

**Introduction:**

**LEA:** Fort Sage Unified School District **Contact (Name, Title, Email, Phone Number):** Gwen Pacheco, Business Manager, gpacheco@fortsage.org, (530)827-2129 **LCAP Year:** 2016-2017

### ***Local Control and Accountability Plan and Annual Update Template***

*The mission of the FSUSD is to cultivate each student's academic growth, as well as their physical, emotional and social well-being, all the while recognizing every student's unique abilities to think learn and create. By encouragement and modeling, we challenge everyone to be respectful and compassionate. By teaching authentic, engaging curriculum in a safe environment, we are becoming reflective, lifelong global learners, planting seeds to change the world.*

*To help us reach these goals for every student FSUSD has many interventions and programs in place. After school programs, instructional aides, an extensive special education program and small class sizes. Parents partner with us through the RTI process and parent conferences. The district curriculum has state adopted standards, delivered by fully credentialed and HQT staff. Any 11th or 12th grade student has the opportunity to take Advanced Placement courses at the District's expense. Flexible course offerings meet the needs of changes and challenges that present themselves. Most high school classes are UC/CSU a-g approved. As our mission is well implemented, technology will be embedded in all subject areas during the instructional day.*

*FSUSD is a TK-12 school district. We have a TK-6 primary school, a 7-8 middle school operated on the high school site, and a 9-12 comprehensive high school. The district also operates a district dependent independent study charter school. We have a lot of challenges implementing our district plan. When looking at our demographics, we have a declining enrollment, 76% free and reduced population(without MLCS), and 17% special education population. Our sub group populations are not significant in any category i.e. 0% homeless, 0% foster and less than 1 % ELA. The suspension rates have been on a steady decline and the expulsion rate has been 0% for the past several years. Our family participation and engagement are low but it is a district-wide priority to improve. We use combination classes in some areas. We also share staff, services and administrative support between the sites due to our location dynamics. That is why we have developed our LCFF and LCAP in the following way...*

*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>Advisory/Site Council Meetings included a Parent Advisory Committee representative and collaboration time</p> <p>Monthly meetings:                      9/17/15, 10/26/15, 11/5/15, 11/19/15, 12/15/15, 1/19/16, 1/26/16, 2/9/16, 2/23/16, 3/15/16, 3/29/16, 3/5/16, 3/19/16, 4/12/16, 4/19/16</p> <p>B. Hulsey, A. Hulsey, J. Embree, L. Winchell, P. Condon, K. Dieter, K. Ball</p>	<p>Parents, teachers, administrators, Union Representative, and Classified, collaborated to develop goals and priorities. Input was received and data was reviewed. Parents were able to voice ideas, concerns, and their thoughts on which goals should be priority. Surveys were developed for the Sierra Primary and Herlong Middle/High Schools. Minutes were taken at all meetings.</p>

Meetings included data from the following reports: FIT, LCAP (2015-2016), Interim Budget update, parent surveys

Board Meetings

Each monthly meeting- presentations on progress and future goals  
7/15/15, 8/19/15, 9/16/15, 10/21/15, 11/13/15, 11/18/15/, 12/16/15,  
1/20/16, 2/17/16, 3/16/16, 4/20/16 and 5/18/16

LCAP-Public Viewing  
June 22, 23, 24, 2016

LCAP-Public Hearing  
6/27/16

LCAP- Adoption, Board Meeting  
6/30/16

Parent Events including the Holiday Program, Christmas Dinner, Awards, Math Night, Spring Sing, Sporting events, FFA Banquet, Back to School Night, Renaissance Fair, Hall of Fame, Halloween Parade, Homecoming Parade, Parent Phone Calls, Back to School Barbecue, Science Night, Literacy Night, AR parties, Pastries for Parents

Parent Surveys  
9/1/15  
12/16/15  
4/15/16

Public and Parent survey available on Website (ongoing)

Certificated and Classified Union Meetings, Staff Meetings, Professional

Board members, community, and staff present gained some understanding of the LCAP and its process. All were informed of the priorities and goals and were able to ask questions. Monthly updates on the completion of actions and financial aspect needs improvement. A format for disseminating data, decisions, and obtaining input is under consideration for subsequent years.

While Parent Events/Activities were a main goal of our 2015/16 LCAP, these events also provided an opportunity for parents to express what activities they would like to see, schedules that work best for them, concerns they may have, or things they believe are working well. These events provided impact on the selection of goals for Family Involvement. These events also provided good opportunity for parents and teachers to communicate.

Survey results showed that households believe the communication between school, home, parents, and students could be improved. Communication became a focus in several goals, and actions were developed to improve communication overall.

PLC's are held twice monthly. Each PLC incorporated some aspect of the LCAP,

Learning Communities, Staff Collaboration

8/26/15, 9/16/15, 9/30/15, 10/1/15 and 10/2/15,10/14/15, 10/28/15, 11/18/15, 12/2/15, 12/16/15, 1/6/16, 1/20/15, 2/3/15, 2/17/15, 3/2/15, 3/16/15, 4/6/15, 4/20/15, 5/4/15, 5/18/15

Parent Conferences at Sierra Primary 9/30/15, 10/1/15,10/2/15

New teacher Meet and Greet: 1/12/16

Student Surveys/Teacher led discussions in Advisory period (High School)

Two Student Surveys given to students (Primary) 9/1/16, 4/15/16

from trainings, to goals, to deciphering data. Staff had the chance to adjust current goals and give input on how activities could be adjusted to meet specific educational needs of all groups of students. Staff informed LCAP committee of actions they would like to include to guide their classrooms and instruction.

Surveys showed students feelings on the climate and safety in the school. Actions were developed on their input. Students were given the opportunity to voice opinions on additional extra-curricular activities. Based on student feedback, we were able to create incentive programs that encouraged positive student behavior and academic effort.

The following input and ideas were gathered from the various stakeholder engagement processes.

- Attendance Intervention ideas- parent surveys and student questionnaire for habitual absence reasons
- Credit recovery for absent students- implement Saturday school
- Monthly attendance celebrations (especially for 7th- 12th)
- Institute daily calls home for student absences and do more home visits
- RTI process and ways to involve parents in the process
- Standards based grading- what is it going to look likeTk-12
- Increase family engagement ideas and the communication about the events
- Developed a year long calendar with the family and educational events held monthly
- Conducted cyber bullying awareness and training (addressing a stakeholder concern)
- Board meetings- reviewed and condensed LCAP goals
- Advisory Committee/Site Council- hold transitional parent meetings for middle school students, update high school call out list, increase communication in different ways (more student recognition and newspaper), training and breakdown of MAP for parents and staff, color coded event calendar, invite parents to AR parties, breakfasts for award winning students to include parents

**Annual Update:**

Advisory/Site Council Meetings included Parent Advisory Committee representative and collaboration time

Monthly meetings

9/17/15, 10/26/15, 11/5/15, 11/19/15, 12/15/15, 1/19/16, 1/26/16, 2/9/16, 2/23/16, 3/15/16, 3/29/16, 3/5/16, 3/19/16, 4/12/16, 4/19/16

B. Hulsey, A. Hulsey, J. Embree, L. Winchell, P. Condon, K. Dieter, K. Ball

Meetings included data from the following reports: FIT, LCAP (2015-2016), Interim Budget update and parent surveys

Board Meetings

Each monthly meeting - presentations on progress and future goals

7/15/15, 8/19/15, 9/16/15, 10/21/15, 11/13/15, 11/18/15, 12/16/15, 1/20/16, 2/17/16, 3/16/16, 4/20/16, and 5/18/16

Parent Events including the Holiday Program, Christmas Dinner, Awards, Math Night, Spring Sing, Sporting events, FFA Banquet, Back to School Night, Renaissance Fair, Hall of Fame, Halloween Parade, Homecoming Parade, Parent Phone Calls, Back to School Barbecue, Science Night, Literacy Night, AR parties

Parent Surveys

9/1/15

12/16/15

4/15/16

Public and Parent survey available on Website (ongoing)

Certificated and Classified Union Meetings, Staff Meetings, Professional

**Annual Update:**

Discussion took place at each meeting about the current goals and actions, and if they were being met. Discussed if current goals were still applicable and how to adapt to current needs. Looked at current year data to decipher if actions were having an affect on results.

Board members, community, and staff present gained some understanding of the LCAP and its process. All were informed of the priorities and goals, and were able to ask questions. Monthly updates on the completion of actions and financial aspect needs improvement. A format for disseminating data, decisions, and obtaining input is under consideration for subsequent years..

Similarly, board members, community, and staff present gained a better understanding of the LCAP and its process. All were informed of the priorities and goals, and were able to supply input, questions, and ideas. Monthly updates on the completion of actions and financial aspect. Monitor data and other information.

Family engagement was a part of several 2015/16 goals. Each of these events helped the District meet these goals. During the activities, parents had an opportunity to express their ideas.

Survey results showed that households believe the communication between school, home, parents, and students could be improved. Communication became a focus in several goals, and actions were developed to improve communication overall. Surveys showed students' feelings about the climate and safety in the school. Actions were developed from their input. Students were given the opportunity to voice opinions on extra-curricular activities.

Learning Communities, Staff Collaboration

8/26/15, 9/16/15, 9/30/15, 10/1/15 and 10/2/15,10/14/15, 10/28/15, 11/18/15, 12/2/15, 12/16/15, 1/6/16, 1/20/15, 2/3/15, 2/17/15, 3/2/15, 3/16/15, 4/6/15, 4/20/15, 5/4/15, 5/18/15

Parent Conferences at Sierra Primary 9/30/15, 10/1/15,10/2/15

New teacher Meet and Greet: 1/12/16

The following input and ideas were gathered from the various stakeholder engagement processes.

- Attendance Intervention ideas- parent surveys and student questionnaire for habitual absence reasons
- Credit recovery for absent students- implement Saturday school
- Monthly attendance celebrations (especially for 7th- 12th)
- Institute daily calls home for student absences and do more home visits
- RTI process and ways to involve parents in the process
- Standards based grading- what is it going to look like 9-12 (utilized at the primary 2015-2016 school year)
- Increase family engagement ideas and the communication about the events
- Developed a year long calendar with the family and educational events held monthly
- Conducted cyber bullying awareness and training (addressing a stakeholder concern)
- Board meetings- reviewed and condensed LCAP goals
- Site Council- hold transitional parent meetings for middle school students, update high school call out list, increase communication in different ways (more student recognition and newspaper), training and breakdown of MAP for parents and staff, color coded event calendar, invite parents to AR parties, breakfasts for award winning students to include parents

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

GOAL 1:	All students will have access to state adopted, research based, current common core curriculum and technology the enables them to become 21st century learners, taught by highly qualified credentialed teachers, in a safe, encouraging, caring, data driven environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Needs: Effective, highly qualified staff, using adopted curriculum and adequate training to teach all students. Priority 1: Recruit and retain Highly Qualified Teachers, provide all students with sufficient instructional materials, and maintain both schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT). Priority 2: Increase student academic achievement through lessons using California state standards and standards aligned materials. Priority 4: Increase student achievement results for all students, including significant subgroups. Ensure that English Learners are gaining one year of proficiency for each year of schooling. Once Academic Performance Index (API) has been established, develop actions/services to increase proficiency. Provide high-quality education for all students so they are college or career ready or both upon graduation from high school. Metric: CALPADS, staffing reports, Facility Inspection Tool, SARC, Needs Assessment Report, surveys( student, parent, staff)	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- 1A: 84% of the District teaching staff meet California requirements as Highly Qualified. This will increase to 100% for 2016-2017.
- 1B: 100% of our classrooms will continue to have sufficient instructional materials as verified by a district board resolution and/or Williams report.
- 1C: District will continue to have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report
- 2A: A baseline for lessons taught using CA State Standards has not been established for 2015-2016. A baseline will be established in 2016-2017. Lesson plans are submitted on a weekly basis.
- 2B: District did not use a needs assessment report for the 2015-2016 year to gather data on the areas of PD Needs. The district will use a needs assessment report for the year 2016-2017 to determine areas of PD needs.
- 4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2014-2015 and 2015-2016 CAASPP ELA and Math scores will be used to determine these targets. The data for 2015-2016 will be available in the Fall of 2016. Data will be obtained and growth targets will be determined for 2016-2017.

CAASPP ELA 14/15	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	Total
Number of Students Enrolled	21	18	22	17	24	27	43	172
Number of Students Tested	20	12	15	13	20	23	39	142
Percent of Enrolled Students Tested	95.2 %	66.7 %	68.2 %	76.5 %	83.3 %	85.2 %	90.7 %	82.6 %
Standard Exceeded	5 %	18 %	0 %	0 %	5 %	9 %	8 %	6 %
Standard Met	26 %	18 %	7 %	31 %	15 %	22 %	21 %	20 %
Standard Nearly Met	21 %	18 %	20 %	15 %	25 %	35 %	37 %	27 %
Standard Not Met	47 %	45 %	73 %	54 %	55 %	35 %	34 %	46 %

CAASPP Mathematics 14/15	3th Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	Total
Number of Students Enrolled	21	18	22	17	24	27	43	172
Number of Students Tested	19	12	15	13	20	23	37	139
Percent of Enrolled Students Tested	90.5 %	66.7 %	68.2 %	76.5 %	83.3 %	85.2 %	86.0 %	80.8 %
Standard Exceeded	0 %	0 %	0 %	8 %	5 %	0 %	3 %	2 %
Standard Met	5 %	27 %	0 %	15 %	5 %	17 %	8 %	10 %
Standard Nearly Met	47 %	18 %	13 %	31 %	32 %	26 %	22 %	27 %
Standard Not Met	47 %	55 %	87 %	46 %	58 %	57 %	68 %	61 %

4B: Score on Academic Performance Index: 2013 API Sierra Primary 738 Fort Sage Middle 635 Herlong High 650. Multiple measure replacement for the API are under development.

- 4C: Benchmark to be established during the 16-17 school year regarding the number of students who have completed courses that satisfy A-G requirements for entrance into UC or CSU as well as CTE Sequences. (CALPADS/ ARIES and Transcripts)
- 4D: English Proficiency – Our measurable outcome is their language proficiency level will increase by 1 (one) each school year. This year 0% of our EL students grew by one level. (AMAO 1).
- 4E: EL reclassification rate – Our rate of reclassified EL students will increase by 1 students as compared to this year’s 0.
- 4F: Share of students that pass AP exams with three or higher will increase. 0 students took the AP exam in 2015-2016. That number will increase to 2 or more.
- 4G: Share of students participating in the Early Assessment Program (EAP) will increase by 3 or more students from this year’s 0.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development for all staff in the following areas: Common Core, classroom management/positive environment and relationship building, and differentiated learning</p>	<p>LEA WIDE- Including all Sub-groups</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>Differentiated Learning Conference 5000-5999: Services And Other Operating Expenditures Title I 5,000</p> <p>Common Core Trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000</p> <p>Time to Teach/ Classroom Management/Relationship Building Speakers/Trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000</p> <p>Box Out Bullying Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500</p> <p>PLC Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500</p>
<p>100% of courses will be taught by Highly Qualified teachers as defined by the state of California and Federal Agencies.</p> <p>Only HQ teachers will be hired, those not HQ will participate in the VPSS or District approved program at the District's expense. The program must allow participant to be considered HQ upon completion for it to be authorized by the District.</p> <p>District Business Manager will be trained to properly monitor credentials and HQ status.</p>	<p>LEA WIDE- Including all Sub-groups</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>Recruiting- EdJoin, Job Fairs, Advertisements 5000-5999: Services And Other Operating Expenditures Base 300</p> <p>Title II Conference- HQT Training 5000-5999: Services And Other Operating Expenditures Title II 1,000</p> <p>Program for teachers needed to become HQT 5000-5999: Services And Other Operating Expenditures Title II 1,500</p> <p>California Designated New Teacher Training 5000-5999: Services And Other Operating Expenditures Base 3,000</p>

<p>Technology will be incorporated into daily lessons. Progress will be made towards One on One student to tablet/device.</p> <p>Replace 20% of desktop computers to insure newest technology capabilities.</p>	<p>LEA WIDE- Including all Sub-groups</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>Education programs included in Goal 4 and 5 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>Replace 20% of desktop computers 4000-4999: Books And Supplies Supplemental and Concentration 8,500</p> <p>Replace 20% of desktop computers 4000-4999: Books And Supplies Base 5,000</p> <p>Increase tablets 4000-4999: Books And Supplies Other 5,000</p> <p>Improve Wireless 4000-4999: Books And Supplies Base 2,000</p>
<p>Continue training in adopted LA Common Core Curriculum utilizing PLC's with at least one training from a representative provided by the adopted program. This may be via Webinar, onsite, or teachers going to a designated training location.</p> <p>Develop a pacing schedule K-12 for Language Arts and Mathematics</p>	<p>LEA WIDE- Including all Sub-groups</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>ELA Common Core Curriculum 4000-4999: Books And Supplies Base 20,000</p> <p>ELA Common Core Curriculum 4000-4999: Books And Supplies Locally Defined 30,000</p> <p>ELA Common Core Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000</p>
<p>Provide support staff (instruction aides). 1 aide per combination class and 1 librarian/intervention aide. Hire 1 full time or 50% or greater Title 1 teacher.</p>	<p>LEA WIDE- Including all Sub-groups</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>Instructional Aide Salaries- 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p> <p>Instructional Aide benefits 3000-3999: Employee Benefits Supplemental and Concentration 12,000</p>
<p>16/17 Facility Projects per 5 year facility plan. The plan should incorporate feedback from staff, student, and parent surveys as well as data collected during monthly inspections.</p> <p>* General maintenance and upkeep to provide for a safe, efficient, and comfortable environment that looks professional and modern.</p>	<p>LEA WIDE- Including all Sub-groups</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>Small Maintenance Projects 4000-4999: Books And Supplies Maintenance 15,000</p> <p>Small Maintenance Projects 5000-5999: Services And Other Operating Expenditures Maintenance 6,000</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>1A: 100% of the District teaching staff meet California requirements as Highly Qualified.</p> <p>1B: 100% of our classrooms will continue to have sufficient instructional materials as verified by a district board resolution and/or Williams report.</p> <p>1C: District will continue to have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report</p> <p>2A: Lessons taught using CA State Standards will increase by 10% in 2017-2018 from 2016-2017. Lesson plans will continue to be submitted on a weekly basis.</p> <p>2B: District will use a Needs Assessment Report for the 2017-2018 year to gather data on the areas of PD Needs.</p> <p>4A: Performance on Standardized tests: 10% more students will reach their growth targets in 2017-2018 from 2016-2017.</p> <p>4B: Score on Academic Performance Index: 2013 API Sierra Primary 738 Fort Sage Middle 635 Herlong High 650. Multiple measure replacement for the API are under development.</p> <p>4C: Increase number of students that complete courses for college and career readiness, A-G courses or CTE Sequences. This will increase by 2 or more students in 2017-2018. (CALPADS)</p> <p>4D: English Proficiency – Our measurable outcome is their language proficiency level will increase by 1 (one) each school year. This year 100% of our EL students will grow by one level. (AMAO 1).</p> <p>4E: EL reclassification rate – Our rate of reclassified EL students will increase to 100%.</p> <p>4F: Share of students that pass AP exams with three or higher will increase. That number will increase to 2 or more in 2017-2018 from 2016-2017.</p> <p>4G: Share of students participating in the Early Assessment Program (EAP) will increase by 2 or more students from this year's 0.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all staff in the following areas: Common Core, classroom management/positive environment and relationship building, and differentiated learning	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Differentiated Learning Conference 5000-5999: Services And Other Operating Expenditures Title I 5,000 Common Core Trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000 Time to Teach/ Classroom Management/Relationship Building Speakers/Trainings 5000-5999: Services And Other Operating

		(Specify)	Expenditures Supplemental and Concentration 1,000 PLC Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500
<p>100% of courses will be taught by Highly Qualified teachers as defined by the state of California and Federal Agencies.</p> <p>Only HQ teachers will be hired, those not HQ will participate in the VPSS or District approved program at the District's expense. The program must allow participant to be considered HQ upon completion for it to be authorized by the District.</p> <p>District Business Manager will be trained to properly monitor credentials and HQ status.</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recruiting- EdJoin, Job Fairs, Advertisements 5000-5999: Services And Other Operating Expenditures Base 300 Title II Conference- HQT Training 5000-5999: Services And Other Operating Expenditures Title II 1,000 Program for teachers needed to become HQT 5000-5999: Services And Other Operating Expenditures Title II 1,500 BTSA New Teacher Training 5000-5999: Services And Other Operating Expenditures Base 3,000
<p>Technology will be incorporated into daily lessons. Progress will be made towards One on One student to tablet/device.</p> <p>Replace 20% of desktop computers to insure newest technology capabilities.</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Education programs included in Goal 4 and 5 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 Replace 20% of desktop computers 4000-4999: Books And Supplies Supplemental and Concentration 8,500 Replace 20% of desktop computers 4000-4999: Books And Supplies Base 5,000 Increase tablets 4000-4999: Books And Supplies Other 5,000
<p>Continue training in adopted ELA/ELD Common Core Curriculum utilizing PLC's with at least one training from a representative provided by the adopted program. This may be via Webinar, onsite, or teachers going to a designated training location.</p> <p>Develop a pacing schedule K-12 for Language Arts and Mathematics</p> <p>Adopt Next Gen Science Curriculum</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Next Gen Science Curriculum 4000-4999: Books And Supplies Base 15,000 Next Gen Science Curriculum 4000-4999: Books And Supplies Locally Defined 15,000 Next Gen Science trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
<p>Provide support staff (instruction aides). 1 aide per combination class and 1 librarian/intervention aide.</p> <p>Maintain 1 50% Title 1 teacher.</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Instructional Aide Salaries- 2000-2999: Classified Personnel Salaries Supplemental and Concentration 51,000 Instructional Aide benefits 3000-3999: Employee Benefits Supplemental and Concentration 13,000

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>17/18 Facility Projects per 5 year facility plan. The plan should incorporate feedback from staff, student, and parent surveys as well as data collected during monthly inspections.</p> <p>General maintenance and upkeep to provide for a safe, efficient, and comfortable environment that looks professional and modern.</p>	<p>LEA WIDE- Including all Sub-groups</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All -----</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	<p>Small Maintenance Projects 4000-4999: Books And Supplies Maintenance 15,000</p> <p>Small Maintenance Projects 5000-5999: Services And Other Operating Expenditures Maintenance 6,000</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>1A: 100% of the District teaching staff will continue to meet California requirements as Highly Qualified.</p> <p>1B: 100% of our classrooms will continue to have sufficient instructional materials as verified by a district board resolution and/or Williams report.</p> <p>1C: District will continue to have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report</p> <p>2A: Lessons taught using CA State Standards will increase by 12% in 2018-2019 from 2016-2017. Lesson plans will continue to be submitted on a weekly basis.</p> <p>2B: District will use a Needs Assessment Report for the 2018-2019 year to gather data on the areas of PD Needs.</p> <p>4A: Performance on Standardized tests: 10% more students will reach their growth targets in 2018-2019 from 2017-2018.</p> <p>4B: Score on Academic Performance Index: 2013 API Sierra Primary 738 Fort Sage Middle 635 Herlong High 650. Multiple measure replacement for the API are under development.</p> <p>4C: Increase number of students that complete courses for college and career readiness, A-G courses or CTE Sequences. This will increase by 2 or more students in 2018-2019. (CALPADS)</p> <p>4D: English Proficiency – Our measurable outcome is their language proficiency level will increase by 1 (one) each school year. This year 100% of our EL students will grow by one level. (AMAO 1).</p> <p>4E: EL reclassification rate – Our rate of reclassified EL students will maintain at 100%.</p> <p>4F: Share of students that pass AP exams with three or higher will increase. That number will increase to 3 or more in 2018-2019 from 2017-2018.</p> <p>4G: Share of students participating in the Early Assessment Program (EAP) will increase by 2 or more students from 2017-2018.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for all staff in the following areas: Common Core, classroom management/positive environment and relationship building, and differentiated learning	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Differentiated Learning Conference 5000-5999: Services And Other Operating Expenditures Title I 5,000 Common Core Trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000 Classroom Management/Relationship Building Speakers/Training 5000-5999: Services And Other Operating

		(Specify)	Expenditures Supplemental and Concentration 1,000 PLC Supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500
<p>100% of courses will be taught by Highly Qualified teachers as defined by the state of California and Federal Agencies.</p> <p>Only HQ teachers will be hired, those not HQ will participate in the VPSS or District approved program at the District's expense. The program must allow participant to be considered HQ upon completion for it to be authorized by the District.</p> <p>District Business Manager will be trained to properly monitor credentials and HQ status.</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Recruiting - EdJoin, Job Fairs, Advertisements 5000-5999: Services And Other Operating Expenditures Base 300</p> <p>Title II Conference -HQT Training 5000-5999: Services And Other Operating Expenditures Title II 1,000</p> <p>Programs for teachers needed to become HQT 5000-5999: Services And Other Operating Expenditures Title II 1,500</p> <p>BTSA New Teacher Training 5000-5999: Services And Other Operating Expenditures Base 3,000</p>
<p>Technology will be incorporated into daily lessons. Progress will be made towards One on One student to tablet/device.</p> <p>Replace 20% of desktop computers to insure newest technology capabilities</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Education programs included in Goal 4 and 5 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>Replace 20% of desktop computers 4000-4999: Books And Supplies Supplemental and Concentration 8,500</p> <p>Replace 20% of desktop computers 4000-4999: Books And Supplies Base 5,000</p> <p>Increase tablets 4000-4999: Books And Supplies Other 5,000</p>
<p>Continue training in adopted ELA/ELD Common Core Curriculum utilizing PLC's with at least one training from a representative provided by the adopted program. This may be via Webinar, onsite, or teachers going to a designated training location.</p> <p>Develop a pacing schedule K-12 for Language Arts and Mathematics</p> <p>Provide on-site training for staff utilizing Next Gen Ed Science curriculum.</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Next Generation Science Curriculum 4000-4999: Books And Supplies Base 15,000</p> <p>Next Generation Science Curriculum 4000-4999: Books And Supplies Locally Defined (Bond Funds, Foundation Funds, etc) 15,000</p> <p>Next Generation Science Trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000</p>
<p>Provide support staff (instruction aides). 1 aide per combination class and 1 librarian/intervention aide.</p> <p>Maintain 1 50% Title 1 teacher.</p>	LEA WIDE- Including all Sub-	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	<p>Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 51,000</p> <p>Instructional Aide Benefits 3000-3999: Employee Benefits Supplemental and Concentration 13,000</p>

	groups	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>18/19 Facility Projects per 5 year facility plan. The plan should incorporate feedback from staff, student, and parent surveys as well as data collected during monthly inspections.</p> <p>General maintenance and upkeep to provide for a safe, efficient, and comfortable environment that looks professional and modern.</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Small Maintenance Projects 4000-4999: Books And Supplies Maintenance 13,000</p> <p>Small Maintenance Projects 5000-5999: Services And Other Operating Expenditures Maintenance 6,000</p>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 2:	Family engagement will be addressed at all grade levels. Relationships will be fostered between home, school, and communities to improve student performance, achievement and confidence.	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 :	Increase parent awareness and connection with the District. Help educate parents on new curriculum, standards, strategies, school policies for grading and behavior.  Priority 3: Increase efforts to seek parent, student, and staff input to build interpersonal relationships and enhance instructional environment, especially promoting participation for all unduplicated pupil subgroups.  Metric: parent surveys, student surveys, participation results
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	3A: A new baseline for parents attending school functions will be established for 2016-2017 utilizing sign in sheets. 3A: Increase the # of parent surveys returned to 50 or more from 29 in 2015-2016. 3A: Our district increased the opportunities given to parents for input on key educational issues at their schools by sending home 2-3 surveys throughout the year, giving access to a survey on our website, and getting feedback from PAC in Advisory/Site Council meetings. 3B: We currently have 1 EL student at our district. Therefore, ELAC and DELAC are not established. Parents of EL are encouraged to participate in PAC, and Advisory/Site Council meetings. 3C: Increase the % of Exceptional Needs parents participating in school functions and meetings. Our district will establish a baseline in 2016-2017 utilizing sign in sheets for all students and confidentially identifying the % of Exceptional Needs Parents participation.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide communication between the school and households with weekly information calls, monthly newsletters, update electronic sign weekly with all upcoming events.	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	BlackBoard Connect 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,100 Newsletter Supplies 4000-4999: Books And Supplies Base 500 Staff Time 0000: Unrestricted Base 0

		English proficient _ Other Subgroups: (Specify)	
<p>Administer 3 parent surveys and 3 student surveys annually. Report results to Advisory Committee/ Site Council. Dates should be established in August and submitted to the District Secretary to be put on the District calendar.</p> <p>Determine an action plan if surveys indicate an area of weakness or need.</p> <p>Continue to provide Survey Monkey on the website and increase parental awareness on how it can be used to express concerns or provide feedback.</p>	LEA WIDE- Including all Sub- groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SurveyMonkey 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 200 Staff Time 0000: Unrestricted Base 0
<p>Website-                  Each site will have an administrator to do weekly updates. Who will provide this service needs to be determined in August and adequate training and time needs to be provided to that designee.</p> <p>Each teacher will update their page at least monthly. Teachers will be provided training and support in utilizing the website.</p>	LEA WIDE- Including all Sub- groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Website 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 1,000 Website Administration 0000: Unrestricted Locally Defined (Bond Funds, Foundation Funds, etc) 1,000 Staff time 0000: Unrestricted Base 0
<p>Family Engagement events and/or workshops monthly. They can include sporting events, art, music, academics, FFA, etc. Events are intended to promote staff and parent interaction and should be coordinated with that as a main objective.</p> <p>The identified need: "Help educate parents on new curriculum, standards, strategies, and school policies for grading and behavior." This should be incorporated into Family Engagement events.</p> <p>The event schedule must be determined by August and submitted to the District Secretary so that it can be placed on the District calendar.</p> <p>Notice needs to be given to all parents in some combination of flyers, all-calls, District Face Book</p>	LEA WIDE- Including all Sub- groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Event Supplies 4000-4999: Books And Supplies Supplemental 500 Event Incentives 4000-4999: Books And Supplies Supplemental 500

<p>account, etc.</p> <p>Events can be both site specific and district-wide.</p>			
<p>Advisory/Site Council and Parent Advisory Committee (PAC) will meet monthly. Primary School secretary will attend meetings and report out. Title 1 teacher will attend.</p>	<p>LEA WIDE- Including all Sub-groups</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>Additional salary for increase in hours- Secretary 2000-2999: Classified Personnel Salaries Base 275</p>
<p>Staff will conduct home visits and contact families who are unable to, or don't attend school functions and conferences.</p> <p>A tracking system for home visits and contacting families who are unable to attend school functions and conferences must be determined by August.</p>	<p>LEA WIDE- Including all Sub-groups</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>Staff time 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Parent conferences will be held 1 or more times annually at Sierra Primary School. Frequency and dates will be determined by administration.</p> <p>The High School will conduct Parent conferences at the frequency and dates determined by administration.</p> <p>A schedule for holding parent conferences should be determined by August and reported to the District Secretary to be put on the District calendar.</p>	<p>LEA WIDE- Including all Sub-groups</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>Staff time 1000-1999: Certificated Personnel Salaries Base 0</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: 3A: Parents attending school functions will increase by 5% from the established baseline for 2016-2017 utilizing sign in sheets.

3A: Increase the # of parent surveys returned to 50 by 60.

3A: Our district will increase the opportunities given to parents for input on key educational issues at their schools by sending home 2-3 surveys throughout the year, giving access to a survey on our website, and getting feedback from PAC in Advisory/Site Council meetings.

3B: EL will continue to be encouraged to participate in PAC, and Advisory/Site Council meetings.

3C: Increase the % of Exceptional Needs parents participating in school functions and meetings by 5%. Our district established a baseline in 2016-2017 utilizing sign in sheets for all students and confidentially identifying the % of Exceptional Needs Parents participation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide communication between the school and households with weekly information calls, monthly newsletters (both sites) update electronic sign weekly with all upcoming events.</p>	<p>LEA WIDE- Including all Sub-groups</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>BlackBoard Connect 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,100 Newletter Supplies 4000-4999: Books And Supplies Base 500 Staff Time 0000: Unrestricted Base 0</p>
<p>Administer 3 parent surveys and 3 student surveys annually. Report results to Advisory Committee/ Site Council. Dates should be established in August and submitted to the District Secretary to be put on the District calendar.</p> <p>Determine an action plan if surveys indicate an area of weakness or need.</p> <p>Continue to provide Survey Monkey on the website and increase parental awareness on how it can be used to express concerns or provide feedback.</p>	<p>LEA WIDE- Including all Sub-groups</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>SurveyMonkey 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 200 Staff Time 0000: Unrestricted Base 0</p>
<p>Website- Each site will have an administer to do weekly updates. Who will provide this service needs to be determined in</p>	<p>LEA WIDE- Including</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Website 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 1,000</p>

<p>August and adequate training and time needs to be provided to that designee. Each teacher will update their page at least monthly. Teachers will be provided training and support in utilizing the website.</p>	<p>all Sub-groups</p>	<p><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>Website Administration 0000: Unrestricted Locally Defined (Bond Funds, Foundation Funds, etc) 1,000 Staff time 0000: Unrestricted Base 0</p>
<p>Family Engagement events and/or workshops monthly. They can include sporting events, art, music, academics, FFA, etc. Events are intended to promote staff and parent interaction and should be coordinated with that as a main objective. The identified need: "Help educate parents on new curriculum, standards, strategies, and school policies for grading and behavior." This should be incorporated into Family Engagement events.  The event schedule must be determined by August and submitted to the District Secretary so that it can be placed on the District calendar.  Notice needs to be given to all parents in some combination of flyers, all-calls, District Face Book account, etc.  Events can be both site specific and district-wide.</p>	<p>LEA WIDE- Including all Sub-groups</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>Event Supplies/Incentives Primary 4000-4999: Books And Supplies Supplemental 500 Event Incentives/Incentives Middle/High School 4000-4999: Books And Supplies Supplemental 500</p>
<p>Advisory/Site Council and Parent Advisory Committee (PAC) will meet monthly. Primary School secretary will attend meetings and report out. Title 1 teacher will attend.</p>	<p>LEA WIDE- Including all Sub-groups</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>Additional salary for increase in hours- Secretary 2000-2999: Classified Personnel Salaries Base 300</p>
<p>Staff will conduct home visits and contact families who are unable to, or don't attend school functions and conferences.  A tracking system for home visits and contacting families who are unable to attend school functions and</p>	<p>LEA WIDE- Including all Sub-groups</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</p>	<p>Staff time 1000-1999: Certificated Personnel Salaries Base 0</p>

conferences must be determined by August.		English proficient _ Other Subgroups: (Specify)	
<p>Parent conferences will be held 1 or more times annually at Sierra Primary School. Frequency and dates will be determined by administration.</p> <p>The High School will conduct Parent conferences at the frequency and dates determined by administration.</p> <p>A schedule for holding parent conferences should be determined by August and reported to the District Secretary to be put on the District calendar.</p>	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff time 1000-1999: Certificated Personnel Salaries Base 0

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>3A: Parents attending school functions will increase by 5% from 2017-2018 utilizing sign in sheets.</p> <p>3A: Increase the # of parent surveys returned by 5% of the % returned in 2017-2018.</p> <p>3A: Our district will increase the opportunities given to parents for input on key educational issues at their schools by sending home 2-3 surveys throughout the year, giving access to a survey on our website, and getting feedback from PAC in Advisory/Site Council meetings.</p> <p>3B: EL continue to be encouraged to participate in PAC, and Advisory/Site Council meetings.</p> <p>3C: Increase the % of Exceptional Needs parents participating in school functions and meetings by 10%. Our district established a baseline in 2016-2017 utilizing sign in sheets for all students and confidentially identifying the % of Exceptional Needs Parents participation.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide communication between the school and households with weekly information calls, monthly newsletters, update electronic sign weekly with all upcoming events.	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Blackboard Connect 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000 Newsletter Supplies 4000-4999: Books And Supplies Base 500 Staff Time 0000: Unrestricted Base

<p>Administer 3 parent surveys and 3 student surveys annually. Report results to Advisory Committee/ Site Council. Dates should be established in August and submitted to the District Secretary to be put on the District calendar.</p> <p>Determine an action plan if surveys indicate an area of weakness or need.</p> <p>Continue to provide Survey Monkey(District version) on the website and increase parental awareness on how it can be used to express concerns or provide feedback.</p>	<p>LEA WIDE- Including all Sub-groups</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>Survey Monkey 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 200</p> <hr/> <p>Staff Time 0000: Unrestricted Base</p>
<p>Website- Each site will have an administer to do weekly updates. Who will provide this service needs to be determined in August and adequate training and time needs to be provided to that designee. Each teacher will update their page at least monthly. Teachers will be provided training and support in utilizing the website.</p>	<p>LEA WIDE- Including all Sub-groups</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>Website 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 1,000</p> <hr/> <p>Website Administration 0000: Unrestricted Locally Defined (Bond Funds, Foundation Funds, etc) 1,000</p> <hr/> <p>Staff time 0000: Unrestricted Base</p>
<p>Family Engagement events and/or workshops monthly. They can include sporting events, art, music, academics, FFA, etc. Events are intended to promote staff and parent interaction and should be coordinated with that as a main objective. The identified need: "Help educate parents on new curriculum, standards, strategies, and school policies for grading and behavior." This should be incorporated into Family Engagement events.</p> <p>The event schedule must be determined by August and submitted to the District Secretary so that it can be placed on the District calendar.</p> <p>Notice needs to be given to all parents in some combination of flyers, all-calls, District Face Book account, etc.</p> <p>Events can be both site specific and district-wide.</p>	<p>LEA WIDE- Including all Sub-groups</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>Event Supplies and incentives Primary 4000-4999: Books And Supplies Supplemental 500</p> <hr/> <p>Event Supplies and incentives Middle/High School 4000-4999: Books And Supplies Supplemental 500</p>

<p>Advisory/Site Council and Parent Advisory Committee (PAC) will meet monthly.                  Primary School secretary will attend meetings and report out.                  Title 1 teacher will attend.</p>	<p>LEA WIDE- Including all Sub-groups</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>Additional Salary for increase in hours-Secretary 2000-2999: Classified Personnel Salaries Base 275</p>
<p>Staff will conduct home visits and contact families who are unable to, or don't attend school functions and conferences.                   A tracking system for home visits and contacting families who are unable to attend school functions and conferences must be determined by August.</p>	<p>LEA WIDE- Including all Sub-groups</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>Staff Time 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Parent conferences will be held 1 or more times annually at Sierra Primary School. Frequency and dates will be determined by administration.                   The High School will conduct Parent conferences at the frequency and dates determined by administration.                   A schedule for holding parent conferences should be determined by August and reported to the District Secretary to be put on the District calendar.</p>	<p>LEA WIDE- Including all Sub-groups</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>Staff Time 1000-1999: Certificated Personnel Salaries Base 0</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	All district schools will be a place where students feel comfortable and safe, a place they want to be. Truancy rates will decrease by 10%, daily attendance average will be 96%, and behavior referrals and suspension rates will decrease by 10%.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Increase attendance. Stop declining enrollment/attendance. Implement lessons and actions that focus more time on increased engagement and academic learning, and decreasing behavior problems. Priority 5: Increase attendance and graduation rates. Priority 6: Increase the feeling of safety for all students and to decrease suspension rates. Creating a set of norms and values that focus attention on what is most important and motivates them to work toward a common purpose. Implement with fidelity character education such as PBIS, Character Counts, DARE, peace builders, and anti-bullying assemblies. Continue to work with One Stop mental health services. Metric: Truancy/Chronic Absenteeism rate, drop out and graduation rate, suspension and behavior referral rates, CALPAD, AERIES
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	5A: Student attendance rates will increase from 94.37% in 2014-2015 to 97%. 5B: Reduce chronic absenteeism by 10% from the baseline being established in 15/16. 5C: Maintain middle school dropout rates of 0%. 5D: High school cohort dropout rates will decrease in number from 4 to 0. 5E: High school cohort graduation rates will increase from 77% to 94%. 6A: Reduce the suspension rates by 10%. 6B: Maintain expulsion rate of 0%. 6C: Increase feeling of safety. A baseline will be established in 2016-2017 utilizing parent surveys, PAC feedback, and written concerns submitted to the District Office, student surveys and staff surveys.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide counseling to students. Title 1 teacher Continue with behavior counseling Partner with One- Stop/Family Resource Center for mental health counseling	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title 1 teacher salaries- in Goal 5 1000-1999: Certificated Personnel Salaries Title I 0 Behavior Counseling 5000-5999: Services And Other Operating Expenditures Supplemental 1,500 Lead Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental 8000

<p>Expand RTI to meet weekly.</p> <p>Utilize the 3 tier intervention system.</p>	<p>LEA WIDE- Including all Sub-groups</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>Supplies 4000-4999: Books And Supplies Base 400</p>
<p>Address attendance issues</p> <p>Continue contract with Lassen County Probation and Lassen County SARB</p> <p>Train staff involved in tracking truancy on the procedure for working with SARB to ensure that truancy issues are addressed in a timely manner.</p> <p>Continue to give monthly awards for attendance allowing for family members to be present for the ceremony.</p> <p>Continue to have attendance be a factor in students being eligible for Fun Friday celebrations.</p> <p>Establish an attendance requirement for eligibility on field trips.</p> <p>Consider options for providing transportation for parents that cannot attend family events due to a lack of transportation.</p>	<p>LEA WIDE- Including all Sub-groups</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>Lassen County Probation Truancy Contract 5000-5999: Services And Other Operating Expenditures Base 6,000</p> <p>Family Awards for attendance- Theater Package 4000-4999: Books And Supplies Supplemental 500</p> <p>Attendance Incentives 4000-4999: Books And Supplies Supplemental 250</p>
<p>Continue PBIS- PAWS cards, SIRR</p> <p>Continue with Family award ceremonies that promote Character Counts and Student of the Month,</p> <p>SWIS-determine by August if this program is to be used to monitor student attendance and behavior.</p> <p>If SWIS is utilized, determine what staff from the Primary and High school will input the data and what staff will</p>	<p>LEA WIDE- Including all Sub-groups</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>Substitute Salaries for PBIS training 1000-1999: Certificated Personnel Salaries Base 1,200</p> <p>Box Out Bullying Assembly 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 2,000</p> <p>Box Out Bullying Teacher Training 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 500</p> <p>PAWS and SIRR Incentives 4000-4999: Books And Supplies</p>

analyse it by August.			Supplemental 500 SWIS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 300
Love and Logic Trainings	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training and Supplies 5000-5999: Services And Other Operating Expenditures Title I 500
Each class will include engaging and exciting lessons that students will not want to miss out on. Teachers are to continue to submit their weekly lesson plans to the Lead Teacher and the District Office for audit/records.  Administration and staff need to determine what information should be contained in the weekly lesson plans and a uniform format. This could be different for the primary and middle/high school.	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going- Staff time 1000-1999: Certificated Personnel Salaries Base 0

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	5A: Student attendance rates will increase to 98%. 5B: Reduce chronic absenteeism by 15% from the baseline being established in 15/16. 5C: Maintain middle school dropout rates of 0%. 5D: High school cohort dropout rates will be 0. 5E: High school cohort graduation rates will increase to 95%. 6A: Reduce the suspension rates by 10%. 6B: Maintain expulsion rate of 0%. 6C: Increase feeling of safety. Increase by 5% of baseline established in 2016-2017 utilizing parent surveys, PAC feedback, and written concerns submitted to the District Office, student surveys and staff surveys.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide counseling to students. Title 1 teacher Continue with behavior counseling	LEA WIDE- Including	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Title 1 teacher salaries- in Goal 5 1000-1999: Certificated Personnel Salaries Title I 0 Behavior Counseling 5000-5999: Services And Other

<p>Partner with One- Stop/Family Resource Center for mental health counseling</p>	<p>all Sub-groups</p>	<p><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>Operating Expenditures Supplemental 1,500                  Lead Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental 8000</p>
<p>Expand RTI to meet weekly.                  Utilize the 3 tier intervention system.</p>	<p>LEA WIDE- Including all Sub-groups</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>Supplies 4000-4999: Books And Supplies Base 400</p>
<p>Address attendance issues                  Continue contract with Lassen County Probation and Lassen County SARB                  Train staff involved in tracking truancy on the procedure for working with SARB to ensure that truancy issues are addressed in a timely manner.                  Continue to give monthly awards for attendance allowing for family members to be present for the ceremony.                  Continue to have attendance be a factor in students being eligible for Fun Friday celebrations.                  Establish an attendance requirement for eligibility on field trips.                  Consider options for providing transportation for parents that cannot attend family events due to a lack of transportation.</p>	<p>LEA WIDE- Including all Sub-groups</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>Lassen County Probation Truancy Contract 5000-5999: Services And Other Operating Expenditures Base 6,000                  Family Awards for attendance- Theater Package 4000-4999: Books And Supplies Supplemental 500                  Attendance Incentives 4000-4999: Books And Supplies Supplemental 250</p>
<p>Continue PBIS- PAWS cards, SIRR                  Continue with Family award ceremonies that promote Character Counts and Student of the Month,</p>	<p>LEA WIDE- Including all Sub-</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Substitute Salaries for PBIS training 1000-1999: Certificated Personnel Salaries Base 1,200                  PAWS and SIRR Incentives 4000-4999: Books And Supplies Supplemental 500</p>

<p>SWIS-determine by August if this program is to be used to monitor student attendance and behavior.</p> <p>If SWIS is utilized, determine what staff from the Primary and High school will input the data and what staff will analyse it by August.</p>	<p>groups</p>	<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>SWIS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 300</p>
<p>Love and Logic Trainings</p>	<p>LEA WIDE- Including all Sub-groups</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>Training and Supplies 5000-5999: Services And Other Operating Expenditures Title I 500</p>
<p>Each class will include engaging and exciting lessons that students will not want to miss out on. Teachers are to continue to submit their weekly lesson plans to the Lead Teacher and the District Office for audit/records.</p> <p>Administration and staff need to determine what information should be contained in the weekly lesson plans and a uniform format. This could be different for the primary and middle/high school.</p>	<p>LEA WIDE- Including all Sub-groups</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>On-going- Staff time 1000-1999: Certificated Personnel Salaries Base 0</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: 5A: Student attendance rates will increase to 98% or higher.  
 5B: Reduce chronic absenteeism by 20% from the baseline being established in 15/16.  
 5C: Maintain middle school dropout rates of 0%.  
 5D: High school cohort dropout rates will be 0.  
 5E: High school cohort graduation rates will increase to 100%.  
 6A: Reduce the suspension rates by 10%.  
 6B: Maintain expulsion rate of 0%.  
 6C: Increase feeling of safety. Increase by 10% of baseline established in 2016-2017 utilizing parent surveys, PAC feedback, and written concerns submitted to the District Office, student surveys and staff surveys.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide counseling to students. Title 1 teacher Continue with behavior counseling Partner with One- Stop/Family Resource Center for mental health counseling Continue with LCOE Social Groups	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title 1 Teacher Salaries - in Goal 5 1000-1999: Certificated Personnel Salaries Title I 0 Behavior Counseling 5000-5999: Services And Other Operating Expenditures Supplemental 1,500 Lead Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental 8000
Expand RTI to meet weekly. Utilize the CA required 3 tier intervention system.	LEA WIDE Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Base 400
Address attendance issues Continue contract with Lassen County Probation and Lassen County SARB Train staff involved in tracking truancy on the procedure for working with SARB to ensure that truancy issues are addressed in a timely manner.	LEA WIDE Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Lassen County Probation Truancy Contract 5000-5999: Services And Other Operating Expenditures Base 6,000 Family awards for attendance - theater package 4000-4999: Books And Supplies Supplemental 500 Attendance Incentives 4000-4999: Books And Supplies Supplemental 250

<p>Continue to give monthly awards for attendance allowing for family members to be present for the ceremony.</p> <p>Continue to have attendance be a factor in students being eligible for Fun Friday celebrations.</p> <p>Establish an attendance requirement for eligibility on field trips.</p> <p>Consider options for providing transportation for parents that cannot attend family events due to a lack of transportation.</p>		<p>(Specify)</p>	
<p>Continue PBIS- PAWS cards, SIRR</p> <p>Continue with Family award ceremonies that promote Character Counts and Student of the Month,</p> <p>SWIS-determine by August if this program is to be used to monitor student attendance and behavior.</p> <p>If SWIS is utilized, determine what staff from the Primary and High school will input the data and what staff will analyse it by August.</p>	<p>LEA WIDE - Including all Sub-groups</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>Substitute Salaries for PBIS training 1000-1999: Certificated Personnel Salaries Base 1,200</p> <p>PAWS Incentives 4000-4999: Books And Supplies Supplemental 500</p> <p>SWIS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 300</p>
<p>Love and Logic Trainings</p>	<p>LEA WIDE- Including all Sub-groups</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>Training and Supplies 5000-5999: Services And Other Operating Expenditures Title I 500</p>
<p>Each class will include engaging and exciting lessons that students will not want to miss out on. Teachers are to continue to submit their weekly lesson plans to the Lead Teacher and the District Office for audit/records.</p>	<p>LEA WIDE- Including all Sub-groups</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</p>	<p>On-going, staff time 1000-1999: Certificated Personnel Salaries Base 0</p>

Administration and staff need to determine what information should be contained in the weekly lesson plans and a uniform format. This could be different for the primary and middle/high school.		English proficient _ Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 4:	Students will be prepared for post-secondary education or vocational opportunities. Class options: CTE, College Prep, or basic graduation track with counseling toward each goal will be provided. Extra curricular choices: field trips, sports, activities, clubs	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Provide students opportunities to be successful. Prepare students for transition into post- secondary education and life. Priority 5: Increase graduation rates Priority 7: All of our students will have access to a visual/or performing arts class throughout the year. All of our students will have access to a Career and Technical Education class at least one quarter out of the year. All unduplicated pupils will have access to CSS materials and lessons and additional support to achieve academic success. All of our students with exceptional needs will have full course access or access to courses that best fits their needs. Priority 8: ENSure student outcomes in a broad course of study meet the district requirements for graduation, for all students. Metric: CALPADS/SARC- graduation and drop out rates, CALPADS/Aeries- Courses and enrollment, UC/CSU Course enrollment
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	5A: Student attendance rates will increase from 94.37% in 2014-2015 to 97%. 5B: Reduce chronic absenteeism by 10% from the baseline being established in 15/16. 5C: Maintain middle school dropout rates of 0%. 5D: High school cohort dropout rates will decrease in number from 4 to 0. 5E: High school cohort graduation rates will increase from 77% to 94%. 7A: All of our students had access to a visual and/or performing arts class throughout the year. We will maintain 100% access for the 2016-2017 school year. 7A: All of our students will have access to a Career and Technical Education class at least one semester. 7B: All of our students with exceptional needs will have full course access. 8A: 100% percent of 8th grade students are eligible for enrollment in an A-G four-year, academic high school plan at the end of 8th grade. The district will maintain this 100% eligibility in 2016-2017 based on MAP scores.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize a program that provides for Credit Recovery, AP and on-line courses.  PLC staff training on Credit Recovery, AP, On-line courses-20	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Fuel- Credit Recovery, AP, On-line Courses- 20 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,500  Fuel- Credit Recovery, AP, On-line Courses- 20 5000-5999: Services And Other Operating Expenditures Supplemental

		English proficient _ Other Subgroups: (Specify)	and Concentration 6,500 Fuel Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000 APEX- online courses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000
Continue implementing changes to Next Gen Science. Science labs taking place at all grade levels.	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Science lab supplies 4000-4999: Books And Supplies Lottery 2,500
Increase CTE class offerings. Continue with 2+2 programs with Lassen Community College Hire teacher at Herlong High, capable of teaching CTE classes	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Time 1000-1999: Certificated Personnel Salaries Base 0
Students will be provided with an academic coach(possibly the home room teacher/Advisory Period teacher) to establish graduation goals and support in achieving those goals.  If a counselor is hired, they must hold all of the required training/certifications necessary to be categorized as "counselor".	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.17 TO .34 FTE counselor 1000-1999: Certificated Personnel Salaries Supplemental 15,000 .17 TO .34 FTE counselor benefits 3000-3999: Employee Benefits Supplemental 3,000 Bridges Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 400
K-8 educational programs to include a broader range of study. Kidscape program to meet Ed. Code requirements for visual and performing arts for TK-8th grade 6th Grade Science Trip County Grade Specific Trips	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	KidScape 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000 6th Grade Science Trip 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000

		English proficient _ Other Subgroups: (Specify)	Field Trips- travel, bus 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>5A: Student attendance rates will increase from 97% to 98%.</p> <p>5B: Reduce chronic absenteeism by 15% from the baseline being established in 15/16.</p> <p>5C: Maintain middle school dropout rates of 0%.</p> <p>5D: High school cohort dropout rates will decrease in number from 4 to 0.</p> <p>5E: High school cohort graduation rates will increase from 94% to 95%</p> <p>7A: All of our students had access to a visual and/or performing arts class throughout the year. We will maintain 100% access for the 2016-2017 school year.</p> <p>7A: All of our students will have access to a Career and Technical Education class at least one semester.</p> <p>7B: All of our students with exceptional needs will have full course access.</p> <p>8A: 100% percent of 8th grade students are eligible for enrollment in an A-G four-year, academic high school plan at the end of 8th grade. The district will maintain this 100% eligibility in 2016-2017 based on MAP scores.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize a program that provides for Credit Recovery, AP and on-line courses.	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	FUEL- Credit Recovery, AP, On-line Courses- 20 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,500  FUEL- Credit Recovery, AP, On-line Courses- 20 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,500  APEX- online courses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000
Begin implementing changes to Next Gen Science. Science labs taking place at all grade levels.	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Science lab supplies 4000-4999: Books And Supplies Lottery 2,500
Increase CTE class offerings. Continue with 2+2 programs with Lassen Community	LEA WIDE-	<input checked="" type="checkbox"/> All OR:	Teacher Time 1000-1999: Certificated Personnel Salaries Base 0

<p>College Hire teacher at Herlong High, capable of teaching CTE classes</p>	<p>Including all Sub-groups</p>	<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students will be provided with an academic coach(possibly the home room teacher/Advisory Period teacher) to establish graduation goals and support in achieving those goals.  If a counselor is hired, they must hold all of the required training/certifications necessary to be categorized as "counselor".</p>	<p>LEA WIDE- Including all Sub-groups</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>.17 TO .34 FTE counselor 1000-1999: Certificated Personnel Salaries Supplemental 15,000                  .17 TO .34 FTE counselor benefits 1000-1999: Certificated Personnel Salaries Supplemental 2,175                  Bridges Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 400</p>
<p>K-8 educational programs to include a broader range of study. Kidscape program to meet Ed. Code requirements for visual and performing arts for TK-8th grade 6th Grade Science Trip County Grade Specific Trips</p>	<p>LEA WIDE- Including all Sub-groups</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>KidScape 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000                  6th Grade Science Trip 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000                  Field Trips- travel, bus 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- 5A: Student attendance rates will increase from 98% to 98% or higher.
- 5B: Reduce chronic absenteeism by 20% from the baseline being established in 15/16..
- 5C: Maintain middle school dropout rates of 0%.
- 5D: High school cohort dropout rates will maintain at 0.
- 5E: High school cohort graduation rates will increase to 100%.
- 7A: All of our students had access to a visual and/or performing arts class throughout the year. We will maintain 100% access for the 2017-2018 school year.
- 7A: All of our students will have access to a Career and Technical Education class at least one semester.
- 7B: All of our students with exceptional needs will have full course access.
- 8A: 100% percent of 8th grade students are eligible for enrollment in an A-G four-year, academic high school plan at the end of 8th grade. The district will maintain this 100% eligibility in 2016-2017 based on MAP scores.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize a program that provides for Credit Recovery, AP and on-line courses.	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	FUEL- Credit Recovery, AP, On-line Courses- 20 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,500 FUEL- Credit Recovery, AP, On-line Courses- 20 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,500 Apex-online courses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000
Begin implementing changes to Next Gen Science. Science labs taking place at all grade levels.	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Science Lab Supplies 4000-4999: Books And Supplies Maintenance 2,500
Increase CTE class offerings. Continue with 2+2 programs with Lassen Community College Hire teacher at Herlong High, capable of teaching CTE classes	LEA WIDE- Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Teacher Time 1000-1999: Certificated Personnel Salaries Base 0

		English proficient _ Other Subgroups: (Specify)	
<p>Students will be provided with an academic coach(possibly the home room teacher/Advisory Period teacher) to establish graduation goals and support in achieving those goals.</p> <p>If a counselor is hired, they must hold all of the required training/certifications necessary to be categorized as "counselor".</p>	<p>LEA WIDE- Including all Sub-groups</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>.17 to .34 FTE counselor 1000-1999: Certificated Personnel Salaries Supplemental 15,000</p> <p>.17 to .34 FTE counselor benefits 1000-1999: Certificated Personnel Salaries Supplemental 2,175</p> <p>Bridges Software 5000-5999: Services And Other Operating Expenditures Supplemental 400</p>
<p>K-8 educational programs to include a broader range of study.</p> <p>Kidscape program to meet Ed. Code requirements for visual and performing arts for TK-8th grade</p> <p>6th Grade Science Trip</p> <p>County Grade Specific Trips</p>	<p>LEA WIDE- Including all Sub-groups</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Kidscape 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000</p> <p>6th Grade Science Trip 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000</p> <p>Field Trips - travel, bus 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000</p>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 5:	80% of students will meet their MAP growth projection annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	We are a low performing school- increase student achievement Priority 4: Increase student achievement results for all students, including significant subgroups. Ensure that English Learners are gaining one year of proficiency for each year of schooling. Once Academic Performance Index (API) has been established, develop actions/services to increase proficinecy. Provide high-quality education for all students so they are college or career ready or both upon graduation from high school. Metric: SARC, API, APY, State Assessment- rate proficient or above, MAP- RIT and Growth Projection	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2014-2015 and 2015-2016 CAASPP ELA and Math scores will be used to determine these targets. The data for 2015-2016 will be available in the Fall of 2016. Data will be obtained and growth targets will be determined for 2016-2017.

CAASPP ELA 14/15	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	Total
Number of Students Enrolled	21	18	22	17	24	27	43	172
Number of Students Tested	20	12	15	13	20	23	39	142
Percent of Enrolled Students Tested	95.2 %	66.7 %	68.2 %	76.5 %	83.3 %	85.2 %	90.7 %	82.6 %
Standard Exceeded	5 %	18 %	0 %	0 %	5 %	9 %	8 %	6 %
Standard Met	26 %	18 %	7 %	31 %	15 %	22 %	21 %	20 %
Standard Nearly Met	21 %	18 %	20 %	15 %	25 %	35 %	37 %	27 %
Standard Not Met	47 %	45 %	73 %	54 %	55 %	35 %	34 %	46 %

CAASPP Mathematics 14/15	3th Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	Total
Number of Students Enrolled	21	18	22	17	24	27	43	172
Number of Students Tested	19	12	15	13	20	23	37	139
Percent of Enrolled Students Tested	90.5 %	66.7 %	68.2 %	76.5 %	83.3 %	85.2 %	86.0 %	80.8 %
Standard Exceeded	0 %	0 %	0 %	8 %	5 %	0 %	3 %	2 %
Standard Met	5 %	27 %	0 %	15 %	5 %	17 %	8 %	10 %
Standard Nearly Met	47 %	18 %	13 %	31 %	32 %	26 %	22 %	27 %
Standard Not Met	47 %	55 %	87 %	46 %	58 %	57 %	68 %	61 %

4B: Score on Academic Performance Index: 2013 API Sierra Primary 738 Fort Sage Middle 635 Herlong High 650. Multiple measure replacement for the API are under development.

4C: Benchmark to be established during the 16-17 school year regarding the number of students who have completed courses that satisfy A-G requirements for entrance into UC or CSU as well as CTE Sequences. (CALPADS/ ARIES and Transcripts)

4D: English Proficiency – Our measurable outcome is their language proficiency level will increase by 1 (one) each school year. This year 0% of our EL students grew by one level. (AMAO 1).

4E: EL reclassification rate – Our rate of reclassified EL students will increase by 1 students as compared to this year's 0.

4F: Share of students that pass AP exams with three or higher will increase. 0 students took the AP exam in 2015-2016. That number will increase to 2 or more.

4G: Share of students participating in the Early Assessment Program (EAP) will increase by 3 or more students from this year's 0.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Appropriate assessments and remedial software/programs at all grade level. Find a high school specific assessment system- possibly CAASPP Interim assessments</p>	<p>LEA WIDE- Including all Sub-groups</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>CASSPP Interim Assessments 1000-1999: Certificated Personnel Salaries Base 0  I-Station 5000-5999: Services And Other Operating Expenditures Supplemental 3,000  My Math Lab/Write to Learn 5000-5999: Services And Other Operating Expenditures Supplemental 1,000  High School Assessment 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,500</p>
<p>MAP testing- Assessments done 3 times annually- all students, all grades  PLC on MAP assessments and data analysis</p>	<p>LEA WIDE- Including all Sub-groups</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>MAP Assessments 5000-5999: Services And Other Operating Expenditures Base 4,050  MAP Training 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Train staff on using assessment results to adjust instruction</p>	<p>LEA WIDE- Including all Sub-groups</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>PLC's 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Intervention Hire 50% Title 1 teacher Recess/Lunch Bunch Homework Club Use Advisory period for intervention and other organized activities</p>	<p>LEA WIDE- Including all Sub-groups</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>Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I 40,000  Title 1 Teacher benefits 3000-3999: Employee Benefits Title I 16,800  Homework Club- Snacks, supplies 4000-4999: Books And Supplies Base 1,000</p>

<p>Educate students on the meaning of the tests and the importance of the results.</p> <p>Work with students to establish academic goals based on current assessments data throughout the year.</p>	<p>LEA WIDE- Including all Sub-groups</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>Incentives 4000-4999: Books And Supplies Supplemental 500</p> <p>Testing results posters/publications 4000-4999: Books And Supplies Base 500</p>
<p>Encourage reading- Provide reading opportunities above and beyond the curriculum. Provide access to a variety of reading books through the library. Use events and incentives to encourage reading, like Read Across America and Accelerated Reader.</p>	<p>LEA WIDE- Including all Sub-groups</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>Primary School Librarian 2000-2999: Classified Personnel Salaries Supplemental 5,800</p> <p>Primary School reading books- outside of text books 4000-4999: Books And Supplies Lottery 250</p> <p>7th to 12th grade reading books- outside of text books 4000-4999: Books And Supplies Lottery 250</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>4A: Performance on Standardized tests: 10% more students will reach their growth targets in 2017-2018 from 2016-2017.</p> <p>4B: Score on Academic Performance Index: 2013 API Sierra Primary 738 Fort Sage Middle 635 Herlong High 650. Multiple measure replacement for the API are under development.</p> <p>4C: Increase number of students that complete courses for college and career readiness, A-G courses or CTE Sequences. This will increase by 2 or more students in 2017-2018. (CALPADS)</p> <p>4D: English Proficiency – Our measurable outcome is their language proficiency level will increase by 1 (one) each school year. This year 100% of our EL students will grow by one level. (AMAO 1).</p> <p>4E: EL reclassification rate – Our rate of reclassified EL students will increase to 100%.</p> <p>4F: Share of students that pass AP exams with three or higher will increase. That number will increase to 2 or more in 2017-2018 from 2016-2017.</p> <p>4G: Share of students participating in the Early Assessment Program (EAP) will increase by 2 or more students from this year's 0.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Appropriate assessments and remedial software/programs at all grade level. Find a high school specific assessment system- possibly CAASPP Interim assessments</p>	<p>LEA WIDE- Including all Sub-groups</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>CAASPP 1000-1999: Certificated Personnel Salaries Base 0                      I-Station 5000-5999: Services And Other Operating Expenditures Supplemental 3,000                      My Math Lab/Write to Learn 5000-5999: Services And Other Operating Expenditures Supplemental 1,000                      High School Assessment 5000-5999: Services And Other Operating Expenditures Base 1,500</p>
<p>MAP testing- Assessments done 3 times annually- all students, all grades  PLC on MAP assessments and data analysis</p>	<p>LEA WIDE- Including all Sub-groups</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>MAP Assessments 5000-5999: Services And Other Operating Expenditures Base 4,050                      MAP Training 1000-1999: Certificated Personnel Salaries Base 0</p>

<p>Train staff on using assessment results to adjust instruction</p>	<p>LEA WIDE- Including all Sub-groups</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>PLC's 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Intervention 50% time Title 1 teacher Recess/Lunch Bunch Homework Club Use Advisory period for intervention and other organized activities</p>	<p>LEA WIDE- Including all Sub-groups</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>Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I 40,000  <hr/> Title 1 Teacher benefits 3000-3999: Employee Benefits Title I 16,800  <hr/> Homework Club- Snacks, supplies 4000-4999: Books And Supplies Base 1,000</p>
<p>Educate students on the meaning of the tests and the importance of the results.  Work with students to establish academic goals based on current assessments data throughout the year.</p>	<p>LEA WIDE- Including all Sub-groups</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>Incentives 4000-4999: Books And Supplies Supplemental 500  <hr/> Testing results posters/publications 4000-4999: Books And Supplies Base 500</p>
<p>Encourage reading- Provide reading opportunities above and beyond the curriculum. Provide access to a variety of reading books through the library. Use events and incentives to encourage reading, like Read Across America and Accelerated Reader.</p>	<p>LEA WIDE- Including all Sub-groups</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>Primary School Librarian 2000-2999: Classified Personnel Salaries Supplemental 5,800  <hr/> Primary School reading books- outside of text books 4000-4999: Books And Supplies Lottery 250  <hr/> 7th to 12th grade reading books- outside of text books 4000-4999: Books And Supplies Lottery 250</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>4A: Performance on Standardized tests: 10% more students will reach their growth targets in 2018-2019 from 2017-2018.</p> <p>4B: Score on Academic Performance Index: 2013 API Sierra Primary 738 Fort Sage Middle 635 Herlong High 650. Multiple measure replacement for the API are under development.</p> <p>4C: Increase number of students that complete courses for college and career readiness, A-G courses or CTE Sequences. This will increase by 2 or more students in 2018-2019. (CALPADS)</p> <p>4D: English Proficiency – Our measurable outcome is their language proficiency level will increase by 1 (one) each school year. This year 100% of our EL students will grow by one level. (AMAO 1).</p> <p>4E: EL reclassification rate – Our rate of reclassified EL students will maintain at 100%.</p> <p>4F: Share of students that pass AP exams with three or higher will increase. That number will increase to 3 or more in 2018-2019 from 2017-2018.</p> <p>4G: Share of students participating in the Early Assessment Program (EAP) will increase by 2 or more students from 2017-2018.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Appropriate assessments and remedial software/programs at all grade level. Find a high school specific assessment system- possibly CAASPP Interim assessments</p>	<p>LEA WIDE- Including all Sub-groups</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>CAASPP 1000-1999: Certificated Personnel Salaries Base 0                      I-Station 5000-5999: Services And Other Operating Expenditures Supplemental 3,000                      My Math Lab/Write to Learn 5000-5999: Services And Other Operating Expenditures Supplemental 1,000                      High School Assessment 5000-5999: Services And Other Operating Expenditures Base 1,500</p>
<p>MAP Testing - Assessments done 3 times annually - all students, all grades  PLC on MAP assessments and data analysis</p>	<p>LEA WIDE- Including all Sub-groups</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>MAP Assessments 5000-5999: Services And Other Operating Expenditures Base 4,050</p>

Train staff on using assessment results to adjust instruction	LEA WIDE - Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PLC's 1000-1999: Certificated Personnel Salaries Base 0
Intervention Hire 50% Title 1 teacher Recess/Lunch Bunch Homework Club Use Advisory period for intervention and other organized activities	LEA WIDE - Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I 40,000 Title 1 Teacher Benefits 3000-3999: Employee Benefits Title I 16,800 Homework Club - Snacks and Supplies 4000-4999: Books And Supplies Base 1,000
Educate students on the meaning of the tests and the importance of the results.  Work with students to establish academic goals based on current assessments data throughout the year.	LEA WIDE - Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Incentives 4000-4999: Books And Supplies Supplemental 500 Testing Results posters/publications 4000-4999: Books And Supplies Base 500
Encourage reading- Provide reading opportunities above and beyond the curriculum. Provide access to a variety of reading books through the library. Use events and incentives to encourage reading, like Read Across America and Accelerated Reader.	LEA WIDE - Including all Sub-groups	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Primary School Librarian 2000-2999: Classified Personnel Salaries Supplemental 5,800 Primary School reading books - outside of text books 4000-4999: Books And Supplies Lottery 250 7th to 12th grade reading books - outside of textbooks 4000-4999: Books And Supplies Lottery 250

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>All students will have access to state adopted, research based, current common core curriculum and technology the enables them to become 21st century learners, taught by highly qualified credentialed teachers, in a safe, encouraging, caring environment.</p> <p>2015-16 School Year</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>                  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>                  Local : Specify</p>																														
<p>Goal Applies to: Schools: All                  Applicable Pupil Subgroups: All</p>																																
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of courses will be taught by HQ Teachers                  Advancement towards One on One Tablets/technology- Each student at the Middle/High School will have access to a tablet (14/15- 53% of students 7-12 had tablets)                  Facility Inspection Tools reports done quarterly- averaging 90% at each site (14/15- Sierra Primary was 93%. Herlong High was 82%)                  100% of students will have access to CA State Standard Math curriculum (14/15- 100% of students had access CA State Standard Math)</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1A: 84% of the District teaching staff meet California requirements as Highly Qualified.</p> <p>1B: 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and/or Williams report.</p> <p>1C: District will continue to have 100% of their schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT)/Williams report</p> <p>2A: A baseline has not been established for 2015-2016. Lesson plans are submitted on a weekly basis.</p> <p>2B: District did not use a needs assessment report of the 2015-2016 year to gather data on the areas of PD Needs.</p> <p>4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2014-2015 and 2015-2016 CAASPP ELA and Math scores will be used to determine these targets. The data for 2015-2016 will be available in the Fall of 2016. Data will be obtained and growth targets will be determined for 2016-2017.</p> <table border="1" data-bbox="1228 1331 1995 1479"> <tr> <td>CAASPP ELA</td> <td>14/15</td> <td>3rd</td> <td>4th</td> <td>5th</td> <td>6th</td> <td>7th</td> <td>8th</td> <td>11th</td> <td>Total</td> </tr> <tr> <td>Number of Students Enrolled</td> <td></td> <td>21</td> <td>18</td> <td>22</td> <td>17</td> <td>24</td> <td>27</td> <td>43</td> <td>172</td> </tr> <tr> <td>Number of Students Tested</td> <td></td> <td>20</td> <td>12</td> <td>15</td> <td>13</td> <td>20</td> <td></td> <td></td> <td>23</td> </tr> </table>	CAASPP ELA	14/15	3rd	4th	5th	6th	7th	8th	11th	Total	Number of Students Enrolled		21	18	22	17	24	27	43	172	Number of Students Tested		20	12	15	13	20			23
CAASPP ELA	14/15	3rd	4th	5th	6th	7th	8th	11th	Total																							
Number of Students Enrolled		21	18	22	17	24	27	43	172																							
Number of Students Tested		20	12	15	13	20			23																							

39	142					
Percent of Enrolled						
Students Tested	95.2 %	66.7 %	68.2 %	76.5 %		
83.3 %	85.2 %	90.7 %	82.6 %			
Standard Exceeded	5 %	18 %	0 %	0 %	5 %	
9 %	8 %	6 %				
Standard Met	26 %	18 %	7 %	31 %	15 %	22 %
%	21 %	20 %				
Standard Nearly Met	21 %	18 %	20 %	15 %	25 %	
35 %	37 %	27 %				
Standard Not Met	47 %	45 %	73 %	54 %	55 %	
%	35 %	34 %	46 %			

CAASPP Mathematics 14/15	3th	4th	5th	6th	7th	8th
11th Total						
Number of Students Enrolled	21	18	22	17	24	27
43	172					
Number of Students Tested	19	12	15	13	20	23
37	139					
Percent of Enrolled						
Students Tested	90.5 %	66.7 %	68.2 %	76.5 %	83.3 %	83.3 %
%	85.2 %	86.0 %	80.8 %			
Standard Exceeded	0 %	0 %	0 %	8 %	5 %	
%	0 %	3 %	2 %			
Standard Met	5 %	27 %	0 %	15 %	5 %	
%	17 %	8 %	10 %			
Standard Nearly Met	47 %	18 %	13 %	31 %	32 %	
%	26 %	22 %	27 %			
Standard Not Met	47 %	55 %	87 %	46 %		
58 %	57 %	68 %	61 %			

4B: Score on Academic Performance Index: 2013 API Sierra Primary 738 Fort Sage Middle 635 Herlong High 650. Multiple measure replacement for the API are under development.

4C: No students completed courses for college and career readiness, A-G courses or CTE Sequences. This will increase by 2 or more students in 2016-2017. (CALPADS)

4D: English Proficiency – Our measurable outcome is their language proficiency level will increase by 1 (one) each school year. This year 0% of our ELA students grew by one level.

	<p>(AMAO 1).</p> <p>4E: ELA reclassification rate – Our rate of reclassified ELA students will increase by 1 students as compared to this year's 0.</p> <p>4F: Share of students that pass AP exams with three or higher will increase. 0 students took the AP exam in 2015-2016. That number will increase to 2 or more.</p> <p>4G: Share of students participating in the Early Assessment Program (EAP) will increase by 3 or more students from this year's 0.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development for all staff in the following areas: Common Core, Time to Teach, classroom management/positive environment and relationship building, and differentiated learning	Differentiated Learning Conference 5000-5999: Services And Other Operating Expenditures Title I 5,000	Actions met: 1. 50% of the teaching staff attended the Differentiated Learning Conference.	Differentiated Learning Conference 5000-5999: Services And Other Operating Expenditures Title I 7,373
	Common Core Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,500		Action not met: 2. Common Core Conference was not attended by teaching staff.
	Common Core Trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000	Actions met: 3. 100% of District teaching staff was provided Common Core Training in Language Arts, through Professional Learning Community workshops.	Time to Teach 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,088
	Time to Teach/ Classroom Management/Relationship Building Speakers/Trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000	4. Classroom management/positive environment and relationship building training was provided to 100% of District staff with a Time to Teach workshop.	Box Out Bullying Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,800
	Box Out Bullying Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500	5. Positive environment and relationship building training was provided to 100% of the teaching staff utilizing a Box Out Bullying workshop.	PLC supplies 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
	PLC Supplies 5000-5999: Services And Other Operating Expenditures		Common Core Conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0

	Supplemental and Concentration 500		
<p>Scope of Service   LEA WIDE- Including all Sub-groups</p> <hr/> <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>Scope of Service   LEA Wide including all subgroups</p> <hr/> <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>100% of courses will be taught by Highly Qualified teachers. Only HQT teachers will be hired, those not HQ will participate in the VPSS program at the District's expense. District staff will be trained to properly monitor credentials and HQ status.</p>	<p>Recruiting- EdJoin, Job Fairs, Advertisements 5000-5999: Services And Other Operating Expenditures Base 300</p> <p>Title II Conference- HQT Training 5000-5999: Services And Other Operating Expenditures Title II 1,000</p> <p>VPSS for teachers needed to become HQT 5000-5999: Services And Other Operating Expenditures Title II 1,500</p> <p>BTSA New Teacher Training 5000-5999: Services And Other Operating Expenditures Base 3,000</p>	<p>Action not met:          1. 84% of the District teaching staff meet California requirements to be considered Highly Qualified.</p> <p>Action not met:          2. 0% of the teaching staff that are not HQ are in the VPSS program.</p> <p>Action Met:          3. The District's Business Manager attended Title II Conference training to properly monitor credentials and HQ status.</p> <p>Action not met:          4. 25% of the District's teaching staff is eligible for BTSA.</p> <p>5. BTSA (Beginning Teacher Support and Assessment) training is being provided to 66% of eligible teachers.</p>	<p>Recruiting-EdJoin, Job Fairs, Advertisements 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>Title II Conference-HQT Training 5000-5999: Services And Other Operating Expenditures Title II 7,831</p> <p>BTSA- Beginning Teacher Support and Assessment 5000-5999: Services And Other Operating Expenditures Base 9,600</p> <p>VPSS for teachers needed to become HQT 5000-5999: Services And Other Operating Expenditures Title II 0</p>
<p>Scope of Service   LEA WIDE- Including all Sub-groups</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:</p>		<p>Scope of Service   LEA wide: including all sub-groups</p> <hr/> <p><input checked="" type="checkbox"/> All          -----          OR:</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>Technology will be incorporated into daily lessons. Progress will be made towards One on One student to tablet/device. Replace 20% of desktop computers to insure newest technology capabilities.</p>	<p>Education programs included in Goal 4 and 5 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>Replace 20% of desktop computers 4000-4999: Books And Supplies Supplemental and Concentration 8,500</p> <p>Replace 20% of desktop computers 4000-4999: Books And Supplies Base 2,750</p> <p>Increase Tablets 4000-4999: Books And Supplies Supplemental and Concentration 5,000</p> <p>Increase Tablets 4000-4999: Books And Supplies Locally Defined 5,000</p> <p>Typing/Keyboarding Program 4000-4999: Books And Supplies Other 800</p>	<p>Action met:</p> <ol style="list-style-type: none"> <li>1. 100% of Primary Teaching Staff incorporate technology into daily lessons.</li> <li>2. 100% of Middle/High School teaching staff incorporates technology into their daily lessons.</li> </ol> <p>(This action and service is vague and we will clarify in next year's plan.)</p> <p>Action met:</p> <ol style="list-style-type: none"> <li>3. Progress was made toward one on one student tablets.</li> </ol> <p>Action not met:</p> <ol style="list-style-type: none"> <li>4. 20% of desktop computers were not replaced.</li> </ol>	<p>Education programs included in Goal 4 and 5 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p> <p>Replace 20% of desktop computers 4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>Replace 20% of desktop computers 4000-4999: Books And Supplies Base 0</p> <p>Increase Tablets 4000-4999: Books And Supplies Supplemental and Concentration 4,429</p> <p>Increase Tablets 4000-4999: Books And Supplies Locally Defined (Bond Funds, Foundation Funds, etc) 0</p> <p>Typing/Keyboarding Program 4000-4999: Books And Supplies Other 0</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA WIDE- Including all Sub-groups</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA WIDE- Including all Sub-groups		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA wide including all subgroups</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	LEA wide including all subgroups	
Scope of Service	LEA WIDE- Including all Sub-groups						
Scope of Service	LEA wide including all subgroups						
<p>Begin ELA Common Core adoption process.</p>	<p>Teacher release time for trainings at LCOE 1000-1999: Certificated Personnel Salaries Base On-going</p>	<p>Action Met:</p> <ol style="list-style-type: none"> <li>1. CCSS Language Arts program adoption is being reviewed by 25% of</li> </ol>	<p>Teacher release time for trainings at LCOE 1000-1999: Certificated Personnel Salaries Base 3,500</p>				

	Substitute time for trainings at LCOE 1000-1999: Certificated Personnel Salaries Base 2,500	the teaching staff.	Substitute time for trainings at LCOE 1000-1999: Certificated Personnel Salaries Base 1,500				
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Develop a pacing schedule K-12 for Language Arts and Mathematics	Teacher time 1000-1999: Certificated Personnel Salaries	Action met: 1. 100% of Primary and High School teaching staff have developed a pacing schedule for Language Arts and Mathematics. These were submitted to the District office.	Teacher Time 1000-1999: Certificated Personnel Salaries Base 3,300				
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Provide support staff (instruction aides). 1 aide per combination class. Hire 1 full time Title 1 teacher.	Instructional Aide salaries- increase by one 4 hour position 2000-2999: Classified Personnel Salaries Supplemental and Concentration 48,000  Instructional Aide benefits 3000-	Actions not met: 1. 100% of Instructional aide time was continued from the 2014-2015 school year.  2. The additional 4 hour aide position	Instructional Aide salaries-increase by one 4 hour position 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0  Instructional Aide benefits 3000-3999: Employee Benefits Supplemental and				

	3999: Employee Benefits Supplemental and Concentration 11,000	was not filled.	Concentration 0				
	Aides will attend day before school orientation/training with teachers	3. 75% of combination classes at the Primary Site were provided with an aide.	Aides will attend day before school orientation/training with teachers 2000-2999: Classified Personnel Salaries Base 0				
		4. A full time Title 1 teacher was not hired.					
		Action Met:					
		5. 100% of the Aides attended the day before school orientation/training with teachers.					
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<p>15/16 Facility Projects per 5 year facility plan.</p> <p>* Largest focus on outside areas, playground, PE/Sports fields, and appearances</p> <p>* Mitel phone systems</p> <p>* General maintenance and upkeep to provide for a prideful environment.</p>	Mitel Phone Project 6000-6999: Capital Outlay Base 25,000	Actions met:	Mitel Phone Project 6000-6999: Capital Outlay Base 23,113				
	Primary Playground Renovation 5000-5999: Services And Other Operating Expenditures Maintenance 7,000	1. 100% of District phone service has been updated with Mitel.	Primary Playground Renovation 5000-5999: Services And Other Operating Expenditures Maintenance 500				
	High School Field Renovation 5000-5999: Services And Other Operating Expenditures Maintenance 7,000	2. General maintenance and upkeep to provide for a prideful environment has been provided by the District Maintenance staff and Inmate crews.	High School Field Renovation 5000-5999: Services And Other Operating Expenditures Maintenance 0				
	Small Maintenance Projects 4000-4999: Books And Supplies Maintenance 5,000		Small Maintenance Projects 4000-4999: Books And Supplies Maintenance 5,000				
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Upon review of the action items listed for the 2015-2016 school year, the following actions, services, and expenditures will be made as result of past progress/changes to goals. 1. 100% of courses will be taught by Highly Qualified teachers as directed by Board Policy. 2. Make advancement toward one on one tablets/technology a higher priority. Replace computers that are used for instruction and attached to projectors. 3. Make hiring a 50% or more Title 1 teacher a priority. 4. Continue to include Love and Logic as professional development. 5. Refine and modify annual pacing guides, in August, for the 2016-2017 school year for Language Arts and Mathematics (TK-12th grade). 6. Teaching staff will create weekly lesson plans/schedules to be submitted and reviewed by Administration, Lead Teacher and filed with Business Manager. 7. Ensure that all combination classes are provided with an aide. 8. High School, Middle School, and Primary School (primary's was created in 2015) will create and utilize CCSS based report cards and grading systems by August 2016, when applicable.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Family engagement will be addressed at all grade levels. Relationships will be fostered between home, school, and communities to improve student performance, achievement and confidence.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase participation in family engagements activities from 35% in 14/15 to 50%. Weekly call logs. Increase survey participation to 50% of households on each survey Decrease parent issues and complaints-establish baseline.	Actual Annual Measurable Outcomes: 3A: A new baseline for parents attending school functions will be established for 2016-2017 utilizing sign in sheets. 3A: Increase the # of parent surveys returned to 50 or more from this year's 29.  3A: Our district increased the opportunities given to parents for input on key educational issues at their schools by sending home 2-3 surveys throughout the year, giving access to a survey on our website, and getting feedback from PAC in Advisory/Site Council meetings.  3B: We currently have 1 ELA/ELD student at our district. Therefore, ELAC and DELAC are not established. ELA/ELD are encouraged to participate in PAC, and Advisory/Site Council meetings.  3C: Increase the % of Exceptional Needs parents participating in school functions and meetings. Our district will establish a baseline in 2016-2017 utilizing sign in sheets for all students and confidentially identifying the % of Exceptional Needs Parents participation.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide communication between the school and households with weekly information calls,	BlackBoard Connect 5000-5999: Services And Other Operating	Actions Met:: 1. BlackBoard Connect---Weekly informational calls are to staff, students	Blackboard Connect 5000-5999: Services And Other Operating

<p>monthly newsletters including Home and School Connection (both sites), update electronic sign weekly with all upcoming events.</p>	<p>Expenditures Supplemental 1,100 Home and School Connection 5000-5999: Services And Other Operating Expenditures Title I 240 Newsletter Supplies 4000-4999: Books And Supplies Base 500 Staff Time 0000: Unrestricted Base School and Parent Facebook page-run by Site Council Representative 0</p>	<p>and parents to communicate upcoming district events. 2. Home and School Connection was used to communicate educational messages and tips to parents monthly. 3. The electronic sign (marque), is updated weekly by maintenance staff to communicate upcoming District events. Action not met: 4. Monthly Newsletters have been sent home 38% District Wide.</p>	<p>Expenditures Supplemental 1,090 Home and School Connection 5000-5999: Services And Other Operating Expenditures Title I 239 Newsletter Supplies 4000-4999: Books And Supplies Base 500 Staff Time 0000: Unrestricted Base 3500 School and Parent Facebook page-run by Advisory Committee Representative 1000-1999: Certificated Personnel Salaries Base 0</p>
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<p>Administer 2 to 3 parent surveys and 2 to 3 student surveys annually. Report results.</p>	<p>SurveyMonkey 5000-5999: Services And Other Operating Expenditures Supplemental 200 Staff Time 0000: Unrestricted Base 0</p>	<p>Action ongoing: 1. Survey Monkey is available to parents and community members through the District Web site. Actions met: 2. 11/64(17%) parent surveys were completed and returned for the Primary site for the 1st of 3 parent surveys distributed. Sierra Primary sent home</p>	<p>Survey Monkey 5000-5999: Services And Other Operating Expenditures Supplemental 60 Staff Time 0000: Unrestricted Base 0</p>

		<p>Parent surveys via US Postal Service and handed them to parents during Parent-Teacher conferences. Results were shared with the Advisory Committee.</p> <p>3. Sierra Primary Site surveyed 100% of students, 3 times during the school year. Results were shared with the Advisory Committee.</p> <p>4. 18/80 (22%) of parent surveys were received from the High School/Middle School. Results were shared with the Advisory Committee. 2 surveys were sent; one in October and the other in February.</p>	
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<p>New Website- Each site will have an administer to do weekly updates. Each teacher will update their page at least monthly.</p>	<p>New Website 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 1,000</p> <p>Website Adminstration 0000: Unrestricted Locally Defined (Bond Funds, Foundation Funds, etc) 1,000</p> <p>Staff time 0000: Unrestricted Base 0</p> <p>Pictures from Parent Events and student activities will be updated 0</p>	<p>Action Met:  1. The District purchased the license for a new web page.  2. The District secretary administers the weekly updates and verifies parental photo authorization prior to posting images of students.</p> <p>Action not met:  3. Teacher/staff updates have been intermittent due to problems with the web page.</p>	<p>New Website 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 4340</p> <p>Website Administration 0000: Unrestricted Locally Defined (Bond Funds, Foundation Funds, etc) 1000</p> <p>Staff Time 0000: Unrestricted Base 0</p> <p>Pictures from Parent Events and student activities will be updated 1000-1999: Certificated Personnel Salaries Base 0</p>

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<p>Family Engagement events and/or workshops monthly. Events will be both site specific and district-wide.</p>	<p>Event Supplies 4000-4999: Books And Supplies Supplemental 500</p> <p>Event Incentives 4000-4999: Books And Supplies Supplemental 500</p>	<p>Action met:</p> <p>1. 100% of Sierra Primary events, listed in the LCAP have been conducted. There were changes made to one of the scheduled events, but Advisory Committee approval was received prior to that change being implemented.</p> <p>Action not met:</p> <p>2. The High School has conducted 15% of the events listed in the Advisory Committee identified events.</p>	<p>Event Supplies 4000-4999: Books And Supplies Supplemental 500</p> <p>Event Incentives 4000-4999: Books And Supplies Supplemental 850</p>				
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<p>Site Council and Parent Advisory Committee (PAC) will meet monthly. Primary School secretary will attend</p>	<p>Additional salary for increase in hours- Secretary 2000-2999: Classified Personnel Salaries Base</p>	<p>Actions met:</p> <p>1. Advisory Committee/Site Council and Parent Advisory Committee (PAC) meet</p>	<p>Additional salary for increase in hours- Secretary 2000-2999: Classified Personnel Salaries Base 0</p>				

<p>meetings and report out. Title 1 teacher will attend.</p>	<p>250</p>	<p>monthly. This schedule was modified on 2/25/16 to increase to weekly meetings, allowing the Advisory Committee adequate time to review pertinent/necessary data.</p> <p>2. The Primary School Secretary has attended 2 of the monthly meetings. The Advisory Committee minutes are generally kept by the Title 1 /Primary Lead Teacher in those meetings.</p> <p>3. The Title 1/ Primary Lead teacher has attended 100% of the Advisory Committee/ Site Council meetings.</p>	
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<p>Staff will conduct home visits and contact families who are unable to, or don't attend school functions and conferences.</p>	<p>Staff time 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>Actions met:</p> <p>1. Sierra Primary has conducted 5 home visits as well as made additional contact with parents that were unable to attend Parent-conferences.</p> <p>2. Flyers, all-calls, and Newsletter announcements have been provided to parents to alert them of Sierra Primary school functions/events/awards ceremonies.</p> <p>3. All-calls have been made to Herlong High School families to alert them of sporting events/items, testing</p>	<p>Staff Time 1000-1999: Certificated Personnel Salaries Base 0</p>

		<p>schedules and meetings of interest.</p> <p>4. High school staff have conducted home visits as needed.</p>	
<p>Scope of Service   LEA WIDE- Including all Sub-groups</p> <hr/> <p>X All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA WIDE-Including all Sub-groups</p> <hr/> <p>X All          -----          OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>	
<p>Parent conferences will be held 2x annually.          Sierra Primary will be held at end of 1st and 2nd trimester.          Herlong High will be held twice during the year at times scheduled by staff and administration.</p>	<p>Staff time 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>Action met:</p> <p>1. Sierra Primary held 2 parent conferences available to all students. The first parent conference was established for parents to receive their child's progress reports and discuss assessment results on MAP testing, IStation (LA), and Success Maker (math). Goal setting and support tips were also discussed.</p> <p>2. Sierra Primary's 2nd Parent Conference meeting was made available to all interested parents. These meetings were designated to discuss student report cards, Assessment results, enrichment opportunities, interventions, and goal setting. It also served to alert parents of possible retention.</p> <p>3. Herlong High School staff is making mandatory calls to parents when a student has a D or F on their report card. Teachers meet with parents, make phone calls or email parents</p>	<p>Staff Time 1000-1999: Certificated Personnel Salaries Base 0</p>

		when necessary throughout the year. Phone calls are also made letting parents know of upcoming events and for disciplinary issues in the classroom.					
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The changes in actions, services, and expenditures will be made as a result of reviewing past progress/changes to goals.</p> <ol style="list-style-type: none"> <li>1. Discontinue the use of Home and School Connections license.</li> <li>2. Increase the monthly Newsletter distribution to 100% for the Primary, Middle School, and High School.</li> <li>3. Increase Parent Survey collection for Sierra Primary, Middle School, and High school.</li> <li>4. Increase Parent and student surveys to 3 times per year. The 1st (distributed and collected) in September, the 2nd in January, and the 3rd in May.</li> <li>5. Family Engagement Nights should occur at the Primary School Monthly. Events should include teacher participation and be academic in nature. Community Events must occur monthly at the High School with teacher participation.</li> <li>6. Family Engagement Nights and Community Events must be decided on by staff and administration by August and placed on the District Calendar.</li> <li>7. Parent Conferences will be conducted 1 time by the primary school and as needed throughout the year. High school will meet with parents at registration and as needed throughout the year. The superintendent can modify the frequency and process as he/she sees fit.</li> <li>8. Parent Conferences will include MAP assessment review and grade equivalency(TK-12), IStation assessment results (TK-8), Moby Max assessment results(TK-8), High School Assessment results, goal setting, and tips/strategies to help support the student.</li> </ol>						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 3 from prior year LCAP:	All district schools will be a place where students feel comfortable and safe, a place they want to be. Truancy rates will decrease by 10%, behavior referrals and suspension rates will decrease by 10%.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Truancy rates will decrease by 10% (14/15 chronic absenteeism rates: K-6 28%, 7-8 43%, 9-12 55%) Attendance rates will increase by 10% Drop out rate will decrease by 20% (12/13 9th-12th from SARC 9.1%) Suspension and behavior referrals- establish baseline(14/15 K-6 .22, 7-8 0.0, 9-12 .11) Graduation Rate will increase by 5% (14/15- 83%)	Actual Annual Measurable Outcomes:	5A: Student attendance rates will increase from 94.37% in 2014-2015 to 97%. 5B: Reduce chronic absenteeism by 10% from the baseline being established in 15/16. 5C: Maintain middle school dropout rates of 0%. 5D: High school cohort dropout rates will decrease in number from 4 to 0. 5E: High school cohort graduation rates will increase from 77% to 94%. 6A: Reduce the suspension rates by 10%. 6B: Maintain expulsion rate of 0%. 6C: Increase feeling of safety. A baseline will be established in 2016-2017 utilizing parent surveys, PAC feedback, and written concerns submitted to the District Office, student surveys and staff surveys.
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide counseling to students. Title 1 teacher with lead teacher duties at Primary School. Continue with behavior counseling Partner with One- Stop/Family Resource Center for mental health counseling Continue with LCOE Social Groups	Title 1 teacher salaries- in Goal 5 1000-1999: Certificated Personnel Salaries Title I 0 Behavior Counseling 5000-5999: Services And Other Operating Expenditures Supplemental 1,500 Lead Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental 1,500	Actions met:: 1. Sierra Primary's Title 1 teacher has Lead Teacher duties as well as a full-time general ed classroom. 2. Sierra Primary continues to provide counseling opportunities through the RTI process as well as preexisting arrangements.	Title 1 teacher salaries-in Goal 5 1000-1999: Certificated Personnel Salaries Title I 0 Behavior Counseling 5000-5999: Services And Other Operating Expenditures Supplemental 0 Lead Teacher Stipend

		<p>2. Primary, Middle School and High school continue to partner with One-Stop/Family Resource Center for mental health counseling.</p> <p>6. Fort Sage middle School and Herlong High School continued to partner with LCOE for Social Group counseling services.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 8,000</p>
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<p>Expand RTI- meet more often, for a shorter duration</p>	<p>Supplies 4000-4999: Books And Supplies Base 400</p>	<p>Actions met:</p> <p>1. Sierra Primary provides RTI services including data analysis, tracking, minutes, and a routine for qualifying for referral. This process is supported by Tier 1, Tier 2, and Tier 3 as defined by PBIS.</p> <p>2. Fort Sage Middle School and Herlong High School staff continued their practice to meeting weekly for RTI services. Meetings included discussions and modifications to Tier 3 interventions utilizing available data from observations, samples of work, MAP assessments, and CAASPP scores. Students are referred to the group for initial consideration and followed up on to determine the need for Tier 2 interventions. Tier 2</p>	<p>Supplies 4000-4999: Books And Supplies Base 0</p>

		<p>Interventions are implemented by all applicable staff. Students are monitored to determine the need for refinement of Tier 2 interventions in place and possible rererral. This process is a continuation of PBIS practices in place at Herlong High</p>	
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<p>Address attendance issues          Continue contract with Lassen County Probation and Lassen County SARB          Family Attendance Awards Monthly-</p>	<p>Lassen County Probation Truancy Contract 5000-5999: Services And Other Operating Expenditures Base 6,000</p> <p>Family Awards for attendance-Theater Package 4000-4999: Books And Supplies Supplemental 500</p> <p>Attendance Incentives 4000-4999: Books And Supplies Supplemental 250</p>	<p>Actions met:</p> <ol style="list-style-type: none"> <li>1. Sierra Primary has increased from trimester attendance awards to monthly attendance awards. This included the "Wall of Fame" which recognized students on MAP, IStation, Moby Max, student of the month, Character Counts, Accelerated Reader, and fastest mile.</li> <li>2. Middle School/High School had semester awards ceremony as well as a athletics award and FFA awards ceremony</li> <li>3. Fort Sage Unified District has continued to contract with Lassen County Probation and Lassen County SARB.</li> <li>4. Fort Sage School District maintained regular contact with Lassen County Probation including requesting home</li> </ol>	<p>Lassen County Probation Truancy Contract 5000-5999: Services And Other Operating Expenditures Base 6,000</p> <p>Family Awards for attendance-Theater Package 4000-4999: Books And Supplies Supplemental 0</p> <p>Attendance Incentives 4000-4999: Books And Supplies Supplemental 250</p>

		<p>visits when habitually absent students were absent.</p> <p>5. Sierra Primary contacted Lassen Health Department to establish Flu shots, for the 2016-2017, being made available to students, staff, and parents.</p> <p>6. Sierra Primary requested and received, from the Health Department, a student educational overview of strategies for staying healthy year round. A presentation will be provided for the 2015-2016 and 2016-2017 school year to students.</p>	
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<p>Continue PBIS- PAWS and SIRR cards          Assemblies          SWIS          Train ALL staff on ideals and concepts</p>	<p>Substitute Salaries for PBIS training 1000-1999: Certificated Personnel Salaries Base 1,200</p> <p>Box Out Bullying Assembly 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 2,000</p> <p>Box Out Bullying Teacher Training 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 500</p> <p>PAWS and SIRR Incentives 4000-</p>	<p>Action met:          1. Sierra Primary continued with PBIS county training for Tier 3 interventions. This information has been utilized at the primary site to support Tier 3 students.</p> <p>Action not met:          2. SWIS was terminated</p> <p>Actions Met:          3. Sierra Primary sent a site representative to be trained at the LCOE by PBIS coordinators on Tier 3 interventions. The representative teachers established PLC's to train</p>	<p>Substitute Salaries for PBIS training 1000-1999: Certificated Personnel Salaries Base 500</p> <p>Box out Bullying Assembly 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 2,800</p> <p>Box Out Bullying Teacher Training 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 0</p> <p>PAWS and SIRR Incentives 4000-4999: Books And Supplies</p>

	<p>4999: Books And Supplies Supplemental 750 SWIS- through Behavior Health 0</p>	<p>primary staff on Tier 3 strategies. protocol and procedures for implementation during the RTI process.</p> <p>4. Sierra Primary staff have been trained on the use of PAWS, discipline tickets, Tier 1 and 2 school-wide intervention strategies.</p> <p>5. Sierra Primary has an established the District Secretary to input data for the SWIS program at the Primary Site.</p> <p>6. Fort Sage Middle School and Herlong High School have discussed the use of PBIS and Tier 3 interventions daily in classes.</p> <p>7. Fort Sage Middle School and Herlong High School have implemented a a rewards system giving students special privileges on Fridays for behavior aligned with established expectations.</p> <p>8. All office referrals at the Middle/High School are recorded in Aeries for data collection.</p> <p>9. Fort Sage Middle School and Herlong High School ran a trial of live school to track positive student behaviors with a reward system.</p>	<p>Supplemental 850 SWIS 0</p>
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_ Other Subgroups: (Specify)							
Love and Logic Trainings for ALL staff and parents	Training and Supplies 5000-5999: Services And Other Operating Expenditures Title I 500	Action met: 1. Sierra Primary has scheduled a PLC for Love and Logic Training.	Training and Supplies 5000-5999: Services And Other Operating Expenditures Title I 0				
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Each class will include engaging and exciting lessons that students will not want to miss out on.	On-going- Staff time 0	Action Ongoing: 1. Sierra Primary teachers created and submitted, to the District office, weekly lesson plans/schedules for review by Lead Teacher and filed for audits/academic minute verification.  2. Fort Sage High School submits a semester syllabus for each class, pacing guides, and final tests to the Lead Teacher and Superintendent for review.	On-going staff time 1000-1999: Certificated Personnel Salaries Base 0				
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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?	The changes in actions, services, and expenditures will be made as a result of reviewing past progress/changes to goals. 1. Fort Sage Unified may consider increasing the number of district wide PLCs to improve communication between sites and dissemination of information to site level staff following training, such as PBIS, Love and Logic, and topics as determined by the Superintendent. 2. Consider purchasing a data analyzer program, such as SWIS, to make data on school wide behavior and trends easily accessible. 3. Continue to improve the RTI process by increased data analysis and tracking. 4. Continue training on using PBIS tier 1,2,3 with fidelity.		

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Original GOAL 4 from prior year LCAP:	Students will be prepared for post-secondary education or vocational opportunities. Class options: CTE, College Prep, or basic graduation track with counseling toward each goal will be provided. Extra curricular choices: field trips, sports, activities, clubs	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Enrollment in courses Graduation rate at increase 10% (14/15 83%) Drop Out rate will decrease by 20% (12/13- 9.1%) Science Scores- 75% proficient or above Post Secondary/college/vocation school enrollment- 20% of seniors Extra-curricular rates = 80% of high school students Increase # of students enrolled in AP Courses by 5% (14/15- 4 students took 1 course) Credit Recovery- (14/15 24 students enrolled) All A-g courses UC/CSU certified (13/14 63%)	Actual Annual Measurable Outcomes: 5A: Student attendance rates increased from 94.37% in 2014-2015 to 97%. 5B: Reduce chronic absenteeism by 10% from the baseline being established in 15/16. 5C: Maintain middle school dropout rates of 0%. 5D: High school cohort dropout rates will decrease in number from 4 to 0. 5E: High school cohort graduation rates will increase from 77% to 94%. 7A: All of our students had access to a visual and/or performing arts class throughout the year. We will maintain 100% access for the 2016-2017 school year. 7A: All of our students had access to a Career and Technical Education class at least one semester. 7B: All of our students with exceptional needs had full course access or access to the Resource Program. 8A: 100% percent of 8th grade students are eligible for enrollment in an A-G four-year, academic high school plan at the end of 8th grade. The district will maintain this 100% eligibility in 2016-2017 based on MAP scores.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Transition from NovaNet to GradPoint	GradPoint- Credit Recovery, AP, On-line Courses- 20 5000-5999: Services And Other Operating Expenditures Supplemental 6,500	Action met: 1. GradPoint was purchased for Fort Sage High School  2. The High School is currently	GradPoint-Credit Recovery, AP, On-line courses-20  5000-5999: Services And Other

	<p>GradPoint- Credit Recovery, AP, On-line Courses- 20 5000-5999: Services And Other Operating Expenditures REAP 6,500</p> <p>GradPoint Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental 2,000</p> <p>APEX- online courses 5000-5999: Services And Other Operating Expenditures REAP 3,000</p>	<p>reviewing other options to replace GradPoint.</p> <p>Action not met: 3. During the 2015-2016 school year no AP courses were taken at Fort Sage High School.</p>	<p>Operating Expenditures Supplemental 6,500</p> <p>GradPoint-Credit Recovery, AP, On-line courses-20</p> <p>5000-5999: Services And Other Operating Expenditures REAP 6,500</p> <p>GradPoint Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental 0</p> <p>APEX-Online courses 5000-5999: Services And Other Operating Expenditures REAP 0</p>
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<p>Begin implementing changes to Next Gen Science. Science labs taking place at all grade levels.</p>	<p>Science lab supplies 4000-4999: Books And Supplies Lottery 2,500</p>	<p>Actions met: Sierra Primary continued to use Next Gen Science and has identified a location to establish a new Science room.</p> <p>Herlong High School continued use of the Next Generation Science Standards in all applicable classes. Physical science, biology and advanced biology all meet the UC a-g requirement.</p>	<p>Science lab supplies 4000-4999: Books And Supplies Lottery 0</p>
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<p>OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>		<p>OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	
<p>Increase CTE class offerings. Continue with 2+2 programs with Lassen Community College Hire teacher at Herlong High, capable of teaching CTE classes Increase use of Paxton Patterson programs for STEM and CTE</p>	<p>Paxton Patterson Training 5000-5999: Services And Other Operating Expenditures Supplemental 3,000</p>	<p>Action met:                  1.An automotive repair instructional aide was hired for part time work at Herlong High School. The program has been very successful.                   2. Paxton Patterson programs were utilized in Fort Sage middle school career exploration classes.</p>	<p>Paxton Patterson Training 5000-5999: Services And Other Operating Expenditures Supplemental 0</p>
<p>Scope of Service   LEA WIDE- Including all Sub-groups</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA WIDE- Including all Sub-groups</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	
<p>Provide a counselor</p>	<p>.17 TO .34 FTE counselor 1000-1999: Certificated Personnel Salaries Supplemental 15,000                  .17 TO .34 FTE counselor benefits 3000-3999: Employee Benefits Supplemental 2,175                  Bridges Software 5000-5999: Services And Other Operating Expenditures Supplemental 400</p>	<p>Action not met:                  1.A counselor was not hired.</p>	<p>.17 to .34 FTE counselor 1000-1999: Certificated Personnel Salaries Supplemental 0                  .17 to .34 FTE counselor benefits 3000-3999: Employee Benefits Supplemental 0                  Bridges Software 5000-5999: Services And Other Operating Expenditures Supplemental 400</p>
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<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>K-8 educational programs to include a broader course of study. Kidscape 6th Grade Science Trip County Grade Specific Trips</p>	<p>KidScape 5000-5999: Services And Other Operating Expenditures REAP 3000 6th Grade Science Trip 5000-5999: Services And Other Operating Expenditures REAP 5,000 Field Trips- travel, bus 5000-5999: Services And Other Operating Expenditures Supplemental 2,000</p>	<p>Action met: 1. K-8th grade educational programs included KidScape. 2. 6th grade took a geology themed field trip to the Lassen Volcanic National Park and toured the Subway Cave. 3. Lassen County 4th Grade History Day was attended by Sierra Primary 4th grade students on March 11, 2016. 4. Lassen County 3rd Grade History Day will be attended by Sierra Primary 3rd grade students on May 13, 2016. 5. 5th Grade, Day in the Desert, attended on April 19, 2016. 6. 7th and 8th grade participated in the Renaissance Fair, Cinco De Mayo Activities, career day and Ancient Civilization Work Groups</p>	<p>Kidscape 5000-5999: Services And Other Operating Expenditures REAP 6306 6th Grade Science Trip 5000-5999: Services And Other Operating Expenditures REAP 60 Field Trips-travel, bus 5000-5999: Services And Other Operating Expenditures Supplemental 150</p>
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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?	The changes in actions, services, and expenditures will be made as a result of reviewing past progress/changes to goals. 1. AP courses will be offered online and in classes with certificated staff. 2. Change from GradPoint to FUEL for AP, Credit Recovery, and on-line courses 3. Continue to contract with KidScape for Visual and Performing arts		

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	80% of students will meet their MAP growth projection annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify																																																																																										
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All																																																																																											
Expected Annual Measurable Outcomes:	MAP scores- RIT, growth projection, 80% of all students will meet growth projections CASSP Scores-establish baselines, then increase 10% annually AYP and API- establish baseline, then increase 10% annually	<p>Actual Annual Measurable Outcomes:</p> <p>4A: Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2014-2015 and 2015-2016 CAASPP ELA and Math scores will be used to determine these targets. The data for 2015-2016 will be available in the Fall of 2016. Data will be obtained and growth targets will be determined for 2016-2017.</p> <table border="1"> <thead> <tr> <th>CAASPP ELA 14/15</th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> <th>7th</th> <th>8th</th> <th>11th</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of Students Enrolled</td> <td>21</td> <td>18</td> <td>22</td> <td>17</td> <td>24</td> <td>27</td> <td>43</td> <td>172</td> </tr> <tr> <td>Number of Students Tested</td> <td>20</td> <td>12</td> <td>15</td> <td>13</td> <td>20</td> <td>39</td> <td>142</td> <td></td> </tr> <tr> <td>Percent of Enrolled Students Tested</td> <td>95.2 %</td> <td>66.7 %</td> <td>68.2 %</td> <td>76.5 %</td> <td>83.3 %</td> <td>85.2 %</td> <td>90.7 %</td> <td>82.6 %</td> </tr> <tr> <td>Standard Exceeded</td> <td>5 %</td> <td>18 %</td> <td>0 %</td> <td>0 %</td> <td>5 %</td> <td>9 %</td> <td>8 %</td> <td>6 %</td> </tr> <tr> <td>Standard Met</td> <td>26 %</td> <td>18 %</td> <td>7 %</td> <td>31 %</td> <td>15 %</td> <td>22 %</td> <td>21 %</td> <td>20 %</td> </tr> <tr> <td>Standard Nearly Met</td> <td>21 %</td> <td>18 %</td> <td>20 %</td> <td>15 %</td> <td>25 %</td> <td>35 %</td> <td>37 %</td> <td>27 %</td> </tr> <tr> <td>Standard Not Met</td> <td>47 %</td> <td>45 %</td> <td>73 %</td> <td>54 %</td> <td>55 %</td> <td>35 %</td> <td>34 %</td> <td>46 %</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>CAASPP Mathematics 14/15</th> <th>3th</th> <th>4th</th> <th>5th</th> <th>6th</th> <th>7th</th> <th>8th</th> <th>11th</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of Students Enrolled</td> <td>21</td> <td>18</td> <td>22</td> <td>17</td> <td>24</td> <td>27</td> <td></td> <td></td> </tr> </tbody> </table>	CAASPP ELA 14/15	3rd	4th	5th	6th	7th	8th	11th	Total	Number of Students Enrolled	21	18	22	17	24	27	43	172	Number of Students Tested	20	12	15	13	20	39	142		Percent of Enrolled Students Tested	95.2 %	66.7 %	68.2 %	76.5 %	83.3 %	85.2 %	90.7 %	82.6 %	Standard Exceeded	5 %	18 %	0 %	0 %	5 %	9 %	8 %	6 %	Standard Met	26 %	18 %	7 %	31 %	15 %	22 %	21 %	20 %	Standard Nearly Met	21 %	18 %	20 %	15 %	25 %	35 %	37 %	27 %	Standard Not Met	47 %	45 %	73 %	54 %	55 %	35 %	34 %	46 %	CAASPP Mathematics 14/15	3th	4th	5th	6th	7th	8th	11th	Total	Number of Students Enrolled	21	18	22	17	24	27		
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Standard Exceeded	0 %	0 %	0 %	8 %	5 %	0 %
Standard Met	5 %	27 %	0 %	15 %	5 %	17 %
Standard Nearly Met	47 %	18 %	13 %	31 %	32 %	26 %
Standard Not Met	47 %	55 %	87 %	46 %	58 %	57 %
						61 %

4B: Score on Academic Performance Index: 2013 API Sierra Primary 738 Fort Sage Middle 635 Herlong High 650. Multiple measure replacement for the API are under development.

4C: No students completed courses for college and career readiness, A-G courses or CTE Sequences. This will increase by 2 or more students in 2016-2017. (CALPADS)

4D: English Proficiency – Our measurable outcome is their language proficiency level will increase by 1 (one) each school year. This year 0% of our ELA students grew by one level. (AMAO 1).

4E: ELA reclassification rate – Our rate of reclassified ELA students will increase by 1 students as compared to this year's 0.

4F: Share of students that pass AP exams with three or higher will increase. 0 students took the AP exam in 2015-2016. That number will increase to 2 or more.

4G: Share of students participating in the Early Assessment Program (EAP) will increase by 3 or more students from this year's 0.

LCAP Year: 2015-16

		Actual Actions/Services		Estimated Actual Annual Expenditures
<p>Appropriate assessments and remedial software/programs at all grade level. Find a high school specific assessment system- such as Kahn Academy</p>	ESIG 5000-5999: Services And Other Operating Expenditures Title I 550	<p>Action Met: 1. ESGI was discontinued as an assessment tool.  2. IStation assessment/remediation/enrichment tool is utilized by K-8th Sierra Primary Students. Data is reviewed biweekly by the Primary School Title 1 teacher who sets up school-wide interventions for students low in reading and LA.  3. SuccessMaker was discontinued as an assessment tool.  4. Moby Max assessment/remediation/enrichment tool is utilized by K-8th for Math. Data is reviewed biweekly by the Primary School Title 1 teacher who sets up school-wide interventions for students low in math.  5. Read Naturally intervention program is utilized for students 2nd-6th. It's effectiveness is determined by increases in Fluency and Comprehension on IStation.</p>	ESGI 5000-5999: Services And Other Operating Expenditures Title I 0	
	I-Station 5000-5999: Services And Other Operating Expenditures Supplemental 3000		IStation 5000-5999: Services And Other Operating Expenditures Supplemental 3000	
	My Math Lab/Write to Learn 5000-5999: Services And Other Operating Expenditures REAP 1,000		My Math Lab/Write to Learn 5000-5999: Services And Other Operating Expenditures REAP 0	
	SuccessMaker 5000-5999: Services And Other Operating Expenditures Supplemental 4,500		SuccessMaker 5000-5999: Services And Other Operating Expenditures Supplemental 0	
	SuccessMaker 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 4,000		SuccessMaker 5000-5999: Services And Other Operating Expenditures Locally Defined (Bond Funds, Foundation Funds, etc) 0	
	High School Assessment 5000-5999: Services And Other Operating Expenditures REAP 1,500		High School Assessment 5000-5999: Services And Other Operating Expenditures REAP 0	
	Read Naturally 5000-5999: Services And Other Operating Expenditures Title I 1,000		Read Naturally 5000-5999: Services And Other Operating Expenditures Title I 1000	
	ALEKS 5000-5999: Services And Other Operating Expenditures Title I 1,000		ALEKS 5000-5999: Services And Other Operating Expenditures Title I 0	
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proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
MAP testing- Assessments done 3 times annually- all students, all grades	MAP Assessments 5000-5999: Services And Other Operating Expenditures Base 4,050 MAP Training 0	Action not met: 1. MAP assessments have been conducted for only TK-11th grade 3 times during the 2015-2016 school year. The 12th grade class did not MAP test.  2. MAP utilized for Language Arts, Mathematics, and Reading at the Primary, Middle and High School for Fall, Winter, and Spring testing windows. Reports were utilized by Certificated Staff for in class and after school remediation.	MAP Assessments 5000-5999: Services And Other Operating Expenditures Base 4,050 MAP Training 1000-1999: Certificated Personnel Salaries Base 0				
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Train staff on using assessment results to adjust instruction	No additional expense 0	Action Met: 1. Sierra Primary staff have been trained on using assessment results to adjust instruction during 2 PLC's.  2. The High School will use data information from test scores and other data to determine differentiated instruction.	No additional expense 2000-2999: Classified Personnel Salaries Base 0				

Scope of Service	LEA WIDE- Including all Sub-groups	Scope of Service	LEA WIDE- Including all Sub-groups
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<p>Intervention</p> <p>Hire full time Title 1 teacher</p> <p>Recess/Lunch Bunch</p> <p>Homework Club</p> <p>Use Advisory period for intervention and other organized activities</p>	<p>Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I 40,000</p> <hr/> <p>Title 1 Teacher benefits 3000-3999: Employee Benefits Title I 16,800</p> <hr/> <p>Homework Club- Snacks, supplies 4000-4999: Books And Supplies Supplemental 1,000</p>	<p>Action:</p> <ol style="list-style-type: none"> <li>1. No action has been taken to hire a full time Title 1 teacher.</li> <li>2. Sierra Primary implemented Homework Club during the 10:00-10:20 recess time.</li> <li>3. Sierra Primary implemented Lunch Bunch for students with incomplete work or needing support with behavior.</li> <li>4. The High School is currently looking to restructure their Advisory Period to improve existing interventions. Homework help is available for all middle/high school students during advisory and after school with Academic Support Teacher.</li> <li>5. Primary School Lead Teacher/ Title 1 teacher is working with the Superintendent/Principal to implement interventions during the Advisory Period for 7th and 8th grade.</li> <li>6. High School has staff designated for math intervention and credit recovery classes integrated into the class schedule.</li> </ol>	<p>Title 1 Teacher 1000-1999: Certificated Personnel Salaries Title I 25,000</p> <hr/> <p>Title 1 Teacher benefits 3000-3999: Employee Benefits Title I 10,000</p> <hr/> <p>Homework Club-Snacks, supplies 4000-4999: Books And Supplies Supplemental 0</p>

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<p>Make testing a competition. Post school scores. Educate students on the meaning of the tests and the importance of the results.</p>	<p>Incentives 4000-4999: Books And Supplies Base 500</p> <hr/> <p>Testing results posters/publications 4000-4999: Books And Supplies Base 500</p>	<p>Action Met:</p> <ol style="list-style-type: none"> <li>1. Sierra Primary posts test scores within each classroom using a system to ensure confidentiality.</li> <li>2. Sierra Primary created a Wall of Fame in the main building of the Primary school and the cafeteria. Categories(for TK-6th) include: highest growth in MAP (reading, LA, math), Highest scores on IStation reading, Moby Max Math, Accelerated Reading, and homework, Character Counts, Student of the Month.</li> <li>3. Primary students/teacher conferences provide students an opportunity to understand test scores and ask questions</li> <li>4. High school has educated students on the meaning of the test scores and utilized assessment scores as a metric on class placement.</li> </ol>	<p>Incentives 4000-4999: Books And Supplies Base 100</p> <hr/> <p>Testing results posters/publications 4000-4999: Books And Supplies Base 200</p>				
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<p>X All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p>		<p>X All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p>					

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Encourage reading- Provide reading opportunities above and beyond the curriculum. Provide access to a variety of reading books through the library. Use events and incentives to encourage reading, like Read Across America and Accelerated Reader.</p>	<p>Primary School Librarian 2000-2999: Classified Personnel Salaries Supplemental 5,800</p> <p>Primary School reading books-outside of text books 4000-4999: Books And Supplies Lottery 2,000</p> <p>7th to 12th grade reading books-outside of text books 4000-4999: Books And Supplies Lottery 3,000</p>	<p>Action Met:</p> <ol style="list-style-type: none"> <li>1. Sierra Primary held a Literacy/Family Night that included Literacy games, tips, and discounts at a local book store</li> <li>2. Sierra Primary utilizes Accelerated Reader to encourage reading and goal setting. Students that reach their goal participate in the trimester celebrations.</li> <li>3. The Herlong High staff encourages reading of novels and biography's that reach beyond the curriculum through advisory and English courses. Students have access to the High School Library and personal staff collections.</li> </ol>	<p>Primary School Librarian 2000-2999: Classified Personnel Salaries Supplemental 5,800</p> <p>Primary School reading books-outside of text books 4000-4999: Books And Supplies Lottery 700</p> <p>7th to 12th grade reading books-outside of text books 4000-4999: Books And Supplies Lottery 0</p>
<p>Scope of Service   LEA WIDE- Including all Sub-groups</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   LEA WIDE- Including all Sub-groups</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Upon reviewing data, the changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals:</p> <ol style="list-style-type: none"> <li>1. The High School will have a competitive system put in place tied to school wide performance expectations to encourage student performance.</li> <li>2. Improve student understanding of Assessment results and goal setting.</li> <li>3. Continue with the Wall of Fame at the Primary and increase student understanding of its significance.</li> </ol>	

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$273,630</u>
<p>Fort Sage Unified School District has an unduplicated count of 76.87%, and estimates the Supplemental and Concentration funding for 2016-17 to be \$273,630. The majority of the FSUSD unduplicated count is low income, 111 students out of 147 students (76%), only counts consist of 1 EL students (&lt;1%), and 0 foster students. Each of the 3 schools in the District have at least 62% unduplicated count (Sierra Primary- 93%, Fort Sage Middle-77%, Herlong High-62%, District Average w/out MLCS- 76.87%, MLCS- 46%, District Average with MLCS- 61.44% , therefore the Supplemental/Concentration funds will be used LEA-wide. Each of the goals in the LCAP pertain to all students of the District.</p>	
<p><b>Goal 1</b>  <b>Actions/services:</b>                      1.1 Professional Development for all staff in the following areas: COST: \$5000                      ELA and Math Common Core, classroom management/positive environment and relationship building, and differentiated learning                      Justification: Researched based studies indicates professional learning improves teachers' practice and student learning.</p>	
<p>1.2 Replace 20% of desktop computers COST: \$8,500.                      Justification: By having adequate technology available, students are able to access a broader scope of study and assessment tools such as: Advanced Placement courses, on-line courses, IStation, Moby Max, FUEL, APEX, CAASPP tests, MAP. These assessment tools are used by educators to drive instruction and determine if enrichment or remedial steps should be taken. Computer programs can provide students with additional access to information through ability leveling programs.</p>	
<p>1.3 Provide Instructional aide support COST: \$62,000                      Justification: Aide support provides a myriad of benefits to our school sites. It allows provide for an improved student to staff ratio, allowing for more support in behavior, and academics. Students will be provided with more individualized education, due to this additional staffing, which will increase the odds of graduation, improved attendance, and positive behavior.</p>	
<p><b>Goal 2</b>  <b>Actions/Services:</b>                      2.1 Utilize Blackboard Connect to relay messages to families about upcoming events, special activities, alerts, and requirements COST: \$1,100.                      Justification: Keeping families involved in upcoming events, testing dates and requirements, parent conferences, and safety alerts helps build trust and improves communication between school and home. When parents feel connected to the school they will tend help support school decisions, be open to utilizing school strategies and will reach out when they need support at home.</p>	

2.2 Utilize Survey Monkey, an online survey, to allow feedback from stakeholders on questions and concerns related to academics, safety, school activities, staff, grounds, extracurricular activities, etc. COST: \$200

Justification: Utilizing surveys allows for our school to get feedback on how families, staff, and students feel about the schools climate, academic choices, safety issues, goals, priorities, and extracurricular offerings. Our school will utilize survey data to look for patterns/trends, adjust for common areas of concern, areas of improvement, and new ideas.

2.3 Hold Family Engagement activities to increase to foster relationships between home, school and communities to improve student performance, achievement and confidence. COST: \$1000.

Justification: Studies indicate that "parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings." Adam, S.K., Baronberg, J., Pearson Allyn Bacon Prentice Hall, "Promoting Positive Behavior." Education.com

### Goal 3

#### Actions/services:

3.1 Provide behavior counseling to decrease behavior referrals and suspensions. COST: \$1,500

Justification: This will help promote positive behavior intervention and promote a safe school environment. This will help tier II and Tier III students get the support they need to become successful.

3.2 Utilize PAWS and SIRRS (positive behavior awards) for promoting positive behavior COST: \$500

Justification: These positive behavior incentives will promote a safe and productive school climate for all students at all grade levels.

3.3 Continue to implement attendance awards and incentives to increase attendance rates. COST: \$750

Justification: Research indicates "Greater learning, a brighter future, less delinquency, and more funds for school--there are countless benefits to increased student attendance." www.educationworld.com

3.4 Utilize the SWIS program (attendance and behavior tracking program) to monitor student behavior and attendance, looking for trends and patterns. COST: \$300

Justification: Analyzing data on student attendance and behavior allows our school to take look for trends and patterns both school wide and for individual subgroups and allows for interventions and incentives. Ongoing data analysis helps determine if the established interventions and incentives are improving attendance and behavior.

3.5 Designating Lead Teachers on both campuses allowing for additional support with behavior issues and curriculum implementation. COST: \$8000

Justification: Establishing Lead Teachers on both campuses allows for teachers and students to get additional support with behavior issues, curriculum implementation, and data analysis for site specific interventions and improvements.

### Goal 4

#### Actions/services:

4.1 Purchase and utilize computer programs designated for credit recovery, Advanced Placement classes, and on-line courses, CTE classes, to provide students with a broader course of study and enrichment. COST \$18,400

justification: Utilizing computer programs for credit recovery, Advanced Placement classes, on-line courses, and CTE classes will broaden the course of study, increase remediation and enrichment opportunities for students. This could increase student academic improvement, college readiness, and graduation rate.

4.2 Students will engage in grade level county and science field trips. COST: \$7,000

Justification: This provides students with an alternative means of accessing required grade level State standards for science and social studies. This interactive learning experience will introduce those standards in a way that is highly engaging and entertaining making this academic material more attainable to students.

4.3 Purchase KidScape COST: \$3000

Justification: Provide students with a visual and performing arts program (KidScape) for TK-8th grade that fulfills Educational Code requirements. This unique educational experience allows for students coping and behavior skills through an interactive, engaging and no pressure experience. Staff from KidScape are highly trained and successful at incorporating Educational Code requirements for visual and performing arts and proper social conduct. These skills will improve the climate of the school.

4.4 Hire or designate an academic counselor COST: \$18,000

Justification: This will increase student graduation rates and provide guidance for academic goals. Students will have access to this staff member to answer questions and concerns and establishing specific goals and course choices to ensure their ability to graduate with their cohort.

#### Goal 5

##### Actions/services:

5.1 Utilize IStation and My Math Lab/ writing to Learn computerized assessment and remedial software to improve students' academic performance and access to information. COST: \$4000

Justification: "IStation Reading Growth Study Grades 1-8, July 2014," Findings show that students using IStation Reading make greater gains in overall reading ability as compared to those who do not use or used less Istation Reading curriculum. This study also found that students at risk of reading failure make greater gains with sufficient amount of IStation Reading curriculum usage. Research Assistant Professor in the Department of Education Policy and Leadership, Simmons School of Education and Human Development, Southern Methodist University; cpatarapichy@smu.edu.

5.2 Utilize a Middle and High School specific assessment and incentives to help track student progress and improve graduation rates. COST: \$2000

Justification: These assessment tools are used by educators to drive instruction and determine if enrichment or remedial steps should be taken. This assessment will measure student progress towards grade level standards.

5.3 Continue to employ a Primary School librarian COST: \$5,800

Justification: This will help to promote literacy by increase access to reading materials in a variety of genres, modeling proper reading cadence, inflection and speed, and support students increase their reading levels. The librarian will utilize comprehension strategies to improve students understanding and retention of reading material. The ability to utilize comprehension strategies is a necessary skill to attain academic success. School librarians can promote the love of reading.

These funds will be used to provide services and programs to all students that will help them succeed in school, academically and personally. Supplemental funds will be used to provide teachers with professional development; purchase current technology for the classrooms; continue assessments in the absence of testing; hire additional instructional assistants to help in the classroom setting; promote positive behavior; and provide behavior and career counseling. Title 1 services will be available to all students K-8 with the school-wide Title 1 program, CELDT tests will be administered to ELA students, after-school programs will be offered in partnership with LCOE. FSUSD will continue its partnership with Lassen County SELPA in order to provide services to the special education population.

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.

9.59	%
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To meet the minimum proportionality percentage, Fort Sage Unified School District will increase the services to the unduplicated students by 9.49%. Of the 147 students enrolled, 76.87% are included in the unduplicated counts. 111 are low income, 0 homeless, 1 EL, and 0 foster children. The one significant subgroup is low income, the majority of our student population. Through the Local Control Accountability Data Addendum, the following areas to focus on were selected for the 2016-2017 school year.

Goal 1:  
All students will have access to state adopted, research based, current common core curriculum and technology that enables them to become 21st century learners, taught by highly qualified credentialed teachers, in a safe, encouraging, caring, data driven environment.

Actions/services:

1.1 Professional Development for all staff in the following areas: Cost of this action/service: \$5,000 Quantitative Increase.  
EL and Math Common Core, classroom management/positive environment and relationship building, and differentiated learning  
This will enhance student learning by better preparing staff to deliver Common Core Math and EL effectively. This will promote students' academic success.

1.2 Replace 20% of desktop computers COST of this action/service: \$8,500. Quantitative increase.  
By having adequate technology available, students will be able to access a broader scope of study and assessment tools such as: Advanced Placement courses, on-line courses, IStation, Moby Max, FUEL, APEX, CAASPP tests, MAP. These assessment tools will be used by Fort Sage staff to drive instruction and determine if enrichment or remedial steps should be taken. Computer programs will provide students with additional access to information through ability leveling programs.

1.3 Provide Instructional aide support COST: \$62,000 Quantitative increase.  
Aide support provides a myriad of benefits to our school sites. It will provide for an improved student to staff ratio, allowing for more support in behavior, and academics. Students will be provided with more individualized education, due to this additional staffing, which will increase the odds of graduation, improved attendance, and positive behavior.

Goal 2  
Family engagement will be addressed at all grade levels. Relationships will be fostered between home. school. and communities to improve student performance, achievement and confidence. Parents will be given access to information that will help them support their child's academics at home.

Actions/Services:

2.1 Utilize Blackboard Connect to relay messages to families about upcoming events, special activities, alerts, and requirements COST of this action/service: \$1,100. Quantitative increase.

Keeping families involved in upcoming events, testing dates and requirements, parent conferences, and safety alerts will build trust and improves communication between school and home. Parents will feel connected to the school and will potentially help support school decisions, be open to utilizing school strategies and will reach out when they need support at home.

2.2 Utilize Survey Monkey, an online survey, to allow feedback from stakeholders on questions and concerns related to academics, safety, school activities, staff, grounds, extracurricular activities, etc. COST of action/service: \$200 Quantitative increase.

Utilizing surveys will allow for our school to get feedback on how families, staff, and students feel about the schools climate, academic choices, safety issues, goals, priorities, and extracurricular offerings. Our school will utilize survey data to look for patterns/trends, adjust for common areas of concern, areas of improvement, and new ideas.

2.3 Hold Family Engagement activities to increase to foster relationships between home, school and communities to improve student performance, achievement and confidence. COST of action/service: \$1000. Quantitative increase.

This will provide an opportunity for families to feel more connected to the school.

### Goal 3

All district schools will be a place where students feel comfortable and safe, a place they want to be. Truancy rates will decrease by 1%, daily attendance average will be 96%, and behavior referrals and suspension rates will decrease by 10%.

#### Actions/services:

3.1 Provide behavior counseling to decrease behavior referrals and suspensions. COST of action/service: \$1,500 Quantitative increase.

This will help promote positive behavior intervention and promote a safe school environment. This will help tier II and Tier III students get the support they need to become successful.

3.2 Utilize PAWS and SIRRS (positive behavior awards) for promoting positive behavior COST of action/service: \$500 Quantitative increase.

These positive behavior incentives will promote a safe and productive school climate for all students at all grade levels.

3.3 Continue to implement attendance awards and incentives to increase attendance rates. COST of action/service: \$750 Quantitative increase.

This will encourage students to come to school on a regular basis. By being in school regularly, students will be present for more academic instruction.

3.4 Utilize the SWIS program (attendance and behavior tracking program) to monitor student behavior and attendance, looking for trends and patterns. COST of action/service: \$300 Quantitative increase.

Analyzing data on student attendance and behavior will allow our school to take look for trends and patterns both school wide and for individual subgroups and allows for interventions and incentives. Ongoing data analysis will help determine if the established interventions and incentives are improving attendance and behavior.

3.5 Designating Lead Teachers on both campuses allowing for additional support with behavior issues and curriculum implementation. COST of action/service: \$8000 Quantitative increase.

Establishing Lead Teachers on both campuses will allow for teachers and students to get additional support with behavior issues, curriculum implementation, and data analysis for site specific interventions and improvements.

### Goal 4

Students will be prepared for post-secondary education or vocational opportunities. Class options: CTE, college prep, or basic graduation track with counseling toward each goal will be provided. Extra curricular choices: field trips, sports, activities, clubs.

Actions/services:

4.1 Purchase and utilize computer programs designated for credit recovery, Advanced Placement classes, and on-line courses, CTE classes, to provide students with a broader course of study and enrichment.

COST of action/service \$18,400 Quantitative increase.

Utilizing computer programs for credit recovery, Advanced Placement classes, on-line courses, and CTE classes will broaden the course of study, increase remediation and enrichment opportunities for students. This will increase student academic improvement, college readiness, and graduation rate.

4.2 Students will engage in grade level county and science field trips. COST of action/service: \$7,000 Quantitative increase.

Students will be provided with an alternative means of accessing required grade level State standards for science and social studies. This interactive learning experience will introduce those standards in a way that is highly engaging and entertaining making this academic material more attainable to students.

4.3 Purchase KidScape COST of action/service: \$3000 Quantitative increase.

This will provide students with a visual and performing arts program (KidScape) for TK-8th grade that fulfills Educational Code requirements. This unique educational experience will improve students' coping and behavior skills through an interactive, engaging and no pressure experience. Staff from KidScape are highly trained and successful at incorporating Educational Code requirements for visual and performing arts and proper social conduct. These skills will improve the climate of the school.

4.4 Hire or designate an academic counselor COST of action/service: \$18,000 Quantitative increase.

This will increase student graduation rates and provide guidance for academic goals. Students will have access to this staff member to answer questions and concerns and establishing specific goals and course choices to ensure their ability to graduate with their cohort.

Goal 5

80% of students will meet their MAP growth projection annually.

Actions/services:

5.1 Utilize IStation and My Math Lab/ writing to Learn computerized assessment and remedial software to improve students' academic performance and access to information. COST of action/service: \$4000 Quantitative increase.

These computer programs will increase student performance by improving reading, writing, and math skills.

5.2 Utilize a Middle and High School specific assessment and incentives to help track student progress and improve graduation rates. COST of action/service: \$2000 Quantitative increase.

These assessment tools will be used by educators to drive instruction and determine if enrichment or remedial steps should be taken. This assessment will measure student progress towards grade level standards.

5.3 Continue to employ a Primary School librarian COST of action/service: \$5,800 Quantitative increase.

This will help to promote literacy by increase access to reading materials in a variety of genres, modeling proper reading cadence, inflection and speed, and support students increase their reading levels. The librarian will utilize comprehension strategies to improve students understanding and retention of reading material. The ability to utilize comprehension strategies is a necessary skill to attain academic success. School librarians can promote the love of reading.

Services to these students will be increased by providing Highly Qualified, well trained staff, and current curriculum, with technology options at all levels. Instructional Aides in

each combination class will allow for differentiated learning and teaching. (Goal 1) Family engagement and learning activities will increase communication. (Goal 2) Counseling, both behavior and career, will be offered to students. Programs such as PAWS and SIRR will encourage attendance and engagement K-12. (Goal 3) Options in classes and educational choices will include CTE, credit recovery, field trips and programs. (Goal 4) Interventions and assessments will be available for all students, including education computer programs, I-Station, Read Naturally, Moby Max. A part time librarian will inspire the love of reading and learning, reading will be encouraged with new, age appropriate books. (Goal 5) By providing these services, made possible by the Supplemental and Concentration funding, all students will raise their academic achievement and success at school.



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
0000: Unrestricted	Base	0.00	3,500.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Locally Defined (Bond Funds, Foundation Funds, etc)	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	Base	3,700.00	8,800.00	1,200.00	1,200.00	1,200.00	3,600.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	16,500.00	8,000.00	23,000.00	25,175.00	25,175.00	73,350.00
1000-1999: Certificated Personnel Salaries	Title I	40,000.00	25,000.00	40,000.00	40,000.00	40,000.00	120,000.00
2000-2999: Classified Personnel Salaries	Base	250.00	0.00	275.00	300.00	275.00	850.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	5,800.00	5,800.00	5,800.00	5,800.00	5,800.00	17,400.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	48,000.00	0.00	50,000.00	51,000.00	51,000.00	152,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	2,175.00	0.00	3,000.00	0.00	0.00	3,000.00
3000-3999: Employee Benefits	Supplemental and Concentration	11,000.00	0.00	12,000.00	13,000.00	13,000.00	38,000.00
3000-3999: Employee Benefits	Title I	16,800.00	10,000.00	16,800.00	16,800.00	16,800.00	50,400.00
4000-4999: Books And Supplies	Base	4,650.00	800.00	29,400.00	22,400.00	22,400.00	74,200.00
4000-4999: Books And Supplies	Locally Defined	5,000.00	0.00	30,000.00	15,000.00	0.00	45,000.00
4000-4999: Books And Supplies	Locally Defined (Bond Funds, Foundation Funds, etc)	0.00	0.00	0.00	0.00	15,000.00	15,000.00
4000-4999: Books And Supplies	Lottery	7,500.00	700.00	3,000.00	3,000.00	500.00	6,500.00
4000-4999: Books And Supplies	Maintenance	5,000.00	5,000.00	15,000.00	15,000.00	15,500.00	45,500.00
4000-4999: Books And Supplies	Other	800.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00



**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).