

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.LEA: **Lincoln School**Contact (Name, Title, Email, Phone Number): **Luke McCann, Superintendent**LCAP Year: **2016-2019**

Lincoln School

Lincoln School is a one room school serving students in grades K-6 for over 100 years. The staff consists of one teacher and one instructional assistant. The teacher also serves as the school principal. The district receives support from the Marin County Office of Education for school psychologist, speech and language pathologist and resource specialist services. Lincoln School accepts as its mission: To instill the joy and value of learning to all its students; To provide a strong balanced curriculum; To provide the type of community environment that develops social skills and encourages student responsibility and citizenship; To give each student the opportunity to be successful and recognized for his or her accomplishments; To foster partnerships with parents as essential to the success of each student.



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>Lincoln School has an engage parent group who take a great interest in the events and program offered for their children.</p> <p>Parent Club meets most months and reviews a myriad of items/action steps within their LCAP. Parents are active on campus and have provided the opportunity to enhance identified goal areas.</p> <p>Students participate in classroom discussion around their work and assist in guiding some of the activities and programs.</p> <p>Surveys were sent to parents in the Fall, 2015. They are very interested in straying current with curriculum and would like to continue to participate in the learning of their children. There is great emphasis on keeping the one-room school hour open while budgets remain flat-funded.</p> <p>School staff, due to the smaller number, are able to engage in conversation throughout the year about their LCAP goals and re-shaping of the action steps as needed.</p>	<p>Student input for wanting hands-on learning helped shape the action steps for Goal #1 – Additionally, their input is reflected in the hands on approach to science and STEM learning.</p> <p>Increased parent involvement in classroom projects and extended learning in the home setting are noted in goal 2 and 3.</p>
<p>Annual Update:</p> <p>Staff regularly discuss the goals and action steps as they are part of the school program. Paraeducator staff are active in contributing to the work in class on a day to day basis and to the shaping of LCAP goals.</p> <p>Students felt that having a clean campus was important.</p>	<p>Annual Update:</p> <p>Student input will help shape those our parent involvement goal as well Goal number 1. We will expand our gardening and recycling program to include more parent involvement and the expansion of school jobs for students as it relates to this expansion.</p> <p>Students prefer the hands on science and would like it to continue. Additionally students like using technology as a means of learning.</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?

GOAL: 1	All Lincoln School students will have a high quality education with a broad course of study by highly qualified educators who participate in and maintain best practice educational techniques.	Related State and/or Local Priorities: 1__x 2__x 3__ 4__x 5__ 6__x 7__x 8__x COE only: 9__ 10__ Local : Specify _____
Identified Need :	All teachers need to maintain their highly qualify status Professional development for educators that is based in best practice instruction and intervention for students. Common Core and Next Generation Science instruction training/STEM instruction Students have access to broad course of study that includes the Common Core and 21st Century Learning Metric(s): HQT – all staff; Common Core State Standard use (based upon training), Standards-aligned Materials; CCSS Implementation (Report cards) , Student Access and Enrollment, Standardized Tests, API Scores, EL Progress and Reclassification Rates (CELDT), Other Tests (Formative Test Scores) Suspension/Expulsion rates	
Goal Applies to:	Schools: Lincoln/All Applicable Pupil Subgroups: All	
LCAP Year 2016-17		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of staff will maintain their Highly Qualified Status • Registration in NGSS, ELA/ELD standards trainings by staff • Students will participate in learning that is encompasses CCSS standards for mathematics and ELA/ELD as well as Next Generation Science Standards – as measured by consistent year to year growth on standards aligned report card • Students will increase participation in collaborative learning from 50-60% to 70% in all subject areas. • Students will demonstrate increased use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation from 20% to 30%. • Students will continue to be provided hands on learning opportunities. • Students’ scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence. • EL students will continue to progress on the CELDT or other EL measure • Reclassification rate for students will maintain consistent rate (only one EL student at the time of this LCAP – at beginning level on CELDT) • Maintain Suspension and Expulsion rate of 0 students <i>Note District serves students in grades K-6</i> 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Maintain Highly Qualified instructional staff • Monitor Credentials • Provide Music instruction • Provide Spanish language instruction 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries and Benefits: \$134,181</p> <p>Sources: LCFF \$110,871 REAP \$20,000 Parent Club \$3,310</p>
<ul style="list-style-type: none"> • Classroom staff to Participate in the following trainings: <ul style="list-style-type: none"> ○ ELA/ELD adoption and lesson design ○ NGSS workshops ○ Technology integration 	Schoolwide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Substitute Teacher Salaries & Benefits \$1,227</p> <p>Funding Sources: LCFF S&C \$635 Federal \$592</p>
<ul style="list-style-type: none"> • Staff to participate in training specific to modifying curriculum to meet the needs of EL student and students with exceptional needs <ul style="list-style-type: none"> ○ Tonya Ward Singer – ELA/ELD ○ SELPA trainings 	Schoolwide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education/at risk students</u></p>	<p>Teacher /Aide Staff Development \$1,529</p> <p>Funding Source: LCFF S&C \$1,529</p>
<ul style="list-style-type: none"> • Continue to expand lesson and curriculum for: <ul style="list-style-type: none"> ○ ELA/ELD ○ NGSS ○ Integration of technology • Hire professional experts to provide instruction in Science and STEM 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries & Benefits \$5,480</p> <p>Sources: Parent Club Donation</p>
<ul style="list-style-type: none"> • Create course of study for student technology training • Provide technology training for students and opportunities to use computer apps that expand learning through technology. 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Costs included in Goal #1 – Staff time</p>

<ul style="list-style-type: none"> • Purchase ELA/ELD materials. • Enhance school library to include CCSS literature. • Purchase educational technology apps. • Purchase materials for hands on learning in the STEM related activities. 		<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)_____	Materials and Supplies \$3,400 Funding Source: LCFF \$3,400
<ul style="list-style-type: none"> • Continue Homework Club 		<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)_____	Costs included in Goal #1 – Staff time

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of staff will maintain their Highly Qualified Status Registration in NGSS, ELA/ELD standards trainings by staff Students will participate in learning that encompasses CCSS standards for mathematics and ELA/ELD as well as Next Generation Science Standards – as measured by consistent year to year growth on standards aligned report card Students will increase participation in collaborative learning from 50-60% to 70% in all subject areas. Students will demonstrate increased use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation from 20% to 30%. Students will continue to be provided hands on learning opportunities. Students’ scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence. EL students will continue to progress on the CELDT or other EL measure (ELPA) Reclassification rate for students will maintain consistent rate (only one EL student at the time of this LCAP – at beginning level on CELDT) Maintain Suspension and Expulsion rate of 0 students</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Maintain Highly Qualified instructional staff • Monitor Credentials • Provide Music instruction • Provide Spanish language instruction • Provide hands on science & STEM instruction 	<p>All action steps are schoolwide</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)_____	Salaries and Benefits: \$161,469 Sources: LCFF \$132,081 Federal \$593 REAP \$20,000 Local \$8,795
<ul style="list-style-type: none"> • Continue to expand lesson and curriculum for: <ul style="list-style-type: none"> ○ ELA/ELD ○ NGSS/STEM learning ○ Integration of technology 		<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)_____	Costs included in Goal #1 – Staff time

<ul style="list-style-type: none"> Provide technology training for students and opportunities to use computer apps that expand learning through technology 		<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)_____	Costs included in Goal #1 – Staff time
<ul style="list-style-type: none"> Expand school library to include up-to-date reading material to enhance STEM and History Social Studies 		<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)_____	Materials and Supplies \$3,486 Funding Source: LCFF \$3,486

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of staff will maintain their Highly Qualified Status Registration in NGSS, ELA/ELD standards trainings by staff Students will participate in learning that encompasses CCSS standards for mathematics and ELA/ELD as well as Next Generation Science Standards – as measured by consistent year to year growth on standards aligned report card Students will increase participation in collaborative learning from 50-60% to 70% in all subject areas. Students will demonstrate increased use of technology in learning – in ELA/ELD, Mathematics and Science as measured by teacher observation from 20% to 30%. Students will continue to be provided hands on learning opportunities. Students’ scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence. EL students will continue to progress on the CELDT or other EL measure (ELPA) Reclassification rate for students will maintain consistent rate (only one EL student at the time of this LCAP – at beginning level on CELDT) Maintain Suspension and Expulsion rate of 0 students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Maintain Highly Qualified instructional staff Monitor Credentials Provide Music instruction Provide Spanish language instruction Provide hands on science & STEM instruction 	All action steps are 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)_____	Salaries and Benefits: \$163,727 Sources LCFF \$134,339 Federal \$593 REAP \$20,000 Local \$8,795
<ul style="list-style-type: none"> Classroom staff to Participate in the following trainings: <ul style="list-style-type: none"> Technology integration History Social Studies 		<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)_____	Costs included in Goal #1 – Staff time

<ul style="list-style-type: none"> • Provide technology training for students and opportunities to use computer apps that expand learning through technology 		<input checked="" type="checkbox"/> _x_ALL <hr/> 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)_____	Costs included in Goal #1 – Staff time
<ul style="list-style-type: none"> • Continue Homework club 		<input checked="" type="checkbox"/> _x_ALL <hr/> 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)_____	Costs included in Goal #1 – Staff time
<ul style="list-style-type: none"> • Expand STEM program 		<input checked="" type="checkbox"/> _x_ALL <hr/> 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)_____	Costs included in Goal #1 – Staff time

GOAL: 2	Increase parent/family participation in school programs to enhance learning experiences for all students.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Increase parent/family participation in school programs Metric: Parent Input (Parent survey) , Parent Participation (Attendance in Parent Club meetings, Attendance to board meetings) , School Attendance Rates, Chronic Absenteeism Rate, Dropout Rate, Graduation Rate		
Goal Applies to:	Schools: Lincoln	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase/maintain parent/family participation in Parent Club meetings to 100% parent attendance. Increase parent understanding of how to extend learning as measured by participation in teacher led training for extended learning Parents will be provided ongoing regular communication via monthly newsletter – communication. Parents will continue to participate in the garden and recycling programs Increase cooperative learning time for students in parent led lessons and have parent led lessons 4 times a year. Maintain consistent low attendance rate Maintain low to 0 Chronic Absenteeism rate. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Maintain school newsletter Parent club agenda sent prior to meeting Monitor attendance daily and contact parents 		<input checked="" type="checkbox"/> ALL <hr/> 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)_____	Costs included in Goal #1
<ul style="list-style-type: none"> Diversify parent participation with in-class lessons created by the parents. 		<input checked="" type="checkbox"/> ALL <hr/> 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)_____	Costs included in Goal #1
<ul style="list-style-type: none"> Provide time for parent training to prepare them for leading lessons/groups 		<input checked="" type="checkbox"/> ALL <hr/> 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)_____	Costs included in Goal #1

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Increase/maintain parent/family participation in Parent Club meetings to 100% parent attendance.
 - Increase parent understanding of how to extend learning as measured by participation in teacher led training for extended learning
 - Parents will be provided ongoing regular communication via monthly newsletter – communication.
 - Parents will continue to participate in the garden and recycling programs
 - Increase cooperative learning time for students in parent led lessons and have parent led lessons 4 times a year.
 - Maintain consistent low attendance rate
- Maintain low to 0 Chronic Absenteeism rate.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Maintain school newsletter • Parent club agenda sent prior to meeting • Monitor attendance daily and contact parents 		<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)_____	Costs included in Goal #1
<ul style="list-style-type: none"> • Diversify parent participation with in-class lessons created by the parents. 		<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)_____	Costs included in Goal #1
<ul style="list-style-type: none"> • Provide time for parent training to prepare them for leading lessons/groups 		<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)_____	Costs included in Goal #1

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Increase/maintain parent/family participation in Parent Club meetings to 100% parent attendance.
 - Increase parent understanding of how to extend learning as measured by participation in teacher led training for extended learning
 - Parents will be provided ongoing regular communication via monthly newsletter – communication.
 - Parents will continue to participate in the garden and recycling programs
 - Increase cooperative learning time for students in parent led lessons and have parent led lessons 4 times a year.
 - Maintain consistent low attendance rate
- Maintain low to 0 Chronic Absenteeism rate..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Maintain school newsletter • Parent club agenda sent prior to meeting • Monitor attendance daily and contact parents 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Costs included in Goal #1
<ul style="list-style-type: none"> • Diversify parent participation with in-class lessons created by the parents. 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Costs included in Goal #1
<ul style="list-style-type: none"> • Provide time for parent training to prepare them for leading lessons/groups. 		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	Costs included in Goal #1

GOAL: 3	Maintain and/or improve school facilities to provide a clean and safe environment		Related State and/or Local Priorities: 1__x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	All facilities need to be maintained for safety and in good working order Metric: FIT report, Other Local Measures (Parent, student survey, Calendar of work completed/improvements to campus)			
Goal Applies to:	Schools:	Lincoln		
Applicable Pupil Subgroups:	All			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Maintain “Excellent” rating on FIT report School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. Classrooms will be efficiently organized so students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
<ul style="list-style-type: none"> Maintain custodial services and utilities for a safe, clean, functional facility 	All actions are school wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Plant Services Including Salaries & Benefits \$10,361 Source: LCFF
<ul style="list-style-type: none"> Repairs to facilities will take place: <ul style="list-style-type: none"> List those that are needed/imminent Calendar of repairs maintained 		<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)_____		Costs included in Action #1
<ul style="list-style-type: none"> Expand existing Recycle/garden program 		<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)_____		Costs included in Action #1

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain “Excellent” rating on FIT report School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. Classrooms will be efficiently organized so students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> Maintain custodial services and utilities for a safe, clean, functional facility 	<p>All action steps are schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Plant Services: \$10,476 Source: LCFF</p>
<ul style="list-style-type: none"> Repairs to facilities will take place: <ul style="list-style-type: none"> List those that are needed/imminent Calendar of repairs maintained 		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Costs included in Action #1</p>
<p>Expand existing Recycle/garden program</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Costs included in Action #1</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain “Excellent” rating on FIT report School grounds will be safe and inviting for student play, exercise, and socialization as measured by student survey and accident/incident report documentation. Classrooms will be efficiently organized so students may work, problem solve, and learn with ease as measured by on task behavior – Behavior incident report.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<ul style="list-style-type: none"> Maintain custodial services and utilities for a safe, clean, functional facility 	<p>All action steps are schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Plant Services; \$10,777 Source: LCFF</p>

<ul style="list-style-type: none"> • Repairs to facilities will take place: <ul style="list-style-type: none"> ○ List those that are needed/imminent • Calendar of repairs maintained 		<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)_____	Costs included in Action #1
<ul style="list-style-type: none"> • Expand existing Recycle/garden program 		<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)_____	Costs included in Action #1

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:	1: - All educators will participate in high quality professional development to continue to provide best practice instruction for all students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Other :Single School District			
Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will be taught by highly qualified, appropriately credentialed staff. Students will receive CC curriculum in ELA and Mathematics and will be engaged in learning. Students will be collaborative in their learning. Metric: Qualified staff; CCSS Implementation (staff training), Suspension Rate, Expulsion Rate, Other Local Measures		Actual Annual Measurable Outcomes:	Students received all instruction from staff that have maintained their 100% HQT status. 100% of instructional time was dedicated to curriculum that is common core focused. Use of Common Core based report cards reflected growth toward established standards. Collaborative learning by students is observed across all curriculum domains – at least 50% of the school day. The Suspension and Expulsion rates are at 0.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Monitor credentials Training: <ul style="list-style-type: none"> ❖ Common Core ❖ Technology ❖ Intervention strategies Create ELA lessons for a designated grade span (k-3) 		Salaries & Benefits \$143,577 Funding Source(s): LCFF: \$119,774 Federal : \$793 REAP: \$20,000 Local: \$3,010	All teachers are noted as 100% HQT Professional Development: Addition of a spelling program was added for grades k-3 in keeping with the ELA/ELD guidelines		Salaries and Benefits Total \$148,286 Sources: LCFF \$118,251 Federal \$20,593 Local \$3,350 Other State \$6,092

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to develop curriculum that emphasizes collaborative learning in keeping with Common Core. We will be further developing our understanding about the ELA/ELD standards as well as Next Generation Science Standards.				

<p>Original GOAL from prior year LCAP:</p>	<p>2 - All students will have a quality education with a broad course of study in keeping with Common Core standards.</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>Other :Single School District</p>	
		<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will continue to be provided hands on learning opportunities. Students' scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence. Metric: Standards-aligned Materials; CCSS Implementation (Report cards) , Student Access and Enrollment, Standardized Tests, API Scores, EL Progress and Reclassification Rates (CELDT), Other Tests (Formative Test Scores)</p>		<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Over 50% of the in class learning is observed as hands on. CAASPP test scores have not yet been released. Due to the size of our school, overall results analysis will be provided to ensure confidentiality of our students. Common Core aligned report cards reflected that 100% of students made growth against the curriculum standards. Students received instruction daily in all areas – ELA, Mathematics, Science, History/Social Studies, PE CELDT scores reflected that one student participated in testing this year. The Reclassification rate for our EL students was not significant in 15-16.
<p>LCAP Year: 2015-16</p>				
<p>Planned Actions/Services</p>			<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>		
		<p>Estimated Actual Annual Expenditures</p>		

<ul style="list-style-type: none"> • Continue pilot for Mathematics. • Create Mathematic units for grades k-6CC curriculum is piloted for ELA/ELD • Adopt Common Core Math Program • Pilot ELA/ELD materials Expand library for Common Core standards related materials • Investigate CCSS aligned report cards. • Expand library for Common Core State Standards related materials. 	Textbooks \$5,000 Instructional supplies \$4,867 Funding Source(s): LCFF: \$8,400 Unres Lott: 1,075 Res Lott: \$392	<ul style="list-style-type: none"> • Lincoln piloted and eventually adopted Houghton Mifflin, Math Expressions for grades k-6. • Mathematic units were not yet created • Common Core aligned report cards were created and have been in place for the second half of the 15-16 school year. 	Textbooks \$5,000: LCFF Instructional Supplies \$8,245 Sources: LCFF \$3,400 Lottery \$1,467 Local \$3,378
Scope of service:	Schoolwide	Scope of service:	
<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)_____	
<ul style="list-style-type: none"> • Investigate and begin to implement Next Generation Science Standards. • Integrate STEM learning in keeping with the NGSS. 	Costs included in Goal #1 – staff time	<ul style="list-style-type: none"> • Hired an additional teacher to teach science. • Students engage in hands on learning for all science lessons using the NGSS standards as a guide. 	Costs included in Goal #1
Scope of service:	Schoolwide	Scope of service:	
<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)_____	

<ul style="list-style-type: none"> • Create course of study for student technology training. • Provide technology training for students and opportunities to use computer apps that expand learning through technology. • Continue Homework Club. 		<p>Costs included in Goal #1 – staff time</p>	<ul style="list-style-type: none"> • This action step will be moved to 16-17 • Technology training for students is ongoing. • Homework club occurs weekly. 	<p>Cost included in Goal #1</p>	
<p>Scope of service:</p>	<p>Schoolwide</p>		<p>Scope of service:</p>		
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>			<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Continue the work in creating mathematic units for all grades Technology training for students and the use of computer apps will continue as a goal.</p>			

Original GOAL from prior year LCAP:	3: - Increase parent/family participation in school programs	Related State and/or Local Priorities: 1__ 2__ 3_√_ 4__ 5_√_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Other :Single School District
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<p>Students will work cooperatively in parent led lessons/ activities. Increased parent involvement and carryover of learning to home setting.</p> <p>Metric: Parent Input (Parent survey) , Parent Participation (Attendance in Parent Club meetings, Attendance to board meetings) , School Attendance Rates, Chronic Absenteeism Rate, Dropout Rate, Graduation Rate</p>	Actual Annual Measurable Outcomes:	<p>Parents conduct lessons throughout the year. The greatest emphasis of assistance has been with the garden and recycling project.</p> <p>Parent survey suggests that parents like to remain involved and may consider increasing their time assisting in class.</p> <p>Parent club meetings are well attended and occur almost monthly.</p> <p>School Attendance rates are not significant for substantial issues and there are no reported incidences of chronic absenteeism.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Maintain school newsletter Diversify parent participation with in-class lessons created by the parents. Parent club agenda sent prior to meeting Monitor attendance daily and contact parents 	Costs included in Goal #1 – staff time	<p>Parents receive a newsletter regularly. This contains a myriad of communication about the events to come, school calendar, alerts, home ideas to extend learning.</p> <p>Parents are contacted as needed for student absences.</p>	Costs included in Goal #1 – staff time

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)_____		
<ul style="list-style-type: none"> • Ongoing Garden program. • Lesson design to incorporate the importance of nutrition and exercise. 		Supplies & Materials: \$350 Funding Source(s): Grant: \$350	The Garden program is observed as being very successful. It will be expanding itself to other forms of gardens next year as well as a recycling program. Lessons designed to increase awareness for nutrition and the importance of exercise were incorporated into science units of study.		Supplies and Materials: \$938 Source: Local Grant \$938
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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 expand our garden program to include a recycling component.			

Original GOAL from prior year LCAP:	4: - Maintain and/or improve school facilities to provide a clean and safe environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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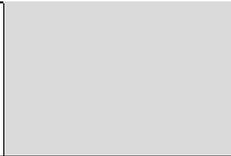
Goal Applies to:	Schools: Other :Single School District
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	School grounds will be safe and inviting for student play, exercise, and socialization. Classrooms will be efficiently organized so students may work, problem solve, and learn with ease. Metric: FIT report, Other Local Measures (Parent, student survey, Calendar of work completed/improvements to campus)	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • FIT report – Excellent • Calendar of improvement made/recommended • Student survey revealed that students want to contribute to making their campus clean – the Recycling program will be expanded in 16-17 • Fewer accident reports were filed for student injury as a result of using plastic bats, holes were filled on the playground area.
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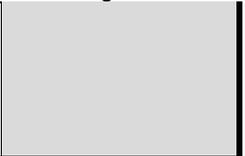
LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Maintain good/excellent rating on FIT • Explore new grants to maintain new projects such as recycling, water collection, and environmental projects. • Expand existing Recycle/garden program, • Repairs to facilities will take place <ul style="list-style-type: none"> o Heaters and lighting updated o Insulation updated to improve energy efficiency 	M&O Materials: \$900 Source: LCFF: \$500 Lottery: \$400 Plant Services: \$6,616 Source: LCFF: \$6,616 Capital Outlay \$43,641 Prop 39: \$43,641	FIT report was not significant for any problems – good/excellent rating. Floor heater was replaced. Prop 39 Lighting Project completed No other repairs have been made in 15-16.	M & O Materials: \$900 Sources: LCFF \$500 Lottery \$400 Plant Services: \$9,861 Source LCFF Prop 39 \$43,641 Source Prop 39
Scope of service:	LEA-wide	Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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?

Students expressed their thoughts on campus appearance. They felt that they wanted to have a campus that was clean and safe. The recycling program will work to enhance this idea.

It is hoped that additional repairs can be made in 16-17 as needed.

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 guidanc

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>2,472</u>
<p>Lincoln School District’s supplemental grant totals \$2,472. These funds are expended to support English Learners by ensuring instructional staff participate in professional development activities directed at English language development for English Learners as described in Goal 1, Actions 2 and 3, by administering the CELDT test annually and analyzing the results to determine appropriate instructional strategies, and by supporting a homework club. The District has also made a commitment to one-on-one computer/tablet access to ensure low-income students have access to technology on a par with their peers. The budget also includes \$300 in supplies/materials specifically directed at expanding access to the curriculum for English Learners and to enhance the classroom library which is principally directed toward low-income students.</p> <p>The actions and services described above are all conducted districtwide because with only 10 students in the single school district all activities are conducted districtwide. The actions and services are nonetheless principally directed toward meeting the needs of the pupils generating the supplemental grant funds as described above.</p> <p>The District’s percent of unduplicated pupils is below 55%. The District has determined these actions and services are the most effective use of the funds to meet the District’s goals for pupils in the eight state priority areas as research and experience has proven that differentiated instruction, data driven decision making, and intensive services when needed will, in combination, promote greater success for the target population.</p>	

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

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

1.77	%	Lincoln School District provides more than 1.77% increase or improvement in services for the District's students by providing 2 hours a month or 2.2% more instructional time with the provision of a homework club directed by highly qualified staff. In addition the professional development actions are designed to improve the quality of services for English Learners through the provision of differentiated services designed to fit individual needs. This qualitative improvement in services is hard to quantify but will be monitored by measuring EL progress rates as described in goal 1.
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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).