

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

### Introduction:

LEA: Union School

Contact (Name, Title, Email, Phone Number): Luke McCann, Superintendent, [lmccann@marinschools.org](mailto:lmccann@marinschools.org), 707-762-2047 LCAP Year: 2016-17



# UNION SCHOOL

5300 RED HILL ROAD, PETALUMA, CALIFORNIA 94952

Telephone: 707-762-2047

For over 110 years Union Elementary School has provided an individualized program dedicated to developing each child to his/her fullest potential academically and socially. Union School is a small school limited to approximately 15 students across grades kindergarten through 6th. Union Elementary offers a rich educational experience in a one room schoolhouse. Operating since 1895, Union Elementary unites students from different grade levels into one, cohesive classroom where children are encouraged to be individuals and are valued for their uniqueness. Students have the freedom to discover their strengths and work through their challenges while being supported by their peers and schools and staff.

### ***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>A stakeholder's meeting was convened at Union School on April 13, 2016. Parents were invited to review the goals proposed for the LCAP.</p> <p>Stakeholders in attendance:</p> <ul style="list-style-type: none"> <li>• Cynthia Walsh- Principal/Teacher</li> <li>• Hannah Early- Para Educator</li> <li>• Norma Walsh- community member</li> <li>• Robin Frost- parent</li> </ul> <p>Additionally, a stakeholders meeting was convened at Union School on April 12, 2016. Board members were invited to review the goals proposed for the LCAP.</p> <p>Stakeholders in attendance:</p> <ul style="list-style-type: none"> <li>• Cynthia Walsh- Principal/Teacher</li> <li>• Diane Rowley- Board President</li> <li>• Bonnie Parks- Board Member</li> <li>• Christina Chavez- Board Member</li> <li>• Kate Lane- MCOE representative</li> </ul>	<p>A change in goal #4 was made by removing the goal. Details and additions to Goals 1-5 were made to reflect the voices of the stakeholders, board members, and community.</p> <p>From the suggestions made by the stakeholders, Cynthia Walsh is currently looking to attend summer trainings to support the science and ELA/ELD curriculum. Also, Cynthia has made contact with a local master gardener to schedule a visit to Union School for information regarding a composting system.</p>
<p><b>Annual Update:</b></p> <p>A stakeholder's meeting was convened at Union School on April 13, 2016. Parents were invited to review the goals proposed for the LCAP.</p> <p>Stakeholders in attendance:</p> <ul style="list-style-type: none"> <li>• Cynthia Walsh- Principal/Teacher</li> <li>• Hannah Early- Para Educator</li> <li>• Norma Walsh- community member</li> <li>• Robin Frost- parent</li> </ul> <p>Additionally, a stakeholders meeting was convened at Union School on April 12, 2016. Board members were invited to review the goals proposed for the LCAP.</p> <p>Stakeholders in attendance:</p> <ul style="list-style-type: none"> <li>• Cynthia Walsh- Principal/Teacher</li> <li>• Diane Rowley- Board President</li> <li>• Bonnie Parks- Board Member</li> <li>• Christina Chavez- Board Member</li> <li>• Kate Lane- MCOE representative</li> </ul>	<p><b>Annual Update:</b></p> <ul style="list-style-type: none"> <li>• <b>Goal #1:</b> Annual Update: Parents and Board members had no comments about the goal and thought it is relevant and should remain in place for next year. <b>New Goal:</b> Parent group had no new goal for next year. A board member asked what subject area we will focus on now that the math adoption has taken place. I told her we will focus on science and ELA/ELD</li> <li>• <b>Goal #2:</b> Annual Update: Parents and Board members had no comments about the goal and no changes were suggested for a new goal. They feel the goal is relevant and should remain in place for next year.</li> <li>• <b>Goal #3:</b> Annual Update: Parents and Board members had no comments about the goal and feel the goal is relevant and should remain in place for next year. <b>New Goal:</b> Parent members suggested we offer a composting site for the students to discard their leftover lunches and snacks. Board members suggested we use Facebook as a way to reach out to the community</li> </ul>

	<p>for help with maintaining a clean and safe environment. Both parent and board members suggested some type of clean up day once or twice a year for the community to participate in.</p> <ul style="list-style-type: none"><li>• <b>Goal #4:</b> Annual Update: Parents and board members liked the goal but suggested changes for next year. <b>New Goal:</b> There will no longer be a Goal #4, instead, the importance of good nutrition will be addressed in goal #5 as part of a quality education with a broad course of study.</li><li>• <b>Goal #5:</b> Annual Update: Parents and Board members had no comments about the goal and thought it is relevant and should remain in place for next year. <b>New Goal:</b> Board member suggested we look at magazines for kids (ex. National Geographic, Scholastic News, Weekly Reader) to support our ELA/ELD curriculum. Parent members were in favor of staff attending trainings that would encourage students to get excited about learning.</li></ul>
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## 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 school 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 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?

<b>GOAL 1:</b>	Identify, attract, retain and develop outstanding staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2___ 3___ 4___ 5___ 6 <input checked="" type="checkbox"/> 7___ 8___ COE only: 9___ 10___ Local : Specify _____
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**Identified Need :** All teachers will use current, best practice instruction; all student will have high end relevant learning environments

**Goal Applies to:** Schools: Union school  
 Applicable Pupil Subgroups: All students

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:**

All Students will be taught by a highly qualified teacher with appropriate credential for the pupil population being served and the subject area being taught.  
 100% Students will be engaged and will show increased collaboration across all subjects as measured by:.

**Metric:**

- Credential monitoring;
- Attendance in Common Core professional development (staff);
- School Attendance Rates, Chronic Absenteeism Rate,
- Dropout Rate (currently at 0%),
- Suspension Rate, & Expulsion rate (currently at 0%);
- Local measure of collaboration (teacher notes and records)
- Growth against report card

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>• Staff will attend training on Common Core State Standards – ELA/ELD</li> <li>• Staff will conduct bi-monthly cross-training with support staff.</li> </ul>	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) _____	Salaries and Benefits: \$139,179 LCFF \$117,498 REAP \$19,516 Federal \$610 Parent Club Donation \$1,555
<ul style="list-style-type: none"> <li>• Staff will participate in GLAD training</li> </ul>	ALL Districtwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students</u>	Teacher 3 PD days \$2,363 LCFF Supplemental

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>All Students will be taught by a highly qualified teacher with appropriate credential for the pupil population being served and the subject area being taught. 100% Students will be engaged and will show increased collaboration across all subjects as measured by <b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Credential monitoring;</li> <li>• Attendance in Common Core professional development (staff);</li> <li>• School Attendance Rates, Chronic Absenteeism Rate,</li> <li>• Dropout Rate,</li> <li>• Suspension Rate, &amp; Expulsion rate;</li> <li>• Local measure of collaboration</li> <li>• Growth against report card</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<ul style="list-style-type: none"> <li>• Staff will attend training on Next Generation Science Standards</li> <li>• Staff will attend technology trainings</li> <li>• Staff will conduct bi-monthly cross-training with support staff.</li> </ul>	<p>ALL</p>	<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>	<p>Salaries &amp; Benefit \$143,163 LCFF \$122,914 REAP \$19,516 Federal \$733 PTA \$1,555</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>All Students will be taught by a highly qualified teacher with appropriate credential for the pupil population being served and the subject area being taught. 100% Students will be engaged and will show increased collaboration across all subjects as measured by <b>Metric:</b></p> <ul style="list-style-type: none"> <li>• Credential monitoring; Attendance in Common Core professional development (staff);</li> <li>• School Attendance Rates, Chronic Absenteeism Rate,</li> <li>• Dropout Rate, Suspension Rate, &amp; Expulsion rate;</li> <li>• Local measure of collaboration</li> <li>• Growth against report card</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<ul style="list-style-type: none"> <li>• Staff will attend technology trainings</li> <li>• Staff will conduct bi-monthly training with support staff.</li> </ul>	<p>ALL</p>	<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>	<p>Salaries and Benefits: Total: \$146,909 LCFF \$126,660 REAP \$19,516 Federal \$733 PTA \$1,555</p>

<b>GOAL 2:</b>	Increase parent/family participation in school programs.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** Students benefit from high levels of parent participation in school/wide activities

**Goal Applies to:** Schools: Union school

Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	100% of parents will participate in one or all of the following: <ul style="list-style-type: none"> <li>• Parent Club meetings</li> <li>• Board meetings</li> <li>• Field Trip</li> </ul> School Attendance rates (locally measured) Parent Survey reflecting interests and skill set
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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"> <li>• Survey parents to determine skill / interest level</li> <li>• Update Calendar of events on website &amp; social media for 16-17 school year and school events.</li> <li>• Create vehicle on website and social media to collect input from parents re: events/field trips.</li> <li>• Continue communication with parents through website, homework logs, email and paper/flyers home.</li> <li>• Continue monthly Parent Club meetings</li> <li>• Nutrition units will be incorporated into the communications – parents will be asked to participate in these by helping to prepare one meal with students in keeping with nutrition units.</li> </ul>		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Estimated Cost \$0 Source: LCFF included in Goal #1

**LCAP Year 2: 2017-18**

<b>Expected Annual Measurable Outcomes:</b>	100% of parents will participate in one or all of the following: <ul style="list-style-type: none"> <li>• Parent Club meetings; Board meetings; Field Trip</li> </ul> School Attendance rates (locally measured) Parent Survey reflecting interests and skill set
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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"> <li>Survey parents to determine skill/ interest level</li> <li>Update Calendar on website and social media.</li> <li>Collect input from parents re: events/field trips.</li> <li>Continue communication w/ parents via website, homework logs, email and paper/flyers home.</li> <li>Continue monthly Parent Club meetings</li> <li>Nutrition units will continue to be incorporated into the communications.</li> </ul>		<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$0

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of parents will participate in one or all of the following:</p> <ul style="list-style-type: none"> <li>Parent Club meetings; Board meetings; Field Trip</li> </ul> <p>School Attendance rates (locally measured)</p> <p>Parent Survey reflecting interests and skill set</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"> <li>Survey parents to determine skill and interest level</li> <li>Update Calendar on website &amp; social media page.</li> <li>Collect input from parents re: events/field trips.</li> <li>Continue communication with parents through website, homework logs, email and paper/flyers home.</li> <li>Continue monthly Parent Club meetings</li> <li>Nutrition units will be incorporated into the communications – parents will be asked to participate in these by helping to prepare one meal with students in keeping with nutrition units.</li> </ul>		<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$0

<b>GOAL 3:</b>	Provide a safe/clean school environment and promote student independence and civic responsibility.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** Clean campus. Students contributing and school jobs. Maintain school facilities. School pride.

**Goal Applies to:** Schools: Union  
 Applicable Pupil Subgroups:

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:** Student survey – cleanliness, school pride and safety.  
 FIT report  
 Student jobs  
 Field trips to relevant sites

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Continue recycle program</li> <li>Maintain calendar of student jobs</li> <li>Organize quarterly campus clean up/facility repair</li> <li>Replacement of hot water heater and other approved energy efficiency projects</li> </ul>	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)_____	M&O supplies & services \$15,011 LCFF \$14,811 Lottery \$200

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:** Student survey – cleanliness, school pride and safety.  
 FIT report  
 Student jobs  
 Field trips to relevant sites

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> <li>Continue recycle program</li> <li>Maintain calendar of student jobs</li> <li>Organize quarterly campus clean up/facility repair</li> </ul>	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)_____	M&O supplies & services \$15,508 LCFF \$15,303 Lottery \$205

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Student survey – cleanliness, school pride and safety.                  FIT report                  Student jobs                  Field trips to relevant sites</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<ul style="list-style-type: none"> <li>• Continue recycle program</li> <li>• Maintain calendar of student jobs</li> <li>• Organize quarterly campus clean up/facility repair</li> </ul>	<p>ALL</p>	<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>M&amp;O supplies &amp; services \$16,035                  LCFF \$15,825                  Lottery \$210</p>

<p><b>GOAL 4:</b></p>	<p>Students will have a quality education with a broad course study that will prepare them for their transition to 7<sup>th</sup> grade.</p>	<p>Related State and/or Local Priorities:                  1__ 2_<input checked="" type="checkbox"/> 3__ 4_<input checked="" type="checkbox"/> 5_<input checked="" type="checkbox"/> 6__ 7_<input checked="" type="checkbox"/> 8_<input checked="" type="checkbox"/>                  COE only: 9__ 10__                  Local : Specify _____</p>	
<p>Identified Need :</p>	<p>Hands on learning that is standards aligned; student achievement across all subject areas</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Union</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p><b>LCAP Year 1: 2016-17</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Standards aligned curriculum                  Statewide assessment progress                  %EL progress                  EL reclassification rate                  Evidence of student work in hands on activities                  Evidence of collaborative working – survey, student work product</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<ul style="list-style-type: none"> <li>• Monitor ELA/EL materials – adoption toolkit</li> <li>• Purchase differentiated materials for ELs</li> <li>• Continue using technology and devices that enhance all subjects – ELA, Mathematics, science</li> <li>• Continue to train student on apps.</li> <li>• Enhance science curriculum to include NGS Standards methodology and curriculum</li> <li>• Implement high quality PE program</li> </ul>	<p>ALL Districtwide</p>	<p><input checked="" type="checkbox"/> ALL                  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Textbooks                  \$2,000 LCFF;                  Instructional materials                  \$8,190 Sources                  LCFF \$6,500;                  Supplemental \$500                  Lottery \$1,190;                  Instructional services \$3,451                  Source LCFF</p>
<ul style="list-style-type: none"> <li>• Nutrition program to include home program, school rules around high quality diet</li> </ul>	<p>ALL Targeted</p>	<p><input type="checkbox"/> ALL                  OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Nutrition services \$1,500                  Source LCFF                  Supplemental</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Standards aligned curriculum; Statewide assessment progress                  %EL progress &amp; EL reclassification rate                  Evidence of student work in hands on activities                  Evidence of collaborative working – survey, student work product</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<ul style="list-style-type: none"> <li>Continue using technology and devices that enhance all subjects – ELA, Mathematics, science</li> <li>Continue to train student on apps.</li> <li>Enhance science curriculum to include NGS Standards methodology and curriculum</li> <li>Implement high quality PE program</li> </ul>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Textbooks \$2,000 LCFF; Instructional Materials &amp; Services \$11,985 LCFF \$10,765 Lottery \$1,220</p>
<ul style="list-style-type: none"> <li>Nutrition program to include home program, school rules around high quality diet</li> </ul>	<p>ALL Targeted</p>	<p>___ALL OR:  <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Nutrition services \$1,500 Source LCFF Supplemental</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Standards aligned curriculum; Statewide assessment progress                  %EL progress &amp; EL reclassification rate                  Evidence of student work in hands on activities                  Evidence of collaborative working – survey, student work product</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<ul style="list-style-type: none"> <li>Continue using technology and devices that enhance all subjects – ELA, Mathematics, science</li> <li>Continue to train student on apps.</li> <li>Enhance science curriculum to include NGS Standards methodology and curriculum</li> </ul>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Textbooks \$2,000 LCFF; Instructional Materials &amp; Services \$12,351 LCFF \$11,099 Lottery \$1,252</p>
<ul style="list-style-type: none"> <li>Nutrition program to include home program, school rules around high quality diet</li> </ul>	<p>ALL Targeted</p>	<p>___ALL                  OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Nutrition services \$1,500 Source LCFF Supplemental</p>

## Annual Update

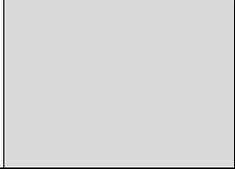
**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific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

**Guiding Questions:**

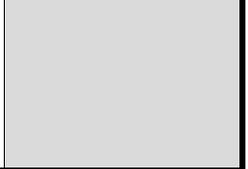
- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal 1 - Identify, attract, retain and develop outstanding staff		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		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: All  Students will be taught by a highly qualified teacher with appropriate credential for the pupil population being served and the subject area being taught. Students will be engaged and will show increased collaboration.  <b>Metric:</b> Credential monitoring; Attendance in Common Core professional development (staff); School Attendance Rates, Chronic Absenteeism Rate, Dropout Rate, Suspension Rate, & Expulsion rate; Local measure of collaboration		Actual Annual Measurable Outcomes:	Classroom staff participated in the following trainings: CA Teacher’s Summit (NGSS and ELA/ELD) Child Abuse and Neglect CPR recertification Mathematics – Expressions Admin attended Sexual Harassment prevention All credentials are up to date Attendance rate: 96% Dropout rate: 0% Suspension and Expulsion rate (locally determined): 0% Observation of student collaborative work:
<b>LCAP Year:</b> 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> <li>Staff will attend training on Common Core State Standards – Mathematics</li> <li>Staff will attend technology trainings</li> <li>Staff will conduct bi-monthly training with support staff.</li> </ul>		Salaries & benefits \$137,790 Funding Source(s): LCFF: \$117,448 Federal: \$854 REAP: \$19,488	<ul style="list-style-type: none"> <li>Staff attended a 2 day Math Expressions training</li> <li>Staff is considering attending a Google training in June 2016</li> <li>Staff meets each Wednesday to discuss curriculum strategies, upcoming events, student performance, and field trip opportunities.</li> </ul> Salaries & Benefits \$138,613 LCFF \$117,020 Federal \$610 REAP \$19,576 Ed. Eff. \$1,467	
Scope of service:	School-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input 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) All\_\_\_\_\_



What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

No changes to this goal. More focus on ELA/ELD will be noted in 16-17

Original GOAL from prior year LCAP:	Goal 2- Increase parent/family participation in school programs	Related State and/or Local Priorities: 1__ 2__ 3_X 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
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Expected Annual Measurable Outcomes:	Students will see their family actively participate in school activities  <b>Metric:</b> <ul style="list-style-type: none"> <li>Parent Participation (Attendance in Parent Club meetings; Attendance at board meetings) ,</li> <li>School Attendance Rates,</li> <li>Chronic Absenteeism Rate,</li> <li>Dropout Rate ( Middle school dropout rate)</li> </ul>	Actual Annual Measurable Outcomes:	Overall increase in parent participation was noted: <ul style="list-style-type: none"> <li>Parents and students helped decorate the campus for Red Ribbon Week,</li> <li>Parents attend a monthly Parent Club,</li> <li>Parents attended Joint Board Meeting with Lincoln and Union and regularly scheduled board meetings,</li> <li>Parents helped to put together a display of student work at Copperfield's Bookstore,</li> <li>Parents drive on field trips,</li> <li>Parents attend Student Performance Nights,</li> <li>Parents are preparing an entry into Butter and Egg Day Parade which is a local, community event.</li> </ul>
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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"> <li>Provide parent survey about areas of concern, growth, as well as areas of interest for classroom/school participation.</li> <li>Update Calendar of events on website weekly to include opportunities for parent involvement.</li> <li>Communicate with parents through website, homework logs, email, and verbally</li> <li>Offer monthly parent club meetings</li> </ul>	Est.Cost: \$0 Funding Source(s): Inc. in Goal #5	<ul style="list-style-type: none"> <li>Parents have the opportunity to express their concerns or areas of interest in our parent survey that goes out each year.</li> <li>Update of Calendar of Events occurs weekly and a Facebook page was also created to increase parent outreach.</li> <li>Parents have the opportunity to express their concerns or areas of interest in our parent survey that goes out each year.</li> <li>Parent Club is offered the second Wednesday of every month.</li> </ul>	Total \$0 Funding included in Goal #5

Scope of service:	School wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes.				

Original GOAL from prior year LCAP:	Goal 3 - 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 _____	
Goal Applies to:	Schools:	Other: Single School District			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Students will feel safe at school and take pride in their campus  <b>Metric:</b> FIT Report, Williams Report		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>FIT report – annually updated reflected an overall rating of Excellent.</li> <li>100% of Students have jobs to reinforce campus pride and safety.</li> </ul>	
<b>LCAP Year:</b> 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Develop a recycle program</li> <li>Maintain a calendar of student jobs</li> <li>Ongoing facility improvements/need</li> <li>Hire Handyman building repair</li> <li>Repairs to facilities will take place</li> <li>Replacement of hot water heater and other approved energy efficiency projects</li> </ul>		Maintenance & Operations: \$16,090 Funding Source(s): LCFF: 15,890 Lottery: \$200 Capital Outlay \$40,152 -Prop 39: \$40,152	<ul style="list-style-type: none"> <li>Students have been taught which items are placed in the school's recycling bins, which are trash, and which are yard waste.</li> <li>Students have a chore chart that is updated weekly.</li> <li>All facility improvement needs are taken care of in a timely manner</li> <li>A handyman for building repair is available.</li> <li>All facility improvement needs are taken care of in a timely manner</li> <li>Energy efficient lightbulbs replaced dated lightbulbs.</li> </ul>		Maintenance and Operations: Total \$21,630 LCFF \$16,412 Lottery \$200 Prop 39 \$5,018
Scope of service:	Schoolwide		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?

None

Original GOAL from prior year LCAP:	Goal 4- Students and families will understand the importance of good nutrition	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7__ 8_ <u>X</u> 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:	Students will be able to identify what defines healthy vs. not healthy and make choices about nutrition and exercise. Student survey Students will assist parents with a parent led lesson/activity. Increase parent participation at school programs/events <b>Metric:</b> Meal program participation and record of parent participation in nutrition program	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Along with our nutrition curriculum, a registered nutritionalist visited the students and shared nutritional information as well as played a few nutrition games with the students.</li> <li>Students completed, "My Food Plate" and planned their next meal based on meeting the My Food Plate requirements.</li> <li>Students know the "no candy or soda in the lunch box" rule and tell their parents about it when they are making their lunch.</li> <li>When parents sign up for a food item at a school function, they bring veggies and fruits.</li> </ul>
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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"> <li>Begin incorporation of nutrition curriculum</li> <li>Send nutrition information home to parents through worksheets, assessments, and websites</li> </ul>	Food services \$1,200; Funding source LCFF	<ul style="list-style-type: none"> <li>Staff is using activities from: <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a></li> <li>Parents receive worksheets from activities students have participated in class.</li> </ul>	Food Services LCFF \$1,200
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>All students</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

There will no longer be a Goal #4, instead, the importance of good nutrition will be addressed in goal #5 as part of a quality education with a broad course of study.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 5- Students will have a quality education with a broad course of study and will be ready to transition to 7th grade.</p>		<p>Related State and/or Local Priorities:            1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_            COE only: 9__ 10__            Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Other: Single school district</p>	<p>Applicable Pupil Subgroups: All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will have more hands-on and collaborative learning opportunities.            All students will have access to standards aligned text. All students will continue to achieve and demonstrate improvement across all subject areas.</p> <p><b>Metric:</b>            Standards aligned curriculum, course access; statewide assessments; API, % EL CELDT Progress; EL Reclassification rate; Evidence of student work in hands-on activities and evidence of collaborative learning opportunities.</p>		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> <li>• All curriculum is standards aligned</li> <li>• Student in grades 3-6 participate in Smarter Balanced assessments – results are too few in number to derive a score without compromise to confidentiality.</li> <li>• All enrolled EL students were reclassified.</li> <li>• Students work in pairs and groups weekly during STEM activities. They also worked as a whole class to submit an art entry into the Farm Day contest.</li> <li>• Students work in pairs daily to solve mathematics questions.</li> <li>• Students have demonstrated improvement as evidenced by test scores, better outcomes on their report cards, and improved interactions among peers as evidenced by observation and formative assessment.</li> <li>• Students are observed building upon their prior knowledge in subject areas as measured by progress toward report cards.</li> </ul>

**LCAP Year:** 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Adopt Common Core Mathematics curriculum</li> <li>Purchase new technology devices/</li> <li>Purchase new apps for student learning</li> <li>Train students on apps/devices</li> <li>Pilot Common Core ELA/ELD materials</li> <li>Purchase Chromebooks and iPads</li> </ul>	Textbooks \$5,000 – Instructional Materials & supplies \$8,200 Funding Source(s): LCFF: \$12,000 Lottery: \$1,200	<ul style="list-style-type: none"> <li>Math Expressions was adopted in June 2015 and implemented in September 2015</li> <li>3 new laptops and 3 new Chromebooks were purchased</li> <li>Spelling, vocabulary development, and graphic organizer apps were purchased</li> <li>Spelling, vocabulary development, and graphic organizer apps were purchased</li> </ul>	Textbooks \$5,000 Instructional Materials \$9,805 Sources: LCFF \$12,060 Lottery \$1,200 Local Donations \$1,545
Scope of service: <u>School wide</u>		Scope of service: <u>School wide</u>	
<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?	ELA/ELD curriculum – still need to determine which program will best meet the needs of all students.		

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>4,315</u>
<p>The District plans to expend \$4,363 in LCFF Supplemental grant funds on</p> <ul style="list-style-type: none"> <li>• Professional development \$2,363 see Goal 1, Action #2</li> <li>• Differentiated Instructional Materials and Expanded Classroom Library \$500, see Goal 4, Action #1</li> <li>• Nutrition program \$1,500 see Goal #4, Action #2</li> </ul> <p>As a single school district serving an estimated 11 pupils in 2016-17 all activities are conducted on a district-wide basis. Nonetheless, these actions and services are principally directed at the pupils generating the District’s supplemental grant funds because the professional development is focused on G.L.A.D. training in English Language Arts and Development and provides training in differentiated instruction required for English Learners; the instructional materials budget will provide supplementary materials for English Learners and provide an expanded classroom library which will especially benefit our low-income pupils; finally the nutrition program at the school benefits all pupils however low-income pupils are the primary beneficiaries as they are not required to contribute to the cost.</p> <p>The District’s unduplicated pupil percentage is below 55%. The District determined the described use of funds is the most effective use of the funds to meet the district’s goals for unduplicated pupils in the state and our local priority areas as each action/service is directly tied to the District’s LCAP goals for 2016-17; the professional development in G.L.A.D. is research based and proven by experience and will allow our certificated teacher to join a collaborative network of teachers that have taken this same training in Marin County which ensures the initial investment will provide ongoing benefits; the expansion of instructional materials will provide the students with the means to access the curriculum; and the nutrition program has been proven by experience to provide our students with the foundation necessary for learning to occur.</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.

3.08	%
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Union Joint School District is providing services for its students of need by a minimum of 3.3% more than is provided to all of the District's students by dedicating an average of 2 hours per week or 5% of the sole certificated teacher's time to daily one-on-one instruction with English Learner students, and Re-designated English Proficient students. In addition the District's investment in G.L.A.D. training amounts to a 1.65% increase in our principal teacher's school year, and the district provides a nutrition program that benefits low-income students.

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).