

Introduction:

LEA: Linns Valley-Poso Flat Union School District **Contact (Name, Title, Email, Phone Number):** Russell Bigler, Interim Superintendent, rubigler@kern.org, 661-536-8811 **LCAP Year:** 2016-2019

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<ol style="list-style-type: none"> 1. Input gathered at Board meetings 2. Information shared at Superintendent meetings and LCAP workshops 3. Feb. 10, 2016 Stakeholders meeting. 4. Numerous conversations with teachers, staff, parents, students and community members. 5. April 13, 2016- Stakeholders Meeting 6. CO-OP meetings 7. Surveys 	<p>During numerous Board meetings, LCFF and LCAP information was presented by Jeff Payne(finance dept.), Russell Bigler (Interim Superintendent) and Tammy Pritchard(Principal). The Board narrowed down the goals to work towards in the coming year.</p> <p>Networking with other Superintendents and K.C.S.O.S. provided LCAP workshops which help to guide information in the proper direction.</p> <p>Stakeholders had definite ideas as to what the schools needs are. A list of goals were made. A survey was available on the school web site for</p>

<p>8. Public Hearing on June 8, 2016 9. Board Approval on June 13, 2016</p>	<p>stakeholders to prioritize the list of goals. Continual conversations with stakeholders provided valuable feedback. One of the top concerns was keeping the children in a safe environment. During the Stakeholders Meeting several goals were reaffirmed. Modernizing the school to keep the students environment safe and the need to work towards stronger parent involvement. The CO-OP meetings are a valuable source for the Superintendents to interact with each other. It is a time to share concerns and successes that cross all districts. The LCAP is at the center of conversations at this time. The Stakeholders meeting reiterated goals discussed by all stakeholders and are reflected in the LCAP Plan. A consensus of goals established showed we are moving in the right direction.</p>
<p>Annual Update: 1. Monthly Board meetings 2. Monthly CO-OP and Superintendent meetings 3. Stakeholder meetings 4. On-going conversations with Community members, staff, parents and teachers. At each of these meetings, progress towards goals/implementation of action was shared and discussed.</p>	<p>Annual Update: 1. The goals developed were; to hire a HQT, purchase CCSS L/A curriculum, Modernize the school, maintain a safe environment, and increase Parental Involvement all which are reflected in the LCAP Plan. The goals and priorities developed were; <ul style="list-style-type: none"> • Hire a highly qualified teacher • Purchase CCSS curriculum • Modernize School • Increase Parental Involvement </p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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:	1. Linns Valley School will maintain and/or increase a safe and positive environment with a balanced curriculum to ensure a successful pathway to student's achievement.	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 : 1. We want to ensure a positive environment within the school.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Modernization of the school to provide a safe and positive environment. Small Schools consortia activities to balance social/academic interactions.

Priority 5 Pupil Engagement as measured by all of the following, as applicable.

- A. School attendance rates: 90%
- B. Chronic absenteeism: 2%
- C. Middle school drop out rates: 0
- D. High school drop out rates: N/A
- E. High school graduation rate: N/A

Priority 6 School Climate as measured by all of the following as applicable:

- A. Pupil Suspension rates: 0
- B. Pupil expulsion rates: 0
- C. 90% of the results of a survey that will be given to our pupils, parents, and staff will show a sense of safety and school connectedness

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to participate in Small Schools Consortia activities such as athletic competitions and social events.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental \$5,580 3000-3999 Employee Benefits 2000-2999: Classified Personnel Salaries Supplemental \$1,500

<p>We will hold weekly/monthly/yearly competitions rewarding students with perfect attendance. A truant letter will be sent out on the third absence. Parent meetings will be held to relay the importance of attendance for all students. School attendance goals will be available in the Bobcat Newsletter. Academic week will be changed to accommodate pupils to ensure better attendance. The calendar week will be changed by adding 20 minutes to each day, (Monday - Thursday). Friday will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.</p>	<p>District-Wide School-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental \$1,000</p>
<p>To increase the safety for all, outdoor lighting will be increased.</p>	<p>District-Wide School-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>6000-6999: Capital Outlay Base \$1,000</p>

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes: Modernization of the school to provide a safe and positive environment. Small Schools consortia activities to balance social/academic interactions

Priority 5 Pupil Engagement as measured by all of the following, as applicable.

- A. School attendance rates: 92%
- B. Chronic absenteeism: 2%
- C. Middle school drop out rates: 0
- D. High school drop out rates: N/A
- E. High school graduation rate: N/A

Priority 6 School Climate as measured by all of the following as applicable:

- A. Pupil Suspension rates: 0
- B. Pupil expulsion rates: 0
- C. 90% of the results of a survey that will be given to our pupils, parents, and staff will show a sense of safety and school connectedness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will continue to participate in Small Schools Consortia activities such as athletic competitions and social events.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999 Employee Benefits 2000-2999: Classified Personnel Salaries \$1,500 4000-4999: Books And Supplies Supplemental \$500
We will hold weekly/monthly/yearly competitions rewarding students with perfect attendance. A truant letter will be sent out on the third absence. Parent meetings will be held to relay the importance of attendance for all students. School attendance goals will be available in the Bobcat Newsletter. Academic week will be changed to accommodate pupils to ensure better attendance. The calendar week will be changed by adding 20 minutes to each day, (Monday - Thursday). Friday will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental \$1,000

<p>Window Covering will be added to the classrooms.</p>	<p>District-Wide School-Wide</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>6000-6999: Capital Outlay Base \$3,000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Modernization of the school to provide a safe and positive environment. Small Schools consortia activities to balance social/academic interactions Priority 5 Pupil Engagement as measured by all of the following, as applicable. A. School attendance rates: 94.3% B. Chronic absenteeism: 2% C. Middle school drop out rates: 0 D. High school drop out rates: N/A E. High school graduation rate: N/A Priority 6 School Climate as measured by all of the following as applicable: A. Pupil Suspension rates: 0 B. Pupil expulsion rates: 0 C. 90% of the results of a survey that will be given to our pupils, parents, and staff will show a sense of safety and school connectedness.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Students will continue to participate in Small School Consortia activities such as athletic competitions and social events..</p>	<p>District-Wide School-wide</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>4000-4999: Books And Supplies Supplemental \$500 3000-3999 Employee Benefits 2000-2999: Classified Personnel Salaries Supplemental \$1,500</p>
<p>We will hold weekly/monthly/yearly competitions rewarding students with perfect attendance. A truant letter will be sent out on the third absence. Parent meetings will be held to relay the importance of attendance for all students.</p>	<p>District-Wide School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>4000-4999: Books And Supplies Supplemental \$1,000</p>

<p>School attendance goals will be available in the Bobcat Newsletter. Academic week will be changed to accommodate pupils to ensure better attendance. The calendar week will be changed by adding 20 minutes to each day, (Monday - Thursday). Friday will be a 4 1/2 hour day allowing parents to make all necessary appointments for pupils during after school hours.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Replace existing blacktop.</p>	<p>District-Wide School-Wide</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>6000-6999: Capital Outlay Base \$5,000</p>

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

GOAL 2:	2. By 2019 the CCSS (Common Core State Standards) will be fully implemented as measured by the APS (Academic Program Survey) and Administrative observation. Increase student achievement to ensure College and/or career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
Identified Need :	2. Currently 40% of the students in grades 3rd-8th meet or exceed expectations as measured by the SBAC and Benchmark testing	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Partial implementation of CCSS standards with current up- to- date CCSS adoptions will be implemented. Library inventory will be increased.</p> <p>Priority 1 Basic Services</p> <p>A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>B. 100% of pupils have sufficient access to standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair, FIT report good</p> <p>Priority 2 Implementation of state standards for all students including EL</p> <p>A. Implementation of the academic content and performance standards adopted by the state board will be partial as measured by the APS and Administrative observation.</p> <p>B. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>Priority 4 Pupil Achievement</p> <p>A. 45% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in both ELA and Math.</p> <p>B. API-N/A</p> <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 100% of students will pass Physical Fitness test.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire HQ full time teacher to ensure appropriate instructional age grouping.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries Title I \$52,837 3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries REAP \$18,113

		_ Other Subgroups: (Specify)	
Professional Development for new English Language Arts curriculum.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500
Purchase supplementary Language Arts and Math materials for struggling students.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental \$2,000
Provide Academic Intervention (AI) for struggling students.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$1,000
Purchase Math and Language Arts technology software for students of all grade levels. Purchase Document camera (Doc-Cam) for teachers to use with smart board.	District Wide School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies REAP \$2,000

<p>Provide on going Smart Board training for teachers and students.</p>	<p>District Wide School Wide</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>5800: Professional/Consulting Services And Operating Expenditures REAP \$1,000</p>
<p>Provide Supplemental Music/Fine Arts</p>	<p>District Wide School Wide</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>5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p>

LCAP Year 2: 2017/2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Substantial implementation of CCSS standards with current up- to- date CCSS adoptions will be implemented. Library inventory will be increased.</p> <p>Priority 1 Basic Services</p> <p>A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>B. 100% of pupils have sufficient access to standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair, FIT report good</p> <p>Priority 2 Implementation of state standards for all students including EL</p> <p>A. Implementation of the academic content and performance standards adopted by the state board will be substantial as measured by the APS and Administrative observation.</p> <p>B. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>Priority 4 Pupil Achievement</p> <p>A. 50% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in both ELA and Math.</p> <p>B. API-N/A</p> <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 100% of students will pass Physical Fitness test.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase newly adopted Social Studies curriculum for all levels (K-8th).	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	4000-4999: Books And Supplies Base \$15,000

		English proficient _ Other Subgroups: (Specify)	
Provide Professional Development for new Social Studies curriculum for instructional staff.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500
Purchase supplementary materials for struggling students.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Title I \$2,000
Provide Academic Intervention (AI) for struggling students.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$1,000
	District-Wide School-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	

		(Specify)	
Provide Supplemental Music/Fine Arts	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base \$4,000
Maintain HQ full time teacher to ensure appropriate instructional age grouping.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries Title I \$52,837 1000-1999 Certificated Salaries 3000-3999: Employee Benefits REAP \$18,113

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Full implementation of CCSS standards with current up- to- date CCSS adoptions will be implemented. Library inventory will be increased.</p> <p>Priority 1 Basic Services</p> <p>A. 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>B. 100% of pupils have sufficient access to standards-aligned instructional materials.</p> <p>C. School facilities are maintained in good repair, FIT report good</p> <p>Priority 2 Implementation of state standards for all students including EL</p> <p>A. Implementation of the academic content and performance standards adopted by the state board will be fully implemented as measured by the APS and Administrative observation.</p> <p>B. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>Priority 4 Pupil Achievement</p> <p>A. 55% of the students in grade 3rd-8th will meet or exceed expectations as measured Statewide SBAC test results in both ELA and Math.</p> <p>B. API-N/A</p> <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.- N/A</p> <p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC-. There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>E. English Learner reclassification rate is/or will be- There are no English Language Learners in the Linns Valley-Poso Flat School District</p> <p>F. % of pupils passed AP exam with score of 3 or higher- N/A</p> <p>G. % of pupils in EAP - N/A</p> <p>Priority 7 Course Access</p> <p>A. 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p> <p>B. Programs and services are developed and provided to 100% of unduplicated pupils.</p> <p>C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics</p> <p>A. Pupil outcomes in the subject areas described in sections mentioned above, not available. (i.e. Physical Fitness results) 100% of students will pass Physical Fitness test.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase newly adopted Science curriculum for all levels (K-8th).	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	4000-4999: Books And Supplies Base \$15,000

		_ Other Subgroups: (Specify)	
Provide Professional Development for new Science curriculum for instructional staff.	District-Wide School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,500
Purchase supplementary materials for struggling students.	District-Wide School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Title I \$2,000
Provide Academic Intervention (AI) for struggling students.	District-Wide School-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$1,000
Provide Supplemental Music/Fine Arts	District Wide School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Base \$4,000

<p>Maintain HQ full time teacher to ensure appropriate instructional age grouping.</p>	<p>District-Wide School-wide</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>3000-3999 Employee Benefits 1000-1999: Certificated Personnel Salaries Title I \$52,837 1000-1999 Certificated Personnel Salaries 3000-3999: Employee Benefits REAP \$18,113</p>
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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 3:	3. Increase parental involvement in decision-making and participation in activities by year 2019.	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 : 3. Present attendance at Stakeholder Meeting 15% as measured by attendance accounting.

Goal Applies to: Schools: ALL
 Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Priority 3 Parental Involvement
 A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site, (i.e., 3 Stakeholder Meetings, 1 Back-to-School Night, 3 Movie Nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, and 1 Awards Ceremony will be offered to increase parent involvement .)
 B. Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: 3 Stakeholder Meetings, 1 Back-to-School Night, 3 Movie Nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, and 1 Awards Ceremony.)
 C. Same as individuals with exceptional needs, parents of student with exceptional needs will be personally invited to all above activities as well as their student's IEP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Stakeholder Meetings throughout the school year.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$500
Continue with parent, family and school informational notices through weekly newsletter.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	4000-4999: Books And Supplies Base \$400

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Meet and Greet social hour between school staff, teachers, administration, board members and parents. Back- to- School Night Parent/Community BBQ Awards Ceremony Kindergarten Graduation/8th Grade Graduation Winter Program Movie Night	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$1,500
To address our need for parent communication we will implement a web based program called Parentsquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5900: Communications Base \$600

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	Priority 3 Parental Involvement A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site, (i.e., 3 Stakeholder Meetings, 1 Back-to-School Night, 3 Movie Nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, and 1 Awards Ceremony will be offered to increase parent involvement .) B. Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: 3 Stakeholder Meetings, 1 Back-to-School Night, 3 Movie Nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, 1 Awards Ceremony.) C. Same as individuals with exceptional needs, parents of student with exceptional needs will be personally invited to all above activities as well as their student's IEP.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Stakeholder Meetings throughout the school year.	District-Wide School-	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	4000-4999: Books And Supplies Base \$500

	wide	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue with parent, family and school informational notices through weekly newsletter.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$400
Meet and Greet social hour between school staff, teachers, administration, board members and parents. Back- to- School Night Parent/Community BBQ Awards Ceremony Kindergarten Graduation/8th Grade Graduation Winter Program Movie Night	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$500
To address our need for parent communication we will continue to implement a web based program called Parentsquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5900: Communications Base \$600

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Priority 3 Parental Involvement
 A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site, (i.e., 3 Stakeholder meetings, 1 Back-to-School Night, 3 Movie Nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, and 1 Awards Ceremony will be offered to increase parent involvement .)
 B. Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils by both personal and written invites. (i.e., All parents of unduplicated students will be personally invited to: 3 Stakeholder meetings, 1 Back-to-School meeting, 3 Movie nights, 1 Annual Softball Tournament, 1 Winter Program, 2 Graduations, 1 Parent/Community BBQ, 1 Awards Ceremony.)
 C. Same as individuals with exceptional needs, parent of student with exceptional needs will be personally invited to all above activities as well as their student's IEP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Stakeholder Meetings throughout the school year.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$500
Continue with parent, family and school informational notices through weekly newsletter.	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base \$400
Meet and Greet social hour between school staff, teachers, administration, board members and parents. Back- to- School Night Parent/Community BBQ Awards Ceremony Kindergarten Graduation/8th Grade Graduation Winter Program	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	4000-4999: Books And Supplies Base \$1,500

<p>Movie Night</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>To address our need for parent communication we will maintain a web based program called Parentsquare. This will allow teachers and administration to communicate with parents on a regular basis as needed.</p>	<p>District-Wide School-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5900: Communications Base \$600</p>

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.

Original GOAL 1 from prior year LCAP:	1. Linns Valley School will maintain and/or increase a safe and positive environment with a balanced curriculum to ensure a successful pathway to student's achievement.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	TK-1st will meet expected Technology Standards for grade levels. Modernization of the school to provide a safe and positive environment. Small Schools consortia activities to balance social/academic interactions Priority 1 Basic Services 1. Number/rate of teachers not fully credentialed 0 2. Number/rate of teachers teaching outside of subject area competence 0 3. Number/rate of teachers teaching ELs without authorization 0 4. Number/rate of core classes taught by HQT 100% Priority 5 Pupil Engagement as measured by all of the following, as applicable. 1. School attendance rates: 94.3% 2. Chronic absenteeism: 5.7% 3. Middle school drop out rates: 0 4. High school drop out rates: N/A 5. High School Graduation rate: N/A Priority 6 School Climate as measured by all of the following as applicable: 1. Pupil Suspension rates: 0 2. Pupil expulsion rates: 0 3. Pupil, parent and teachers surveys indicate they feel safe 100%. Priority 7 Course Access: the extent to which pupils have access to, and are enrolled in: 1. Students enrolled in CT courses: N/A	Actual Annual Measurable Outcomes: TK-1st met technology standards. The modernization is 90% complete and is providing a safe and positive environment. Linns Valley School participated in small school consortia activities which balance social/academic interaction. Priority 1 Basic Services 1. Number/rate of teachers not fully credentialed 0 2. Number/rate of teachers teaching outside of subject area competence 0 3. Number/rate of teachers teaching ELs without authorization 0 4. Number/rate of core classes taught by HQT 100% Priority 5 Pupil Engagement as measured by all of the following, as applicable. 1. School attendance rates: 76% 2. Chronic absenteeism: 14% 3. Middle school drop out rates: 0 4. High school drop out rates: N/A 5. High School Graduation rate; N/A Priority 6 School Climate as measured by all of the following as applicable: 1. Pupil Suspension rates: 18% 2. Pupil expulsion rates: 0 3. Pupil, parent and teachers surveys indicate they feel safe. No data

<p>2. Students enrolled in UC/CSU required courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollment: 0 5. Number/Rate of course offerings for students with exceptional needs (SDC): 0 6. All students are enrolled in a broad course of study as described in 51210 & 51220 (a) 7. Program to support students struggling academically have been established after school. 8. There are no students with exceptional needs at Linns Valley.</p> <p>Priority 8 Other Pupil Outcomes Metrics 1. CAHSEE ELA/Math proficient rate: N/A 2. CAHSEE ELA/Math 3-year pass rate N/A 3. Percent of EL students making progress toward English Proficiency (AMAO 1) –N/A 4. AP exam participation rate –N/A 5. Physical Fitness Test results for P.E. (applicable grades) 100% passed</p>	<p>Priority 7 Course Access: the extent to which pupils have access to, and are enrolled in: A. 100% of students have access to a broad course study that includes all of the subject areas described in Section 51210 and 51220 (a) B. Programs and services are developed and provided to 100% of unduplicated pupils. C. Programs and services are developed and provided to 100% of individuals with exceptional needs.</p> <p>Priority 8 Other Pupil Outcomes Metrics A. Pupils outcomes in the subject areas described in Sections mentioned above, as available. (i.e. Physical Fitness results) 100% of pupils passed the Physical Fitness test.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
Purchase 10 laptops and software for TK-1st grade and provide on-line training for software.	Lap top and software, materials & supplies REAP \$10,000	Purchased classroom supplies. We purchased 30 all-in-one HP computers and Printers.	4000-4999: Books And Supplies Title I 24,988.00				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>TK-1st</td> </tr> </table> <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Scope of Service	TK-1st		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District wide School wide</td> </tr> </table> <p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Scope of Service	District wide School wide	
Scope of Service	TK-1st						
Scope of Service	District wide School wide						
Modernization of the school by	(fund 40) 6000-6999: Capital Outlay	Replaced all classroom and cafeteria	5800: Professional/Consulting				

replacing floors, interior and exterior doors as needed, adding heating/ air-conditioning Dual Packs and fencing around school.	\$275,000	floors. Interior painting added heating/air-conditioning to all rooms Rain gutters Tag board walls in all classrooms	Services And Operating Expenditures Other \$27,053 6000-6999: Capital Outlay Other \$12,285 4000-4999: Books And Supplies Other \$33,550				
<table border="1"> <tr> <td data-bbox="100 342 243 513">Scope of Service</td> <td data-bbox="243 342 569 513">District-Wide School-wide</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District-Wide School-wide		<table border="1"> <tr> <td data-bbox="1031 342 1182 451">Scope of Service</td> <td data-bbox="1182 342 1514 451">District wide School wide</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District wide School wide	
Scope of Service	District-Wide School-wide						
Scope of Service	District wide School wide						
Students will continue to participate in Small Schools Consortia activities.	Concentration supplemental, classified salaries, materials, supplies Supplemental \$ 3,000	Participated in 9 Small school activities	3000-3999 Employee Benefits 2000-2999: Classified Personnel Salaries Base 1783.00				
<table border="1"> <tr> <td data-bbox="100 932 243 1102">Scope of Service</td> <td data-bbox="243 932 569 1102">District-Wide School-wide</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District-Wide School-wide		<table border="1"> <tr> <td data-bbox="1031 932 1182 1040">Scope of Service</td> <td data-bbox="1182 932 1514 1040">District Wide School Wide</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	District Wide School Wide	
Scope of Service	District-Wide School-wide						
Scope of Service	District Wide School Wide						
What changes in actions, services, and expenditures will be	Due to the need for up-dated technology, the 10 lap-tops were changed to 30 all-in-one classroom computers. Also added to modernization was tag board for all classroom walls. The Stakeholders agreed to all changes and actions. All changes and						

made as a result of reviewing past progress and/or changes to goals?

actions were viewed as effective. PE was offered and implemented for all students and will continue to be offered Monday - Thursday for all students. In 2016-2017 we are changing the hours of the school day to promote increased attendance and better accommodate families in this remote community. Tk-1st met technology standards. School Modernization is 90% complete. Less was spent than budgeted because several projects were postponed and several projects were over estimated. However the modernization that has been completed so far has been viewed as effective and successful.

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:	2. By 2018 the CCSS will be fully implemented as measured by the APS and Administrative observation. Increase student achievement to ensure College and/or career ready.	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
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>Transition from Partial implementation of CCSS standards to Substantial in order to strive towards a fully CCSS compliant district. Our students will be taught by HQT's with current up-to-date CCSS adoptions. Increase Library inventory.</p> <p>Priority 1 Basic Services</p> <ol style="list-style-type: none"> 1. Number/rate of teachers not fully qualified 0 2. Number/rate of teachers teaching outside of subject area competence 0 3. Number/rate of teachers teaching ELs without authorization 0 4. Number/rate of core classes taught by HQT's 100% 5. FIT PROGRAM = GOOD <p>Priority 2 Implementation of state standards for all students including EL</p> <ol style="list-style-type: none"> 1. APS and admin/ teacher observations indicate partial implementation. 2. There are no ELS students attending Linns Valley. <p>Priority 4 Pupil Achievement</p> <ol style="list-style-type: none"> 1. SBAC assessment proficient/advanced unknown at this time, 58% proficient /advanced in L/A and 55% in Math. 2. API Three year average of 735 3. Percent of students completing UC/CSU required courses: not applicable 4. Percent of students completing a CTE Course sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: Not Applicable 6. The present of pupils that have passed an advance placement 	<p>Actual Annual Measurable Outcomes:</p> <p>We remain at partial implementation of CCSS.</p> <p>All students are taught by HQ Teachers.</p> <p>Linns Valley School is on schedule with adopting CCSS State adoption.</p> <p>We were unable to increase our library inventory.</p> <p>Priority 1 Basic Services</p> <ol style="list-style-type: none"> 1. Number/rate of teachers not fully qualified 0 2. Number/rate of teachers teaching outside of subject area competence 0 3. Number/rate of teachers teaching ELs without authorization 0 4. Number/rate of core classes taught by HQT's 100% 5. FIT PROGRAM = GOOD <p>Priority 2 Implementation of State Standards</p> <p>A. Implementation of the academic content and performance standards adopted by the state board is partial as measured by the APS and administrative observation.</p> <p>B. 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge. There are no EL at Linns Valley School.</p> <p>Priority 4</p> <p>A. Statewide SBAC test results by sub groups, Science test if available. No valid test results were produced</p> <p>B. API- N/A</p> <p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. -N/A</p>

<p>exam with a score of 3 or higher. N/A 7. The present of English Learner pupils who make progress toward English proficiency as measured by the CELDT: N/A</p>	<p>D. % of EL pupils made/or will make progress toward English proficiency as measured by the CELDT/LPAC- There are no EL pupils at Linns Valley School. E. English Learner reclassification rate is/or will be __%. There are no English Learner pupils at Linns Valley School. F. % of pupils passed AP exam with a score of 3 or high- N/A G. Percentage of pupils in EAP- N/A</p>
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Purchase/ implement CCSS Language Arts curriculum	LCFF TEXTBOOKS Base \$20,000	Purchased Language Arts Curriculum, implementing in 2016-2017	4000-4999: Books And Supplies Base 13,250
Scope of Service District-Wide School-wide		Scope of Service District wide School wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide Professional Development for L/A adoption for teaching staff.	1000-1999: Certificated Personnel Salaries Title I \$2,500	Professional Development was postponed due to delayed LA adoption.	NO COST \$0
Scope of Service District-Wide School-wide		Scope of Service District wide School wide	
X All OR: _ Low Income pupils		X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Increase the staff by hiring a highly qualified teacher.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$33,000</p> <p>1000-1999: Certificated Personnel Salaries Base \$22,000</p>	<p>Postponed until 2016-2017 School year</p>	<p>NO COST 0</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;"> District-Wide School-wide </td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	District-Wide School-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;"> District wide School wide </td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	District wide School wide	
Scope of Service	District-Wide School-wide						
Scope of Service	District wide School wide						
<p>Purchase supplementary materials for struggling students.</p>	<p>4000-4999: Books And Supplies REAP \$2,000</p>	<p>The teachers purchased classroom supplemental supplies.</p>	<p>4000-4999: Books And Supplies Title I \$3,250.00</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;"> District-Wide School-wide </td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	District-Wide School-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;"> District wide School wide </td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	District wide School wide	
Scope of Service	District-Wide School-wide						
Scope of Service	District wide School wide						

Provide before/after school tutoring for struggling students.	1000-1999: Certificated Personnel Salaries Title I \$5,000	Teachers were available for tutoring after school on a voluntary basis.	No Cost \$0								
<table border="1"> <tr> <td data-bbox="100 248 243 410">Scope of Service</td> <td data-bbox="243 248 569 410">District-Wide School-wide</td> </tr> <tr> <td colspan="2" data-bbox="100 410 569 721"> <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) </td> </tr> </table>	Scope of Service	District-Wide School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 248 1182 350">Scope of Service</td> <td data-bbox="1182 248 1514 350">District wide School wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 350 1514 721"> <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) </td> </tr> </table>	Scope of Service	District wide School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District-Wide School-wide										
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Scope of Service	District wide School wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It was determined that after school tutoring was not effective, so we will now implement an Academic Intervention Program (AI). The hiring of a 3rd teacher was postponed until 2016-2017 school year. LA was purchased in June of 2016 and will be implemented in 2016-2017 school year. Professional Development for LA was postponed and will be provided in the 2016-2017 school year. Supplemental materials were purchased and are considered an effective support for students.										

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 3 from prior year LCAP:	3. Increase parental involvement in decision-making and participation in activities by year 2018.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<p>Parental Involvement will be at 30% as measured by sign-sheets and administrative observation at Parent/Teacher conferences, activities and events.</p> <p>Priority 3 Parental Involvement</p> <ol style="list-style-type: none"> 1. Established a once a month Parent Night to bring parents an opportunity to become familiar with their students curriculum. Parents also have the opportunity to discuss and arrange fundraisers and have discussions on areas of concern. 2. Parents have the opportunity to attend Board meetings and discuss their concerns. 3. Tri-semester Parent/Teacher conferences is another avenue for parents to take an active role in their student's education. 4. All activities and meetings are posted on bulletin boards in front of the school and central locations around town. Notices are also sent home. 5. There are no EL's attending Linns Valley-Poso Flat <p>Priority 4</p> <ol style="list-style-type: none"> 1. 58% proficient/advanced in L/A, and 55% in Math.. 2. API 735 three year average 3. Percent of students completing UC/CSU required courses: not applicable 4. Percent of students completing a CTE Course sequence: Not Applicable 5. Percent of EL students attaining AMAP 1 and 2 targets: Not Applicable 6. Percent of student I EAP Program - NA <p>Priority 5 Pupil Engagement Required Metrics</p> <ol style="list-style-type: none"> 1. Attendance rate is at 94.3% 2. Middle School dropout rate 0 	<p>Actual Annual Measurable Outcomes:</p> <p>100% of the parents attended Parent/Teacher conferences. There is no baseline to compare the percentage increase of parental involvement in other activities.</p> <p>Priority 3</p> <p>A. Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site. Due to the geographical size of the district, meeting once a month was too often. Parent/Teacher conferences were held the first trimester and were individualized thereafter to meet the needs of individual students. The parents were invited to board meetings but produced low attendance. Activities and meetings were posted on bulletin boards and central locations around town. Notices were also sent home. Parents were invited to various parent activities such as: (2) movie nights, softball tournament, Spooktacular, Annual BBQ, Winter Program, Academic Award Ceremony, Graduation, Stakeholders Meetings and Board Meetings.</p> <p>B. Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils. Parents of unduplicated students were personally invited to attend all the above activities.</p> <p>C. Same for individuals with exceptional needs. Parents with children with exceptional needs were invited to attend all the above activities as well as their child's IEP meeting/s.</p> <p>Priority 4</p> <p>A. Statewide SBAC test results by sub-groups, Science test if available. No data available.</p> <p>B. API- N/A</p>

<p>3. High School dropout rate: N/A 4. High School graduation: N/A 5. Chronic absenteeism is 5.7 Priority 6 School Climate Metrics 1. Suspension rate: 0 2. Expulsion rate: 0 3. Student surveys indicate overall feeling of 100% safety 4. Parent surveys indicate feeling 100% safe. 5. Teacher interactions will indicate school modernization has started. 6. Town Meeting participants will recognize modernization has started.</p>	<p>C. % of pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ.-N/A D. % of EL pupils made/or will make progress toward English proficiency as measured by CELDT/LPAC- There are no English Learners at Linns Valley School. E. English Learners reclassification rate is/or will be %- There are no English Learners at Linns Valley School. F. % of pupils passed AP exam with a score of 3 or higher-N/A G. % of pupils in EAP-N/A</p> <p>Priority 5 Pupil Engagement as measured by all of the following, as applicable. A. School attendance rates: 76% B. Chronic absenteeism: 14% C. Middle school drop out rates: 0 D. High school drop out rates: N/A E. High school graduation rate - N/A</p> <p>Priority 6 School Climate as measured by all of the following as applicable: A. Pupil Suspension rates: 18% B. Pupil expulsion rates: 0 C. Pupil, parent and teachers surveys indicate they feel safe. No data</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue with "Parent Night" series on a once a monthly basis.	LCFF 4000-4999: Books And Supplies Base \$500	Implemented 2 Movie Nights, Softball Tournament, Spooktacular, Parent/Teacher Conferences, Annual BBQ, Winter Program, Academic Awards, Graduation, Stakeholder Meetings, Board meetings.	4000-4999: Books And Supplies Base \$500.00
Scope of Service	District-Wide School-wide	Scope of Service	District Wide School Wide
		X All	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Purchase family, parent and school informational brochures.</p>	<p>LCFF 4000-4999: Books And Supplies Base \$400</p>	<p>Produced Bobcat Newsletters and sent them home to parents and stakeholders.</p>	<p>4000-4999: Books And Supplies Base \$300</p>				
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Scope of Service	District-Wide School-wide						
Scope of Service	District wide School wide						
<p>Meet and Greet social hour every three months between staff, teachers, administration, Board members and parents.</p>	<p>LCFF 4000-4999: Books And Supplies Base \$500</p>	<p>Implemented 2 Movie Nights, Softball Tournament, Spooktacular, Parent/Teacher Conferences, Annual BBQ, Winter Program, Academic Awards, Graduation, Stakeholder Meetings, Board meetings, Stakeholder Survey (to prioritize school needs)</p>	<p>4000-4999: Books And Supplies Base \$500</p>				
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Scope of Service	District-Wide School-wide						
Scope of Service	District wide School wide						

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Develop infrastructure of a "mass" communication with parents through purchasing a computer application for providing information to parents and phone recordings for parents to access information.	LCFF Base Supplies \$2000	Postponed to 2016-2017 to purchase Parentsquare Communication Services	NO COST \$0
Scope of Service: District-Wide School Wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: District Wide-School Wide <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to winter weather conditions geographical distance once a month meetings are not effective. Instead we will meet less frequently but will continue with Parent Night, Meet and Greet Social hours. We will continue to send home the school newsletter to our parents. We will also implement Parentsquare as an additional form of communication with our parents.		

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>\$12,580</u>
71.4 % of the students at Linns Valley School represent unduplicated pupils. There are no Foster children and no English language learners. Due to this high percentage, funds will be used in a District-wide/school-wide manner, with the funds principally directed to meet the needs of the unduplicated student population. All students must be equitably served. By providing expenditures district-wide Linns Valley will best serve all students, specifically our targeted pupils.	

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

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

6.44	%
Services for low-income, Foster youth and English language learners will be increased/improved as identified in the above sections of this Local Control Accountability Plan.	
<ul style="list-style-type: none">• Increase participation in Small Schools Consortia activities• Increase Professional Development• Increase Supplementary LA and Math materials for struggling students.• Increase Plan for Positive Reinforcement to increase daily Attendance	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017/2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	375,900.00	117,459.00	95,530.00	103,450.00	106,450.00	305,430.00
	277,000.00	0.00	0.00	1,500.00	0.00	1,500.00
Base	43,400.00	16,333.00	9,000.00	25,000.00	28,000.00	62,000.00
Other	0.00	72,888.00	0.00	0.00	0.00	0.00
REAP	12,000.00	0.00	21,113.00	18,113.00	18,113.00	57,339.00
Supplemental	36,000.00	0.00	12,580.00	4,000.00	5,500.00	22,080.00
Title I	7,500.00	28,238.00	52,837.00	54,837.00	54,837.00	162,511.00
						101,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017/2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	362,900.00	117,459.00	95,530.00	103,450.00	106,450.00	305,430.00
	22,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	62,500.00	0.00	70,950.00	52,837.00	52,837.00	176,624.00
2000-2999: Classified Personnel Salaries	0.00	1,783.00	1,500.00	1,500.00	1,500.00	4,500.00
3000-3999: Employee Benefits	0.00	0.00	0.00	18,113.00	18,113.00	36,226.00
4000-4999: Books And Supplies	3,400.00	76,338.00	13,980.00	20,900.00	21,900.00	56,780.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	27,053.00	7,500.00	6,500.00	6,500.00	20,500.00
5900: Communications	0.00	0.00	600.00	600.00	600.00	1,800.00
6000-6999: Capital Outlay	275,000.00	12,285.00	1,000.00	3,000.00	5,000.00	9,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017/2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	362,900.00	117,459.00	95,530.00	103,450.00	106,450.00	305,430.00
		2,000.00	0.00	0.00	0.00	0.00	0.00
	Base	20,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	22,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	REAP	0.00	0.00	18,113.00	0.00	0.00	18,113.00
1000-1999: Certificated Personnel Salaries	Supplemental	33,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017/2018	2018-19	2016-17- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Title I	7,500.00	0.00	52,837.00	52,837.00	52,837.00	158,511.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	1,500.00	0.00	1,500.00
2000-2999: Classified Personnel Salaries	Base	0.00	1,783.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	1,500.00	0.00	1,500.00	3,000.00
3000-3999: Employee Benefits	REAP	0.00	0.00	0.00	18,113.00	18,113.00	36,226.00
4000-4999: Books And Supplies	Base	1,400.00	14,550.00	3,400.00	17,400.00	18,400.00	39,200.00
4000-4999: Books And Supplies	Other	0.00	33,550.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	REAP	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	8,580.00	1,500.00	1,500.00	11,580.00
4000-4999: Books And Supplies	Title I	0.00	28,238.00	0.00	2,000.00	2,000.00	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	27,053.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	REAP	0.00	0.00	1,000.00	0.00	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00
5900: Communications	Base	0.00	0.00	600.00	600.00	600.00	1,800.00
6000-6999: Capital Outlay		275,000.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Base	0.00	0.00	1,000.00	3,000.00	5,000.00	9,000.00
6000-6999: Capital Outlay	Other	0.00	12,285.00	0.00	0.00	0.00	0.00

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).