

LEA: Lincoln Elementary Phone: (707) 763-0045 LCAP Year: 2015-18

Introduction:

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.

The Lincoln school community is made up of 8-10 families. The students are evaluated daily, adjusting goals and program as needed. Parent participation is highly valued and allows opportunities for insight in meeting the long and short term goals of this small district. Because of the relative size of our school and grade levels, we have relied upon data that is more authentic to supplement those areas that are required by the state (namely metrics 4, 5 and 6). These additions to the required metrics have been carefully and thoughtfully decided upon by a small but very involved team and may appear different in a much larger school district.



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 school site, 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 52055(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>March, 2015:</p> <ul style="list-style-type: none"> • Survey to parents to determine the relevancy of current goals and direction for 2015-2016. • Survey to students to assist in their focus and priorities for the LCAP and work they do at Lincoln School. 	<p>Results of parent survey suggested that the admin was supportive of the staff.</p> <p>Knowledge of the material and curriculum was a priority.</p> <p>School safety, STEM and having highly qualified teachers (professional development) were also listed.</p> <p>It was also felt that as a result of this input that a certain amount of parent education is needed in the area of curriculum – Common Core State Standards and Next Generation Science Standards.</p>
<p><u>Annual Update:</u></p> <ul style="list-style-type: none"> • Survey to parents to determine the relevancy of current goals and direction for 2015-2016. • Survey to students to assist in their focus and priorities for the LCAP and work they do at Lincoln School. 	<p><u>Annual Update:</u></p> <p>Results of parent survey suggested that the admin was supportive of the staff.</p> <p>Knowledge of the material and curriculum was a priority.</p> <p>School safety, STEM and having highly qualified teachers (professional development) were also listed.</p> <p>It was also felt that as a result of this input that a certain amount of parent education is needed in the area of curriculum – Common Core State Standards and Next Generation Science Standard</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, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

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 schools sites 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 school site level.

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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:	Goal Area 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 type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<u>Identified Need:</u> All teachers need to be highly qualified <u>Metric:</u> Qualified staff; CCSS Implementation (staff training), Suspension Rate, Expulsion Rate, Other Local Measures			
Goal Applies to:	Schools:	Other :Single School District		
	Applicable Pupil Subgroups:		All	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted 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)† 	LEA-wide	<input checked="" type="checkbox"/> All _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Salaries & Benefits \$143,577 Funding Source(s): LCFF: \$119,774 Federal : \$793 REAP: \$20,000 Local: \$3,010

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will be taught by highly qualified appropriately credentialed staff and will maintain individual, and collaborative learning environments. Students will be engaged in learning Common Core standards aligned curriculum. Students will be collaborative in their learning.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<ul style="list-style-type: none"> • Monitor credentials • Staff observations in classrooms where CCSS is occurring (primary level)Staff observations • Attend ELA/ELD training • Technology training at MCOE as well as on site 	<p>LEA-wide</p>	<p>✓All</p> <hr style="border-top: 1px dashed black;"/> <p>_ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Salaries & Benefits: \$146,001 Funding Source(s): LCFF: \$121,631 Federal: \$906 REAP:\$20,396 Local: 3,068</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will be taught by highly qualified appropriately credentialed staff and will maintain individual, and collaborative learning environments. Students will be engaged in learning Common Core standards aligned curriculum. Students will be collaborative in their learning.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<ul style="list-style-type: none"> • Monitor credentials • Continue to participate in training for Common Core State Standards implementation. • Staff observations outside of district programs. • Ongoing tech integration trainings. 	<p>LEA-wide</p>	<p>✓All</p> <hr style="border-top: 1px dashed black;"/> <p>_ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Salaries & Benefits: \$148,140 Funding Source(s): LCFF: \$123,438 Federal: \$921 REAP: \$20,666 Local: \$3,115</p>

GOAL:	Goal Area 2: – All students will have a quality education with a broad course of study in keeping with Common Core standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Identified Need: Students have access to broad course of study that includes the Common Core and 21st Century Learning 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)
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Goal Applies to:	Schools: _____ Other :Single School District _____ Applicable Pupil Subgroups: _____ All _____
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students will continue to be provided hands on learning opportunities. Students’ scores, on Smarter Balanced tests/standardized testing, will reflect grade level competence.
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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"> 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. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	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"> Investigate and begin to implement Next Generation Science Standards. Integrate STEM learning in keeping with the NGSS.♪ 	School wide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Costs included in Goal #1 – staff time
<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. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Costs included in Goal #1 – staff time

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students will continue to be provided hands on learning opportunities. Students will be engaged in learning. Students will produce work that is collaborative Student scores will maintain or increase from previous year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Implement and Expand use of Next Generation Science Standards to all grade levels. CC curriculum is piloted for Science Adopt Common Core ELA/ELD Expand library to follow CC standards. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Textbooks \$5,125: Instructional supplies \$4,989 Funding Source(s): LCFF: \$8,610 Unres Lott: \$1,102 Res Lott: \$402
<ul style="list-style-type: none"> Begin use of CCSS aligned report cards.♪ 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Costs included in Goal #1 – staff time
<ul style="list-style-type: none"> Provide opportunities for students to use computer apps that expand learning through technology. Continue Homework Club. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Costs included in Goal #1 – staff time

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students will continue to be provided hands on learning opportunities. Students will be engaged in learning. Students will produce work that is collaborative Student scores will maintain or increase from previous year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Ongoing implementation of CCSS Mathematics and ELA. Implement and Expand use of Next Generation Science Standards to all grade levels. Active use of CCSS aligned report cards. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Textbooks \$5,274: Instructional supplies \$5,314 Funding Source(s): LCFF: \$8,860 Unres Lott: \$1,134 Res Lott: \$414
<ul style="list-style-type: none"> Provide opportunities for students to use computer apps that expand learning through technology. Continue Homework Club. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Costs included in Goal #1 – staff time

GOAL:	Goal Area 3: - Increase parent/family participation in school programs	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	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
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Goal Applies to:	Schools: _____ Other :Single School District Applicable Pupil Subgroups: _____ All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students will work cooperatively in parent led lessons/ activities. Increased parent involvement and carryover of learning to home setting.
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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 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 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Costs included in Goal #1 – staff time
<ul style="list-style-type: none"> Ongoing Garden program. Lesson design to incorporate the importance of nutrition and exercise. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Supplies & Materials: \$350 Funding Source(s): Grant: \$350

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students and parents will work together sharing school tasks. Increased parent involvement and carryover of learning to home setting.
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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 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 ↴ 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Costs included in Goal #1 – staff time
<ul style="list-style-type: none"> Ongoing Gardening program with parent as lead. Lesson design to incorporate the importance of nutrition and exercise. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Supplies & Materials \$350 Funding Source(s): Grant: \$350

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students will work cooperatively in parent led lessons/ activities. Increased parent involvement and carryover of learning to home setting.		
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 • Diversify parent participation with in-class lessons created by the parents • Parent club agenda sent prior to meeting 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Costs included in Goal #1 – staff time
<ul style="list-style-type: none"> • Ongoing gardening program with parent as lead. • Lesson design to incorporate the importance of nutrition and exercise. 	Schoolwide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Supplies & Materials: \$350 Funding Source(s): Grant: \$350

GOAL:	Goal Area 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 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	Identified Need: All facilities need to be maintained for safety and in good working order		
Goal Applies to:	Metric: FIT report, Other Local Measures (Parent, student survey, Calendar of work completed/improvements to campus)		
	Schools:	Other :Single School District	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

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.
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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 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"> Heaters and lighting updated Insulation updated to improve energy efficiency 	LEA-wide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify) _____	M&O Materials: \$900 Source(s): LCFF: \$500 Lottery: \$400 Plant Services: \$6,616 Source: LCFF: \$6,616 Capital Outlay \$43,641 Prop 39: \$43,641

LCAP Year 2: 2016-17

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.
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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 good/excellent rating on FIT School staff, parents, and students continue to maintain projects keeping school safely maintained. ♪ 	LEA-wide	<input checked="" type="checkbox"/> All _____ _ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify) _____	M&O Materials: \$923 Source(S) LCFF: \$513 Lottery: \$410 Plant Services: \$6,947 Funding Source(s): LCFF:\$6,947

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<ul style="list-style-type: none"> • Maintain good/excellent rating on FIT • School staff, parents, and students continue to maintain projects keeping school safely maintained. ♪ 	<p>LEA-wide</p>	<p>✓All</p> <hr/> <p>_ Low Income _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:(Specify)_____</p>	<p>M&O Materials: \$950 LCFF: \$528 Lottery: \$422 Plant Services:\$7,294 Funding Source(s): LCFF:,7,294</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 school sites 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. 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 COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other :Single School District		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will receive instruction aligned with Common Core, Students will be engaged in learning. Students will be collaborative in their learning.		Actual Annual Measurable Outcomes:	Students received instruction aligned with Common Core. Students are engaged in learning and were collaborative in their learning based on teacher observations.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Common Core training; • Create Mathematics lessons for a designated grade span (k-6) • Para educator observations • Technology training		Salaries & Benefits \$139,232 Source LCFF, REAP, Federal Subs \$245 Source LCFF	Teacher participation in CCSS professional development Para educator observation in CCSS Teacher/admin – participation in SBAC and CCSS and STEM and iPad app training	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> All <input type="checkbox"/> Low Income <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 <input type="checkbox"/> Low Income <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?		Goal will remain. Action steps will include the addition of specific work toward Next Generation Science Standards. Continue with Common Core State Standards.		

Original GOAL from prior year LCAP:	Goal - 3. Increase parent/family participation in school programs		Related State and/or Local Priorities: 1__ 2__ 3__ <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other :Single School District		
Expected Annual Measurable Outcomes:	Students will have parents actively involved in the classroom/school		Actual Annual Measurable Outcomes:	Parents are highly engaged and involved in the school.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
			Budgeted Expenditures	
Maintain school newsletter. The Parent Club will create a calendar of events for the year. Parent club agenda will be sent to parents prior to meeting			Staff Costs included in Goal 1	Sneak Peak is sent weekly. Parent Club meets quarterly - minutes are sent following each meeting
Scope of service:	Schoolwide			Scope of service:
<input checked="" type="checkbox"/> All				<input checked="" type="checkbox"/> All
<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners
Other Subgroups:(Specify) _____				Other Subgroups:(Specify) _____
Our gardening grant will begin, organized and written by a parent.			Materials & supplies \$350 Source Local	The grant was written. Garden is in place.
Scope of service:	Schoolwide			Scope of service:
<input checked="" type="checkbox"/> All				<input checked="" type="checkbox"/> All
<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners
Other Subgroups:(Specify) _____				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?	Amend goal 2 going forward to add parent education component relative to curriculum. Changes to this goal will be specific to encouraging parent participation with in-class lesson in earnest. This goal will no longer be aligned with State Priority #4 - Pupil Achievement going forward as the metrics do not lend themselves to determining if the planned actions will meet the stated goal			

Original GOAL from prior year LCAP:	Goal - 4. Maintain and/or improve school facilities to provide a clean and safe environment.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ <input checked="" type="checkbox"/> 86 <input checked="" type="checkbox"/> 7__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Other :Single School District		
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.		Actual Annual Measurable Outcomes:	FIT report noted overall excellent rating. Student survey reflects student contentment with school to include feeling safe at school.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Parent run gardening project to be implemented. Funded through a grant. New carpeting budgeted for replacement. New sand added to play area.	Supplies (sand) \$400 Source LCFF Facilities Maintenance \$7,999 Source LCFF	School attendance rates were measured - with the exception of flu/student illness, attendance are unremarkable. Carpeting was put in...please refer to FIT report for other campus/facility updates for 2014-2015 Roof was replaced	Facilities Maintenance \$27,327 Funding Source LCFF	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learners	
<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	
Other Subgroups:(Specify)			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?	Going forward align this goal to state priority #1 - Basic and measure with Facilities Inspection Report (FIT) and local parent/student surveys.			

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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$1,875
Lincoln School District's increase in funds totals \$1,875. 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, 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.	

- 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.

1.34	%	Lincoln School District is providing services for its students of need by a minimum of 1.34% more than is provided to all of 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.
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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).

01-13-15 [California Department of Education]