

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

Introduction:

LEA: Linns Valley Contact (Name, Title, Email, Phone Number): Kay Yarger, Principal/Superintendent,
kyarge@zeus.kern.org (661) 536-8811 LCAP Year: 2015-2018

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. March 5, 2015- Parent Meeting Night 4. Numerous conversations with teachers, staff, parents, students and community members. 5. April 21, 2015- Town Meeting 6. COOP meetings 7. May 29, 2015- SSC which serves as the DAC, Meeting 8. Student/Parent surveys April 22, 2015 9. Public Hearing on June 10, 2015 10. Board Approval on June 11, 2015 | <p>During numerous Board meetings, LCFF and LCAP information was presented by Steve Mattern (finance dept.), Russ Bigler(county advisor) and Kay Yarger(superintendent). The Board narrowed down the goals to work towards in the coming year.</p> <p>Networking with other Superintendents and county provided LCAP workshops help to guide information in the proper direction.</p> <p>Parent’s had definite ideas as to what the schools needs are. A list of goals where made.</p> <p>Continual conversations with stakeholders provided valuable feedback. The top concern was keeping the children in a safe environment.</p> <p>During the Town Meeting several goals were reaffirmed.</p> |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Modernizing the school to keep the students environment safe and the need to work towards stronger parent involvement.</p> <p>The COOP meetings are a valuable source for 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 School Site Council meeting reiterated goals discussed by all stakeholders. A consensus of goals established showed we are moving in the right direction.</p> <p>The student and parent surveys showed an overall feeling of safety in the current climate of the school. Both groups felt the majority of their needs were met. Student surveys and conversations indicate they feel connected to the school and secure in the</p> <p>There were no questions that required a written response.</p> |
| <p>Annual Update:</p> <ol style="list-style-type: none"> 1. Monthly Board meetings 2. Monthly COOP and Superintendent meetings 3. Monthly Parent Night meetings 4. On-going conversations with Community members, staff, parents and teachers. <p>At each of these meetings, progress towards goals/implementation of action was shared and discussed.</p> | <p>Annual Update:</p> <ol style="list-style-type: none"> 1. The goals developed were; to hire a HQT, purchase CCSS L/A curriculum, Modernize the school and maintain a safe environment, and increase Parental Involvement. <p>The goals and priorities developed were;</p> <ul style="list-style-type: none"> • Hire a highly qualified teacher • Purchase CCSS curriculum • Modernize School • Increase Parental Involvement |

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.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_x 2__ 3__ 4__ 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____ |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

Identified Need :

Provide computers for TK-1st grades to meet Technology Standards. Modernization of the school to provide a safe and positive environment. Small Schools Consortia Activities to 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%
5. School facilities are maintained in good repair: FIT report

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

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
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.

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

| | | |
|-------------------------------|-----------------------------|-----|
| Goal Applies to: | Schools: | ALL |
| | Applicable Pupil Subgroups: | ALL |
| LCAP Year 1: 2015-2016 | | |

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

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
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.

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

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Purchase 10 laptops and software for TK-1 st grade and provide on-line training for software. | TK-1st | <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)_____ | \$10,000 REAP Lap top and software Materials & Supplies |
| Modernization of the school by replacing floors, interior and exterior doors as needed, adding heating/ air-conditioning Dual Packs and fencing around school. | 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)_____ | \$275,000 Capital Outlay (fund 40) |
| Students will continue to participate in Small Schools Consortia activities. | 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)_____ | \$ 3,000 ConcenTration Supplemental Classified Salaries Materials and supplies |
| | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

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

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
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.

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

| 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. | 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)_____ | \$3,000 Title 1 Classified Sala. Materials and Supplies |
| Renovating the boy and girl's bathroom. | 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)_____ | \$300,000 Capital outlay (fund 40) |
| Purchase technology software for 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)_____ | \$2,000 REAP Materials and supplies |
| Provide on-line training for technology software. | 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)_____ | \$500REAP Title \$1,500 Cert Sal |
| | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

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

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
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.

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

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|-------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Students will participate in Small School Consortia activities. | 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)_____ | \$3,000 Title 1 Materials and Supplies |
| Replace blacktop in the front of the school; replace the blacktop at the back of the school. | 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)_____ | \$150,000 Capital outlay (fund 40) |
| Teaching staff will complete CTAP 2 | 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)_____ | \$2,000 LCFF Base Cert. Sal. |
| | District-Wide School-wide | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

| | | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| GOAL: | 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__x_ 2__x_ 3__4__x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Identified Need : | <p>Transition from Partial implementation of CCSS standards to Substantial as measured by the APS Administration in order to strive towards a fully CCSS compliant district. Teachers need Professional Development for new curriculum. Our students will be taught by HQT's. 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 REPORT = 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 implementation at partial level. 2. There no ELS students <p>Priority 4 Pupil Achievement</p> <ol style="list-style-type: none"> 1. SBAC assessment proficient/advanced unknown at this time, CST scores indicate 55% proficiency/advanced in L/A and 52% math. 2. API three year average 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. Percent of student I EAP Program – N/A | |
| Goal Applies to: | Schools: ALL Applicable Pupil Subgroups: ALL | |
| LCAP Year 1: 2015-2016 | | |

| | | | |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <p>Expected Annual Measurable Outcomes:</p> | <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 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>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>Purchase/ implement CCSS Language Arts curriculum</p> | <p>District-Wide School-wide</p> | <p><u> </u>x <u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p> | <p>\$20,000 LCFF Base Textbooks</p> |

| | | | |
|------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <p>Provide Professional Development for L/A adoption for teaching staff.</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>\$2,500 Title1 Cert. Sal.</p> |
| <p>Increase the staff by hiring a highly qualified teacher.</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>\$33,000 Cert. Sal. S/C \$22,000 Certificated Sal Base</p> |
| <p>Purchase supplementary materials for struggling 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>\$2,000 REAP Supplemental Materials</p> |
| <p>Provide before/after school tutoring for struggling 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>\$5,000 Title 1 Cert. Sal.</p> |

LCAP Year 2: 2016/2017

| | |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Expected Annual Measurable Outcomes:</p> | <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 REPORT = 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 student attending Linns Valley. <p>Priority 4 Pupil Achievement</p> <ol style="list-style-type: none"> 1. SBAC assessment proficient/advanced unknown at this time, 60% proficient/advanced in L/A and 55% in Math. 2. API growth score 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 AMAO 1 and 2 targets: Not Applicable 6. The present of pupils that have passed an advance placement 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 |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Purchase newly adopted Social Studies curriculum. | District-Wide State-Wide | <input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$15,000- LCFF Base Textbook |

| | | | |
|---------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Professional Development for new Social Studies curriculum. | District-Wide School-wide | <input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,500 LCFF Base Cert. Sal. |
| Purchase supplementary materials for struggling students. | District-Wide School-wide | <input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 Materials S/C |
| Provide before/after school tutoring for struggling students. | District-Wide School-wide | <input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 Title 1 Cert. Salaries |
| | | <input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

| | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Transition from partial implementation of CCSS standards to substantial implemented in order to strive towards a 100% CCSS compliant district. Our students will be taught by HQT's with current up- to- date CCSS adoptions.</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% <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 substantial implementation. 2. There are no EL's attending Linns Valley-Poso Flat. <p>Priority 4 Pupil Achievement</p> <ol style="list-style-type: none"> 1. SBAC assessment proficient/advanced unknown at this time, CST scores 62% proficient in L/A, and 56% in Math. 2. API growth score 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 AMAO 1 and 2 targets: Not Applicable 6. The present of pupils that have passed an advance placement 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 |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Purchase newly adopted Science 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) _____ | \$15,000-LCFF Base Textbooks |
| Provide Professional Development for new | District- | <input checked="" type="checkbox"/> ALL | \$2,500 |

| | | | |
|-----------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Science curriculum. | Wide School-wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Title 2 Cert. Sal. |
| Purchase supplementary 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)_____ | \$2,000 Title 1 Supplies |
| Provide before/after tutoring 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)_____ | \$5,000 Title 1 Cert. Sal. |

GOAL:

3. Increase parental Involvement in decision-making and participation in activities by year 2018.

Related State and/or Local Priorities:

1__ 2__ 3_x 4_x 5_x 6_x 7__
8__

COE only: 9__ 10__

Local : Specify _____

identified Need :

Parental involvement is currently at 20%. Linns Valley needs to improve parental involvement to 50%. Parental Involvement is tied to student success; increasing parental participation will aid students to improving academic performance.

Priority 3 Parental Involvement

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. Trimester Parent/Teacher conferences is another time for all parents of all students to take an active role in their students 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.
6. Parent of unduplicated students are especially invited to participate.

Priority 4 Pupil Achievement

1. CST Statewide Assessments indicate 55% proficient/advanced in L/A, and 52% 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 AMAO 1 and 2 targets: Not Applicable
6. Percent of student I EAP Program – N/A

Priority 5 Pupil Engagement Required Metrics

1. Attendance rate is at 94.3 %
2. Middle School dropout rate 0
3. High School dropout rate: N/A
4. Chronic absenteeism rate 5.7%
5. High School Graduation rate N/A

Priority 6 School Climate Metrics

1. Suspension rate: 0
2. Expulsion rate: 0
3. Student/ parent surveys indicate an overall sense of safety and school connectedness at 100%.
4. Parent surveys indicate feeling safe 100% but school is in need of repairs.
5. Teacher interactions indicate school is in need of modernization
6. Town Meeting participants indicate school is in need of modernization

| | | |
|-------------------------------|-----------------------------|-----|
| Goal Applies to: | Schools: | ALL |
| | Applicable Pupil Subgroups: | ALL |
| LCAP Year 1: 2015-2016 | | |

Expected Annual
Measurable
Outcomes:

Parental Involvement will be at 30% as measured by sign-sheets and administrative observation at Parent/Teacher conferences, activities and events.

Priority 3 Parental Involvement

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.

Priority 4

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 AMAO 1 and 2 targets: Not Applicable
6. Percent of student I EAP Program – N/A

Priority 5 Pupil Engagement Required Metrics

1. Attendance rate is at 94.3%
2. Middle School dropout rate 0
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.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Continue with "Parent Night" series on a once a month basis. | 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)_____ | \$500 LCFF Base Supplies |
| Purchase family, parent and school informational brochures. | 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)_____ | \$400 LCFF Base Supplies |
| Meet and Greet social hour every three months between staff, teachers, administration, Board members and parents. | 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)_____ | \$500 LCFF Base Supplies |
| 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. | 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)_____ | \$2,000 LCFF Base Supplies |
| | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Expected Annual
Measurable
Outcomes:

Parental Involvement will be at 40 % as measured by sign-sheets and administrative observation at Parent/Teacher conferences, activities and events.

Priority 3 Parental Involvement

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.

Priority 4

1. CST Statewide Assessments 60% proficient/advanced in L/A, and 54% in Math.
2. API not applicable
3. 58% proficient/advanced in L/A, and 55% in Math.
4. API 735 three year average
5. Percent of students completing UC/CSU required courses: not applicable
6. Percent of students completing a CTE Course sequence: Not Applicable
7. Percent of EL students attaining AMAO 1 and 2 targets: Not Applicable
8. Percent of student I EAP Program – N/A

Priority 5 Pupil Engagement Required Metrics

1. Attendance rate is at 94.3%
2. Middle School dropout rate 0
3. High School dropout rate: N/A
4. Chronic absenteeism rate is 5.7%
5. High School Graduation rate N/A

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 but school is in need of repairs
5. Teacher interactions will indicate school modernization has started.
6. Town Meeting participants will recognize modernization has started.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Continue "Parent Night" series to once a month. | 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)_____ | \$500 LCFF Base Supplies |
| Continue with parent, family and school informational brochures. | 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)_____ | \$400 LCFF Base Supplies |
| Meet and Greet social hour every three months between School staff, teachers, administration, Board members and parents. | 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)_____ | \$500 LCFF Base Supplies |
| Maintain infrastructure of "mass" communication with parents. | 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)_____ | \$2,000 Base Materials and Supplies |
| | | <input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

Expected Annual
Measurable
Outcomes:

Parental Involvement will be at least 50% as measured by sign-sheets and administrative observation at Parent/Teacher conferences, activities and events.

Priority 3 Parental Involvement

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 students 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 students attending Linns Valley-Poso Flat.

Priority 4

1. CST Statewide Assessments 60% proficient/advanced in L/A, and 54% in Math.
2. API not applicable
3. 58% proficient/advanced in L/A, and 55% in Math.
4. API 735 three year average
5. Percent of students completing UC/CSU required courses: not applicable
6. Percent of students completing a CTE Course sequence: Not Applicable
7. Percent of EL students attaining AMAO 1 and 2 targets: Not Applicable
8. Percent of student I EAP Program – N/A

Priority 5 Pupil Engagement Required Metrics

1. Attendance rate is at 94.3%
2. Middle School dropout rate 0
3. High School dropout rate: N/A
4. Chronic absenteeism rate is 5.7%
5. High School Graduation rate N/A

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 but school is in need of repairs
5. Teacher interactions will indicate school modernization has started.
6. Town Meeting participants will recognize modernization has started.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|-------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Continue once a month "Parent Night" series | 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)_____ | \$500 LCFF Base Supplies |
| Continue Parent, Family and school informational brochures. | 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)_____ | \$400 LCFF Base Supplies |
| Meet and Greet every three months between staff, teachers, administration, Board members and parents. | 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)_____ | \$500 LCFF Base Supplies |
| Maintain mass communication with parents. | 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)_____ | \$2,000 Base Materials and Supplies |

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 from prior year LCAP: | 1. By 2017 the CCSS will be fully implemented as measured by the APS and Administrative observation. | | Related State and/or Local Priorities: 1x_ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | ALL | | |
| Expected Annual Measurable Outcomes: | Partial implementation of CCSS on APS and administrative observation. | Actual Annual Measurable Outcomes: | Implementation of CCSS is PARTIAL as measured by APS and Administrative observation. Priority 1 1. Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside subject area competence: 0 3. Number/rate of teachers teaching ELS without authorization: N/A 4. Number/rate of core classes taught by HQT's 100% 5. Number/rate of students lacking their own textbook: 0 6. Overall facility rating from FIT: 5 Priority 2 Implementation of State Standards 1. Partial Implementation of the Academic content and Performance standards adopted by the state as measured by the APS and Administrative observation. 2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency: N/A Priority 4 Pupil Achievement 1. 55% proficient/advanced on CST/ELA, benchmarks 2.. CST Statewide Assessments 60% proficient/advanced in L/A, and 54% in Math. 3. API not applicable 4. 58% proficient/advanced in L/A, and 55% in Math. 5. API 735 three year average 6. Percent of students completing UC/CSU required courses: not applicable 7. Percent of students completing a CTE Course sequence: Not Applicable 8. Percent of EL students attaining AMAO 1 and 2 targets: Not Applicable 9. Percent of student I EAP Program – N/A | |

| LCAP Year: 2014-2015 | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------|
| Planned Actions/Services | | | Actual Actions/Services | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Purchase newly-adopted Math Curriculum | | Math Curriculum \$15,000- \$20,000 | Math curriculum was purchased and used. | | \$14,000 LCFF Base textbooks |
| Scope of service: | Districtwide | | Scope of service: | Districtwide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Provide Professional Development for CCSS Math curriculum, for teachers and paraprofessionals. | | \$1,000 | Math professional development was provided | | \$1,000 LCFF Base Books |
| Scope of service: | Districtwide | | Scope of service: | Districtwide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------|
| Conduct a weekly "Parent Night" series to familiarize families with the new CCSS Math Curriculum. | | \$500 | The series was changed to once a month due to lack of interest and participation of parents. | | \$150 LCFF base Supplies |
| Scope of service: | Districtwide | | Scope of service: | Districtwide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Purchase supplies, intervention supplemental materials, provide additional time. | | | Provided after school tutoring | | \$1000 LCFF base Cert. Salaries |
| Scope of service: | Districtwide | \$1,000 LCFF Base | Scope of service: | Districtwide | |
| <input type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input checked="" 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? | | Will continue the after-school tutoring one day a week and the Parents' nights. Will purchase CCSS-aligned ELA/ELD curriculum to further standards-aligned instruction implementation. LCAP Goal #1 will be aligned with priorities 1, 2 and 4 in 2015-16. | | | |

| | | | |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Original GOAL from prior year LCAP: | 2. By 2017 60% of students will meet proficiency level or above as measured by SBAC & Benchmarks testing. | | 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 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____ |
| Goal Applies to: | Schools: | ALL | Applicable Pupil Subgroups: ALL |
| Expected Annual Measurable Outcomes: | Additional time provided before and after school for struggling students. 45% Proficient on bench mark test | | <p>Time was provided after school as requested by parents.</p> <p>Priority 1</p> <ol style="list-style-type: none"> 1. Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside subject area competence: 0 3. Number/rate of teachers teaching ELS without authorization: N/A 4. Number/rate of core classes taught by HQT's 100% 5. Number/rate of students lacking their own textbook: 0 6. Overall facility rating from FIT: 5 <p>Priority 2 Implementation of State Standards</p> <ol style="list-style-type: none"> 1. Implementation of the Academic content and Performance standards adopted by the state was partial completed. 2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency: N/A <p>Priority 4 Pupil Achievement</p> <ol style="list-style-type: none"> 1. 55% proficient/advanced on CST/ELA, benchmarks 2. CST Statewide Assessments 60% proficient/advanced in L/A, and |

| | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | 54% in Math. 3. API not applicable 4. 58% proficient/advanced in L/A, and 55% in Math. 5. API 735 three year average 6. Percent of students completing UC/CSU required courses: not applicable 7. Percent of students completing a CTE Course sequence: Not Applicable 8. Percent of EL students attaining AMAO 1 and 2 targets: Not Applicable 9. Percent of student I EAP Program – N/A |
| LCAP Year: 2014-2015 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| To provide tutoring before/after school | \$3,500 | Time was provided once a week after school for tutoring as requested by parents. | \$2,500 Supplemental Concentration |
| Scope of service: | Districtwide | Scope of service: | Districtwide |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Cert. Salaries |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Two students were identified as chronically absent and the school has created a plan to address the issues with these students and their families. | | |

| | | | |
|--------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Original GOAL from prior year LCAP: | 3. By 2017, attendance will be 97% as measured by attendance accounting. | | Related State and/or Local Priorities: 1_ 2__ 3__ 4_x 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: | ALL | |
| Expected Annual Measurable Outcomes: | | Attendance will be 97% by 2017 as measured by attendance accounting. | Applicable Pupil Subgroups: ALL Attendance was at 94.3 Priority 4 Pupil Achievement 1. 55% proficient/advanced on CST/ELA, benchmarks 2.. CST Statewide Assessments 60% proficient/advanced in L/A, and 54% in Math. 3. API not applicable 4. 58% proficient/advanced in L/A, and 55% in Math. 5. API 735 three year average 6. Percent of students completing UC/CSU required courses: not applicable 7. Percent of students completing a CTE Course sequence: Not Applicable 8. Percent of EL students attaining AMAO 1 and 2 targets: Not Applicable 9. Percent of student I EAP Program – N/A Priority 5 Pupil Engagement Required Metrics 1. Attendance rate is at 94.3% 2. Middle School dropout rate: 0 3. High School dropout rate: N/A 4. Chronic absenteeism rate is 5.7% 5. High School Graduation rate N/A Priority 6 School Climate Metrics 1. Student surveys indicate overall feeling of 100% safety 2. Parent surveys indicate feeling 100% safe but school is in need of repairs 3. Teacher interactions indicate school is in need of modernization 4. Town Meeting participants indicate school is in need of modernization 5. Suspension rate is 0 6. Expulsion rate is 0 |
| | | Actual Annual Measurable Outcomes: | |

| LCAP Year: 2014-2015 | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | | Estimated Actual Annual Expenditures |
| Network with parents to find solutions to absentee issues. | | No Cost | Met with parents. | | No cost. |
| Scope of service: | Districtwide | | Scope of service: | Districtwide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Two students were identified as chronically absent and the school has created a plan to address the issues with these students and their families. Continue to work with parents. | | | |
| Original GOAL from prior year LCAP: | 4. 50% of Linns Valley parents participate in school and/or decision making as measured by sign-in sheets and surveys. what we will do to improve or maintain parent partition. Dedicate resource as needed | | | Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | ALL | | | |
| | Applicable Pupil Subgroups: | ALL | | | |
| Expected | Increase of parent participation in school activities | | Actual | Participation was at 20% as indicated by sign-in | |

| | | | |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Annual Measurable Outcomes:</p> | <p>and/or decision making as measured by sign-in sheets and surveys of 35% or more of parents that have students.</p> | <p>Annual Measurable Outcomes:</p> | <p>sheets and observation.</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 students 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. Parents of unduplicated student are invited to participate. 6. There are no EL'S Students attending Linns Valley-Poso Flat. <p>Priority 4 Pupil Achievement</p> <ol style="list-style-type: none"> 1. 55% proficient/advanced on CST/ELA, benchmarks 2.. CST Statewide Assessments 60% proficient/advanced in L/A, and 54% in Math. 3. API not applicable 4. 58% proficient/advanced in L/A, and 55% in Math. 5. API 735 three year average 6. Percent of students completing UC/CSU required courses: not applicable 7. Percent of students completing a CTE Course sequence: Not Applicable 8. Percent of EL students attaining AMAO 1 and 2 targets: Not Applicable 9. Percent of student I EAP Program – N/A <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 3. High School dropout rate: N/A 4. Chronic absenteeism rate is 5.7% 5. High School Graduation rate N/A <p>Priority 6 School Climate Metrics</p> <ol style="list-style-type: none"> 1. Student surveys indicate overall feeling of 100% safety 2. Parent surveys indicate feeling 100% safe but school is in need of repairs 3. Teacher interactions indicate school is in need of modernization 4. Town Meeting participants indicate school is in need of modernization |
| <p>LCAP Year: 2014-2015</p> | | | |
| <p>Planned Actions/Services</p> | | <p>Actual Actions/Services</p> | |

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Form a committee to help organize and develop fundraisers and activities. | \$0 | Formed parent committee, but still had little participation from parents. | \$0 |
| Scope of service: Districtwide <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: Districtwide <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: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Scope of service: <input type="checkbox"/> ALL | | Scope of service: <input type="checkbox"/> ALL | |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify) _____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | <i>We will continue to reach out to parents by monthly parent night and brochures. Will initiate a quarterly meet and greet social hour with staff administration and board attending. Develop an infrastructure of a mass communication structure to communicate with parent</i> | | |

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>\$12,668</u> |
| 55 % of the students at Linns Valley School are low income and represent the 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.

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.11 | % | 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">• Improve Reading/Language Arts Curriculum materials and accelerated schedule• Increase individual student Technology tools• Increase Professional Development• Increase Supplementary materials for struggling students.• Increase HQT staff to reduce class size• Improve academic services by providing after school tutoring. | | |

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).