the areas of: English language development, common core state standards, next generation Science Standards, and 21st century learning innovations. Funds are allocated for out unduplicated numbers of English Learners, low income pupils, and foster youth as well as students with special needs to insure we have instructional materials, professional development and technology to meet the targeted subgroups. School staff and SSC, with input from our ELAC and migrant groups will align our Single Plan for Student Achievement/Local Educational Achievement Plan – Single School Plan – to support the goals and actions in the approved Local Control Accountability Plan. LCFF allocated funds will be effectively utilized to support the goals and actions and services described in the LCAP to support all students and targeted subgroups.

We utilize Orton Gillingham (OG) approach for intervention in reading. Each of our teachers, K-3, and all instructional aides are trained in the Orton Gillingham method. The University of Ontario researched the program stating: Overall, the critical appraisal of relevant research material suggests that the OG approach to teaching reading results in improvement in word reading, word attack/decoding, spelling and comprehension in various populations and settings. For those beginning to read and those in elementary school, positive results were seen in general education classrooms and clinical settings. (research by University of Ontario 2002). Micheal Bates, Dyslexia-Reading –Well states: OG remains one of the most reliable methods for teaching dyslexic students to read by focusing on the core problem of phoneme manipulation, applying multisensory techniques (auditory, visual, tactile and kinesthetic) and teaching in a highly structured way. We have seen continuous improvement with our students in reading. If they have not mastered reading at their grade level at the end of third grade using the OG method we have found that the student has more specific needs, and most often has a specific learning disability.

We utilize student positive engagement through using Kagan strategies (cooperative learning) schoolwide. Johnson, Johnson, & Stanne (2000) summarize that cooperative learning strategies are widely used because they are based on theory, validated by research, and almost any teacher can find a way to use cooperative learning methods that are consistent with personal philosophies. In a meta-analysis of 158 studies, Johnson & Johnson report that current research findings present evidence that cooperative learning methods are likely to produce positive achievement results. The studies included eight methods of cooperative learning: Learning Together and Alone, Constructive Controversy, Jigsaw Procedure, Student teams Achievement Divisions (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated Reading & Composition (CIRC), Teams-Games-Tournaments (TGT), and Group Investigation. No studies were found that specifically investigate Kagan's Cooperative Learning Structures. In each case, the achievement levels were significantly higher when cooperative learning methods were used as compared to individualistic or competitive methods of learning. Cooperative learning enhances social interaction, which is essential to meet the needs of at-risk

students (Slavin, Karweit, & Madden, 1989; Johnson, 1998). Within the framework of cooperative learning groups, students learn how to interact with their peers and increase involvement with the school community. Positive interactions do not always occur naturally and social skills instruction must precede and concur with the cooperative learning strategies. Social skills encompass communicating, building and maintaining trust, providing leadership, and managing conflicts (Goodwin 1999).

The LCAP was developed specifically utilizing research-based instructional strategies and high quality professional development . Our programs consist of: Orton Gillingham, Kagan, Academic Vocabulary, Response to Intervention, Write Bright, Step up To Writing, Digi Core intervention Standards based interactive lessons, Project Based learning, and Character Counts behavior in order to prepare students to be successful and to be college and career ready.

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.

6.44	%
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Prior years no foster youth now 3 students next year 2 of the three are moving away and the third was adopted by the foster family. We keep an eye on them and provide extra time to insure they maintain academic success. virtual field trips help all students to see what the concept is talking about, giving them visual support.

Supplemental LCFF funds are used additionally to help our EL, foster youth (if we have any) and low income students. The following actions and services are planned for 2015/16. Funds will be used to increase:

- Personnel to support students in identified subgroups – Response to Intervention, targeted standards needing reteaching as shown by assessment data.
- Instructional technology and supplemental materials to support student achievement and access to technology
- Provide additional health services.
- EL programs k-8
- EL and low income intervention after school
- ELD summer session for k-2 students – English immersion.

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).