

Introduction:

LEA: Big Pine Unified School District **Contact (Name, Title, Email, Phone Number):** Pamela Jones, Superintendent, pjones@bp.k12.ca.us, 760-938-2005 x252 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Big Pine Unified School District is a Basic Aid, K-12 School District with 165 students. More than half of our students are Native American (majority Big Pine Paiute), and 80% are low income. We have 2 English Learners in the District. Currently there are no Foster Youth, however should we have any enroll they would be provided all resources appropriate as listed in this plan. This Local Control Accountability Plan is designed as an LEA Wide plan, due to our high percentage of unduplicated pupils. Despite the high percentage of unduplicated pupils enrolled in the District, due to the Basic Aid status of the District we have received no additional funding under the the Local Control Funding Formula. In fact, we are experiencing significant decreases: loss of funds due to fair share payments, sunset of QEIA funding in 2015-16, loss of county funded programs that have been discontinued due to LCFF flexibility, uncertainty in Federal payments from Impact Aid, and a drop in revenue from property taxes.

We are a small District, and our numbers are so small that standard data sources often do not report our students as the numbers are statistically insignificant. Our past API scores have demonstrated significant fluctuation due to small student numbers, and are reported with asterisks. We cannot report our numbers for CAHSEE pass rates, as one example, as the numbers would individually identify our students. All students to date have passed the CAHSEE prior to graduation.

The Big Pine Unified School District Board and Superintendent have the vision of transforming the Big Pine School District using the research based model of education: EL Education. We are in our fourth year of implementation, and based upon the reports of other transformation schools in the EL Network we expect to stay the course on this model for seven to ten years prior to seeing the full effects of our efforts. We are also committed to Positive Behavior Intervention and Supports (PBIS) and the implementation of state standards. These are the three areas of focus for our ongoing improvement efforts.

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

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils

attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>From August 2015 through June 2016, BPUUSD has engaged in several activities to gain input from all the relevant stakeholders regarding the district’s current strengths and needs. A careful planning process, gathering input from key stakeholders was used to set priorities and create goals. Metrics were reported and discussed with each group as results have become available. Specific dates of meetings, stakeholders included and outcomes from those meetings are documented in the update section below.</p>	<p>As a Basic Aid District the Big Pine Unified School District has met funding targets under LCFF. Thus, no new funds are being allocated to the District despite high concentrations of unduplicated pupils. Because of those high numbers, our services are all school wide. Over 85% of our budget is dedicated to staffing. Meetings have been held to strategically allocate existing resources and consensus has been reached to define our areas for high impact:</p> <ol style="list-style-type: none"> 1. Implementation of Expeditionary Learning continues to be our major area of

<p>Stakeholder engagement opportunities include District Board Meetings (which regularly include Bargaining Unit Representatives, Student Representative, and Community Members), District Advisory Council Meetings, District-Tribe Collaborative Meetings, Annual School Climate Survey, EL Education Leadership Team Meetings, Student Crew Leader and Community Meetings.</p>	<p>focus for District transformation of teaching and learning.</p> <p>2. Within the work of Expeditionary Learning implementation, we also incorporate continuing efforts to integrate state standards and to improve the achievement of all student groups on CASPP. We also wish to keep our focus on college and career ready by maintaining our career portfolios and senior exit interviews.</p> <p>3. Implementation of Positive Behavior Intervention and Supports and maintenance of a safe and effective learning environment is the third area of focus.</p> <p>No written comments were received by the Big Pine Unified School District in relationship to the LEA engagement process. However in discussion consensus was reached to eliminate the Scholar Dollar program and to continue the intervention teacher position at the elementary.</p> <p>There are no foster youth currently enrolled in the District.</p>
<p>Annual Update:</p> <p>District Board Meetings are productive venues for LCAP progress reporting and discussions for action and strategies. In addition to the governing board and superintendent, the following participants are also present: Principal, Bargaining Unit Representatives, Student Representative, Community Members</p> <p>September 8, 2015 District Board Meeting</p> <p>October 5, 2015 District Board Meeting</p> <p>November 23, 2015, District Board Meeting</p>	<p>Annual Update:</p> <p>LCAP Progress and updates. Data discussions, EL workplan progress reports. All reflect steady progress on goals, evidenced by student work, meeting agendas, and data on Warrior Code and Habits of Scholarship.</p> <p>CAASPP Results baseline of 21% meets/exceeds Math and 23% meets/exceeds ELA district wide. Report on cultural diversity training for staff</p> <p>General discussion District vision and viability, Feasibility Study from School Services provided options and Board confirmed desire to maintain our course and current structure, District-Tribe Collaborative re-established for 15-16 school year.</p> <p>LCAP Metrics reported and discussed. Graduation rate improved. Chronic absence still an issue but using the SARB process for this. School climate indicators to be reviewed in April after SLC surveys conducted.</p>

December 7, 2015 District Board Meeting

An open forum discussion was held regarding the continued failure of EL Education to provide a school designer for support. Our last visit was in August with the Regional Director (who retired shortly after and has also not been replaced). Our consensus was to carry forward and assess in the new year the value of continuing future contracts. The superintendent withheld payment on the current agreement pending fulfillment of obligations by EL Education.

January 12, 2016 District Board Meeting

Data on enrollment, behavior, discipline, student achievement, course offerings, Expeditionary Learning, Warrior Code progress, instructional materials, attendance, and facilities were all presented within the SARC which earned approval by the Board.

February 1, 2016 District Board Meeting

Report was heard on visit from new school designer. All outstanding dates have been scheduled for visits. Staff received him well and we feel we are back on track with EL Education. The outstanding payment for the Cooperation Agreement is being processed.

March 7, 2016 District Board Meeting

Report that the DAC, EL Leadership and Collaborative are all in favor of maintaining the current three goals and associated actions in the LCAP. The Board approved.

April 12, 2016 District Board Meeting

Annual School Climate data was discussed. No change to LCAP goals indicated.

June 4, 2016, June 14, 2016 District Board Meeting

LCAP and Budget Hearing, LCAP and Budget Approval

Big Pine District-Tribe Collaborative (Collaborative) Meetings (Indian Education Center representatives, Title VII Liaison, tribal administrator, Indian Education Parent advisory representative, BPUSD principal, BPUSD Superintendent) 10/15/2015, 12/16/2015, 2/8/2016

Cultural Diversity training provided, school culture survey vetted, CAASPP results discussed, Ed Center support for on track graduation, affirm LCAP goals

EL Leadership Team Meetings (Grade span teacher representatives and BPUSD administrators, EL school designer) 11/10/2015, 12/9/2015, 1/6/2016, 1/20/2016, 2/9/2016, 3/1/2016, 4/12/2016, 5/10/2016

Revision of actions and strategies to support the Workplan (LCAP Goal 1)

District Advisory Council Meetings (DAC) (designated by the Board as the parent advisory group for LCAP. Included teachers, community member, parent, classified and student representatives) focused on LCAP input: 10/2015, 2/2016, 4/26/2016

Keep the EL Education Goal despite setbacks from school designer turnover and changes at EL. Maintain all goals and activities as progress seems steady. Approves all federal program expenditures. Metric discussion resulted in renewing the Safety Plan goal on attendance.

Information on School Climate Survey and request for any additional input was included in the Big Pine Beacon for March 2016 (our district newsletter which is mailed to 900 community members in our residence area) May 2016 Final Call for stakeholder engagement.

Community response was positive. No suggestions were provided.

Student Advisory Group: DAC members, Board Rep, Survey results

Support for continued work with the Warrior Code and Habits of Scholarship. SLCs are now considered not a big deal. Students like expedition work.

Staff, Student, Parent Surveys conducted during student led conference week
March 2016

Students feel safe. They identify a high level of support and caring from staff. They like being in a small school community but also get tired of everyone knowing everything about thier business.

Ratings above 4 on a 5 point scale from parents and staff for Expeditionary Learning. Middle and High students average 2.8 rating. High level of support for kind and caring teachers. Strong sentiment in favor of small class size and small school community.

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:	Meet the identified Student Achievement and School Conditions goals as stated in the EL Education Work Plan		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	The Big Pine Elementary was identified as a school ranked in decile 2 on the 2005 Academic Performance Index, and became a Quality Education Investment Act (QEIA) school. Expeditionary Learning (now known as EL Education) was implemented starting in 2012-13 as a transformative reform model to improve outcomes for students. State test scores and API scores have fluctuated dramatically due to small student population, however, overall students are performing below state averages for proficiency and improvement is desired. In the 15-16 school year there were a number of changes in District staffing as well as a 6 month delay of services from EL due to a change in school designers. The commitment to EL was re-examined and reaffirmed by all stakeholders with an expectation that eight years of implementation would be needed to see full potential.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All pupils	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	2. A. 100% of Expeditions, Case Studies and Projects will name state standards for academic content, (EL Workplan Evidence Collection) 2. B. There are currently two English language learner (ELL) students in the school. Their needs will be met on an individualized basis with attention to ELD standard and access to the core. (Student Goals) 3. A, B, C.. 100% of students have a parent/guardian or caring adult in attendance at their student let conference two times annually. (SLC Data Collection) 4. A. Scores on CAASPP 2015 were 21% of students meet-exceed math, and 23% of students meet/exceed ELA. Scores will increase by 5% in each content area 4. B The academic performance index has been suspended and is being revised by the state. 4. C. We expect the majority of our graduating students to have completed A-G requirements (numbers and percentages do not apply to our small population) 4. D. All ELLs will make individual progress on the CELDT. 4. E. The English Learner reclassification rate is not relevant to our population. 4. F. No students are expected to take AP exams, but individual students will be coached and provided the opportunity as appropriate 4. G. All 11th grade students will participate in the Early Assessment Program. 8. A. We will meet targets for EL Education Implementation Review scores. 8. B. We will collect evidence as required to support the activities of the EL Work Plan.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will carry out actions, activities, and professional development as stated in the annual EL Education Cooperative Agreement.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Title 1 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures \$7,800

		<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 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures \$5,876 LCFF EL Education MOU - Educator Effectiveness 5800: Professional/Consulting Services And Operating Expenditures \$25,078 LCFF EL Education MOU - Unrestricted 5800: Professional/Consulting Services And Operating Expenditures \$13,746
Implement all state standards within instructional practices of EL Education, including in case studies and in expeditions	LEA 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)	Lottery Instructional Materials Eureka Math Workbooks 4000-4999: Books And Supplies \$5,950 LCFF Eureka Math Workbooks 4000-4999: Books And Supplies \$9,050 LCFF English Science Language Arts Adoption 4000-4999: Books And Supplies \$15,000 LCFF Expeditionary Resources (Books and Supplies 4000-4999: Books And Supplies \$5,325
All students will produce high quality products for authentic audiences	LEA 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)	ELRN Instructional Materials 4000-4999: Books And Supplies \$3,000
All students will achieve academic and character goals identified in their student led conference portfolios	LEA 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)	LCFF Binders and dividers for SLCs 4000-4999: Books And Supplies \$1,800
All students will demonstrate ownership of their learning and will have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	No additional costs

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>All students will participate in the CAASPP. Maintain or obtain proficiency in the core content areas.</p>	<p>LEA Wide</p>	<ul style="list-style-type: none"> <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>General Fund Test fees 5800: Professional/Consulting Services And Operating Expenditures \$3,048</p> <hr/> <p>General Fund snacks for testing 4000-4999: Books And Supplies \$200</p>
<p>All students will have the opportunity to engage in learning through projects, case studies or expeditions</p>	<p>LEA Wide</p>	<ul style="list-style-type: none"> <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>LCFF Field Work Transportation 5700-5799: Transfers Of Direct Costs \$18,000</p> <hr/> <p>LCFF Expedition Planning Buyback Days Salaries and Benefits 1000-1999: Certificated Personnel Salaries \$13,539</p>
		<ul style="list-style-type: none"> <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) 	
		<ul style="list-style-type: none"> <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 	

		_ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 2. A. 100% of Expeditions, Case Studies and Projects will name state standards for academic content, (EL Workplan Evidence Collection)
- 2. B. There are currently two English language learner (ELL) students in the school. Their needs will be met on an individualized basis with attention to ELD standard and access to the core. (Student Goals)
- 3. A, B, C.. 100% of students have a parent/guardian or caring adult in attendance at their student let conference two times annually. (SLC Data Collection)
- 4. A. Scores on CAASPP 2015 were 21% of students meet-exceed math, and 23% of students meet/exceed ELA. Scores will increase by 5% in each content area
- 4. B The academic performance index has been suspended and is being revised by the state.
- 4. C. We expect the majority of our graduating students to have completed A-G requirements (numbers and percentages do not apply to our small population)
- 4. D. All ELLs will make individual progress on the CELDT.
- 4. E. The English Learner reclassification rate is not relevant to our population.
- 4. F. No students are expected to take AP exams, but individual students will be coached and provided the opportunity as appropriate
- 4. G. All 11th grade students will participate in the Early Assessment Program.
- 8. A. We will meet targets for EL Education Implementation Review scores.
- 8. B. We will collect evidence as required to support the activities of the EL Work Plan.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will carry out actions, activities, and professional development as stated in the annual EL Education Cooperative Agreement.	LEA 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)	Title 1 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures \$7,800 Title 2 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures \$5,876 LCFF EL Education MOU - General Fund Unrestricted 5800: Professional/Consulting Services And Operating Expenditures \$38,824
Implement all state standards within instructional practices of Expeditionary Learning, including in case studies and in expeditions	LEA 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)	Lottery Instructional Materials Eureka Math Workbooks 4000-4999: Books And Supplies \$5,950 LCFF Eureka Math Workbooks 4000-4999: Books And Supplies \$9,050 LCFF Expeditionary Resources (Books and Supplies) 4000-4999: Books And Supplies \$8,325 LCFF English Workbooks 4000-4999: Books And Supplies \$5,000 LCFF Textbook Adoption 4000-4999: Books And Supplies \$30,000

<p>All students will produce high quality products for authentic audiences</p>	<p>LEA 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>No additional costs</p>
<p>All students will achieve academic and character goals identified in their student led conference portfolios</p>	<p>LEA 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>LCFF Binders and dividers for SLCs 4000-4999: Books And Supplies \$1,800</p>
<p>All students will demonstrate ownership of their learning and will have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings</p>	<p>LEA 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>No additional costs</p>
<p>All students will participate in the CAASPP. Maintain or obtain proficiency in the core content areas.</p>	<p>LEA 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>General Fund Test fees 5800: Professional/Consulting Services And Operating Expenditures \$3,110 General Fund Snacks for testing 4000-4999: Books And Supplies \$200</p>
<p>All students will have the opportunity to engage in learning through projects, case studies or expeditions</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>LCFF Field Work Transportation 5700-5799: Transfers Of Direct Costs \$18,000</p>

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF Expedition Summer Institutes Salaries and Benefits 1000-1999: Certificated Personnel Salaries \$14,098 LCFF Buyback Days Salaries and Benefits 1000-1999: Certificated Personnel Salaries \$13,882
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	2. A. 100% of Expeditions, Case Studies and Projects will name state standards for academic content, (EL Workplan Evidence Collection) 2. B. There are currently two English language learner (ELL) students in the school. Their needs will be met on an individualized basis with attention to ELD standard and access to the core. (Student Goals) 3. A, B, C.. 100% of students have a parent/guardian or caring adult in attendance at their student let conference two times annually. (SLC Data Collection) 4. A. Scores on CAASPP 2015 were 21% of students meet-exceed math, and 23% of students meet/exceed ELA. Scores will increase by 5% in each content area 4. B The academic performance index has been suspended and is being revised by the state. 4. C. We expect the majority of our graduating students to have completed A-G requirements (numbers and percentages do not apply to our small population) 4. D. All ELLs will make individual progress on the CELDT. 4. E. The English Learner reclassification rate is not relevant to our population. 4. F. No students are expected to take AP exams, but individual students will be coached and provided the opportunity as appropriate 4. G. All 11th grade students will participate in the Early Assessment Program. 8. A. We will meet targets for Expeditionary Learning Implementation Review scores. 8. B. We will collect evidence as required to support the activities of the EL Work Plan.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will carry out actions, activities, and professional development as stated in the annual Expeditionary Learning Cooperative Agreement.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Title 1 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures \$7,800 Title 2 EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures \$5,876 LCFF EL Education MOU - General Fund Unrestricted \$38,824
Implement all state standards within instructional practices of EL Education, including in case studies and in expeditions	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Lottery Instructional Materials Eureka Math Workbooks 4000-4999: Books And Supplies \$6,010 LCFF Instructional Materials Eureka Math Workbooks 4000-

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4999: Books And Supplies \$9,150 LCFF Expeditionary Resources (Books and Supplies) 4000-4999: Books And Supplies \$8,400 LCFF Instructional Materials English 4000-4999: Books And Supplies \$15,000 LCFF Textbook Replacement/Adoption 4000-4999: Books And Supplies \$8,400
All students will produce high quality products for authentic audiences	LEA 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)	No Additional Cost
All students will achieve academic and character goals identified in their student led conference portfolios	LEA 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)	LCFF Binders and Supplies for SLCs 4000-4999: Books And Supplies \$1,800
All students will demonstrate ownership of their learning and will have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings	LEA 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)	No additional costs
All students will participate in the CAASPP. Maintain or obtain proficiency in the core content areas.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	General Fund Test Fees 5800: Professional/Consulting Services And Operating Expenditures \$3,100 General Fund Snacks and Supplies for Testing 4000-4999: Books And Supplies \$200

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
All students will have the opportunity to engage in learning through projects, case studies or expeditions	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF Transportation EL Field Work 5700-5799: Transfers Of Direct Costs \$18,000 LCFF Summer Institutes and EL Conferences Salary and Benefits 1000-1999: Certificated Personnel Salaries \$14,000 LCFF Buyback and PD Day Salary and Benefits 1000-1999: Certificated Personnel Salaries \$13,675

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

GOAL 2:	Provide a safe, secure and healthy learning and working environment	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Staffing and credentials need frequent monitoring and hiring is an annual need. Facilities, equipment, supplies and materials need continual maintenance and renewal to adequately support the instructional environment.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 1. A. All teachers in the District will be properly credentialed and assigned as documented in the SARC
- 1. B. Instructional materials list updated and sufficiency documented in the SARC.
- 1. C. Facilities Inspection Tool rating of Good as provided in SARC.
- 5. A. School attendance will continue at a rate of 92% or better.
- 5. B. Chronic Absenteeism was 26% in 12-13, 19% in 13-14, and 21% in 14-15. The rate will be 15% or less over the next three years.
- 5. C. Middle School drop out rates will be 0%
- 5. D. High School drop out rates will be 0%
- 5. E. High School graduation rates will be 100%
- 6. A. Pupil suspension rates in 2013-14 were 3.3% and 18% in 15-15. Suspension rates will remain below 10%.
- 6. B. Pupil expulsion rates in 2013-14 and 2014-15 were 0% and will maintain 0-1%
- 6. C. Annual SLC survey data will continue to rate overall satisfaction of parents with school environment at a 4 out of 5.
- 8. C. PBIS Feather data will demonstrate a 4/1 ratio of positive reinforcement to referral

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide facilities needed to support student learning	LEA 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)	Fund 40 Maintenance Project List 6000-6999: Capital Outlay \$100,000 Fund 14 Deferred Maintenance 5000-5999: Services And Other Operating Expenditures \$20,000
Provide equipment needed to support student learning,	LEA Wide	<input checked="" type="checkbox"/> All	General Fund Technology upgrades, repairs and

including technology		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)	replacements 4000-4999: Books And Supplies \$22,326 General Fund Classroom furniture 4000-4999: Books And Supplies \$3,000
Provide materials and supplies needed to support student learning	LEA 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)	General Fund All classroom instructional supply budgets 4000-4999: Books And Supplies \$21,800
Students will have opportunities to learn about and participate in healthy lifestyle activities	LEA 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)	General Fund Supplies for community meetings, field days 4000-4999: Books And Supplies \$1,262
District programs will foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	LEA 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)	General Fund Feather Ticket Rewards Program 4000-4999: Books And Supplies \$1,000 General Fund Awards assemblies 4000-4999: Books And Supplies \$2,075 General Fund Behavior Matrix Instructional Day (supplemental hours) 2000-2999: Classified Personnel Salaries \$245
The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	General Fund Big Pine Beacon (paper and mailing costs) 5900: Communications \$670 General Fund Student Led Conference Survey (2 days of

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	administrator time) Salaries and Benefits 1000-1999: Certificated Personnel Salaries \$1,156
<p>The District will staff all classrooms with highly qualified teachers and keep class sizes small, while staffing to avoid combination classes</p> <p>The Student Achievement Ratio study (STAR) documented that strategic reductions in the early grades (K-3) can make a measurable and lasting difference in student achievement, especially for children from low income families. (Words, Johnson and Bain, 1990)</p> <p>In 15-16 the District began a three year pilot of an Elementary Care teacher position for academic intervention and behavior support. This position will continue based upon data of student progress.</p>	LEA 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)	LCFF Teacher salary and benefits 1000-1999: Certificated Personnel Salaries \$1,632,558 Title 1 Funds Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries \$6,500
		<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)	
		<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)	
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. A. All teachers in the District will be properly credentialed and assigned as documented in the SARC 1. B. Instructional materials list updated and sufficiency documented in the SARC. 1. C. Facilities Inspection Tool rating of Good as provided in SARC. 5. A. School attendance will continue at a rate of 92% or better. 5. B. Chronic Absenteeism was 26% in 12-13, 19% in 13-14, and 21% in 14-15. The rate will be 15% or less over the next three years. 5. C. Middle School drop out rates will be 0% 5. D. High School drop out rates will be 0% 5. E. High School graduation rates will be 100% 6. A. Pupil suspension rates in 2013-14 were 3.3% and 18% in 15-15. Suspension rates will remain below 10%. 6. B. Pupil expulsion rates in 2013-14 and 2014-15 were 0% and will maintain 0-1% 6. C. Annual SLC survey data will continue to rate overall satisfaction of parents with school environment at a 4 out of 5. 8. C. PBIS Feather data will demonstrate a 4/1 ratio of positive reinforcement to referral
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide facilities needed to support student learning	LEA 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)	Fund 40 Maintenance Project List 6000-6999: Capital Outlay \$100,000 Fund 14 Deferred Maintenance 5000-5999: Services And Other Operating Expenditures \$25,000
Provide equipment needed to support student learning, including technology	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	LCFF Technology upgrades, repairs and replacements 4000-4999: Books And Supplies \$22,550 General Fund Classroom furniture 4000-4999: Books And Supplies \$3,060

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide materials and supplies needed to support student learning	LEA 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)	General Fund All classroom instructional supply budgets 4000-4999: Books And Supplies \$22,000
Students will have opportunities to learn about and participate in healthy lifestyle activities	LEA 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)	General Fund Supplies for community meetings, field days 4000-4999: Books And Supplies \$1,275
District programs will foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	LEA 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)	General Fund Feather Ticket Rewards Program 4000-4999: Books And Supplies \$1,250 General Fund Awards assemblies 4000-4999: Books And Supplies \$2,075 General Fund Behavior Matrix Instructional Day (supplemental hours) 2000-2999: Classified Personnel Salaries \$250
The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.	LEA 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:	General Fund Big Pine Beacon (paper and mailing costs) 5900: Communications \$700 LCFF Annual School Climate Student Led Conference Survey (2 days of administrator time) Salaries and Benefits 1000-1999: Certificated Personnel Salaries \$1,180

<p>The District will staff all classrooms with highly qualified teachers and maintain the position formerly funded by QEIA in order to keep class sizes small and avoid combination classes</p> <p>The Student Achievement Ratio study (STAR) documented that strategic reductions in the early grades (K-3) can make a measurable and lasting difference in student achievement, especially for children from low income families. (Words, Johnson and Bain, 1990)</p> <p>In 15-16 the District began a three year pilot of an Elementary Care teacher position for academic intervention and behavior support. This position will continue based upon data of student progress. Evaluate in the 17-18 year for ongoing support.</p>	<p>LEA Wide</p>	<p>(Specify)</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>LCFF Restricted and Unrestricted Teacher salary and benefits 1000-1999: Certificated Personnel Salaries \$1,638,900</p> <p>Title 1 Funds Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries \$6,470</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. A. All teachers in the District will be properly credentialed and assigned as documented in the SARC 1. B. Instructional materials list updated and sufficiency documented in the SARC. 1. C. Facilities Inspection Tool rating of Good as provided in SARC. 5. A. School attendance will continue at a rate of 92% or better. 5. B. Chronic Absenteeism was 26% in 12-13, 19% in 13-14, and 21% in 14-15. The rate will be 15% or less over the next three years. 5. C. Middle School drop out rates will be 0% 5. D. High School drop out rates will be 0% 5. E. High School graduation rates will be 100% 6. A. Pupil suspension rates in 2013-14 were 3.3% and 18% in 15-15. Suspension rates will remain below 10%. 6. B. Pupil expulsion rates in 2013-14 and 2014-15 were 0% and will maintain 0-1% 6. C. Annual SLC survey data will continue to rate overall satisfaction of parents with school environment at a 4 out of 5. 8. C. PBIS Feather data will demonstrate a 4/1 ratio of positive reinforcement to referral
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide facilities needed to support student learning</p>	<p>LEA 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</p>	<p>Fund 40 Maintenance Project List 6000-6999: Capital Outlay \$100,000</p> <p>Fund 14 Deferred Maintenance 5000-5999: Services And Other Operating Expenditures \$20,000</p>

		English proficient _ Other Subgroups: (Specify)	
Provide equipment needed to support student learning, including technology	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF Technology Repairs, Upgrades and Maintenance 4000-4999: Books And Supplies \$22,775 General Fund Classroom Furniture 4000-4999: Books And Supplies \$4,000
Provide materials and supplies needed to support student learning	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF All Classroom Instructional Supplies Budgets 4000-4999: Books And Supplies \$22,220
Students will have opportunities to learn about and participate in healthy lifestyle activities	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	LCFF Supplies Community Meetings and Field Days 4000-4999: Books And Supplies \$1,280
District programs will foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General Fund Warrior Code Feather Tickets 3000-3999: Employee Benefits \$1,250 General Fund Awards Assemblies 4000-4999: Books And Supplies \$2,075 General Fund support for Matrix Instructional Day (supplemental hours) 2000-2999: Classified Personnel Salaries \$255

<p>The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.</p>	<p>LEA 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>General Fund Beacon Paper and Mailings 5900: Communications \$670 LCFF Annual Climate Survey (SLC) for stakeholders, 2 days administrative time 1000-1999: Certificated Personnel Salaries \$1,290</p>
<p>The District will staff all classrooms with highly qualified teachers and maintain the position formerly funded by QEIA in order to keep class sizes small and avoid combination classes</p> <p>The Student Achievement Ratio study (STAR) documented that strategic reductions in the early grades (K-3) can make a measurable and lasting difference in student achievement, especially for children from low income families. (Words, Johnson and Bain, 1990)</p>	<p>LEA 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>LCFF Restricted and Unrestricted Teacher salary and benefits 1000-1999: Certificated Personnel Salaries \$1,645,370</p>

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

GOAL 3:	All students will graduate from high school prepared for post secondary and career options or earn a certificate of completion.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	From 2007 to 2013 there was a 100% graduation rate for the district. In 2013-2014 the rate dropped to 78%. In 14-15 we had 90%. Continued focus on graduation on time for all students is needed. There has been staff turnover in the career center and we wish to retain quality career portfolios for all students		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All ----- All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	5. E. Maintain or increase the percentage of students meeting state and local graduation requirements. (2013-14 was 78%, 2014-15 was 90%) a. All students will have a senior exit interview. (2013-14 100%, 2014-15 100%) b. All students will have a career portfolio. (2013-14 100%, 2014-15 100%) c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth. (score of 3 or 4 on rubric) 7. A. Course schedules will show evidence of opportunities to access courses described in Sections 51210 and 51220. 7. B. As our unduplicated population is 82%% or higher, all programs and services are for unduplicated pupils 7. C. Fewer than five RTI program students will be eligible for special education initial identification annually. (None in 14-15) 8. Student transcripts will show evidence of passing grades for courses described under sections 51210 and 51220 (Student grade point averages over time are 2.0 or higher)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will demonstrate understanding of and act in accordance with the Habits of Scholarship.	LEA 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)	ASB Warrior Code and Academic Rewards 0000: Unrestricted \$900
Students will graduate with completed career portfolios.	LEA Wide	<input checked="" type="checkbox"/> All	General Fund Resource 5810 Career Technician Salary and

<p>The district will maintain a career technician to support career choices and portfolio completion</p>		<p>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>Benefits 2000-2999: Classified Personnel Salaries \$7,307 LCFF Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries \$29,950 General Fund Road Trip Nation Subscription 5000-5999: Services And Other Operating Expenditures \$255 General Fund Supplies and materials for portfolios 4000-4999: Books And Supplies \$100</p>
<p>Students will complete a senior exit interview</p>	<p>LEA 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>No additional cost associated</p>
<p>Students will have access to the courses needed in order to meet graduation requirements.</p>	<p>LEA 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>LCFF Odysseyware 5000-5999: Services And Other Operating Expenditures \$6,000 Teaching staff costs already recorded</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 5. E. Maintain or increase the percentage of students meeting state and local graduation requirements. (2013-14 was 78%, 2014-15 was 90%)
 - a. All students will have a senior exit interview. (2013-14 100%, 2014-15 100%)
 - b. All students will have a career portfolio. (2013-14 100%, 2014-15 100%)
 - c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth. (score of 3 or 4 on rubric)
- 7. A. Course schedules will show evidence of opportunities to access courses described in Sections 51210 and 51220.
- 7. B. As our unduplicated population is 82% or higher, all programs and services are for unduplicated pupils
- 7. C. Fewer than five RTI program students will be eligible for special education initial identification annually. (None in 14-15)
- 8. Student transcripts will show evidence of passing grades for courses described under sections 51210 and 51220 (Student grade point averages over time are 2.0 or higher)

- 5. E. Maintain or increase the percentage of students meeting state and local graduation requirements. (2013-14 was 78%)
 - a. All students will have a senior exit interview. (2013-14 100%)
 - b. All students will have a career portfolio. (2013-14 100%)
 - c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth.
- 7. A. Course schedules will show evidence of opportunities to access courses described in Sections 51210 and 51220.
- 7. B. As our unduplicated population is 78% or higher, all programs and services are for unduplicated pupils
- 7. C. Fewer than five RTI program students will be eligible for special education initial identification annually. (None in 14-15)
- 8. Student transcripts will show evidence of passing grades for courses described under sections 51210 and 51220 (Student grade point averages over time are 2.0 or higher)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will demonstrate understanding of and act in accordance with the Habits of Scholarship.	LEA 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)	ASB Warrior Code and Academic Rewards 0000: Unrestricted \$900
Students will graduate with completed career portfolios. The district will maintain a career technician to support career choices and portfolio completion	LEA 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	General Fund Resource 5810 Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries \$7,307 LCFF Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries \$30,700 General Fund Road Trip Nation Subscription 5000-5999: Services And Other Operating Expenditures \$255

		_ Other Subgroups: (Specify)	General Fund Supplies and materials for portfolios 4000-4999: Books And Supplies \$100
Students will complete a senior exit interview	LEA 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)	No additional cost associated
Students will have access to the courses needed in order to meet graduation requirements.	LEA 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)	LCFF Odysseyware 5000-5999: Services And Other Operating Expenditures \$6,000 Teaching staff costs already recorded

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>5. E. Maintain or increase the percentage of students meeting state and local graduation requirements. (2013-14 was 78%, 2014-15 was 90%)</p> <p>a. All students will have a senior exit interview. (2013-14 100%, 2014-15 100%)</p> <p>b. All students will have a career portfolio. (2013-14 100%, 2014-15 100%)</p> <p>c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth. (score of 3 or 4 on rubric)</p> <p>7. A. Course schedules will show evidence of opportunities to access courses described in Sections 51210 and 51220.</p> <p>7. B. As our unduplicated population is 82%% or higher, all programs and services are for unduplicated pupils</p> <p>7. C. Fewer than five RTI program students will be eligible for special education initial identification annually. (None in 14-15)</p> <p>8. Student transcripts will show evidence of passing grades for courses described under sections 51210 and 51220 (Student gradepoint averages over time are 2.0 or higher)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will demonstrate understanding of and act in accordance with the Habits of Scholarship.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	ASB Warrior Code and Academic Rewards 0000: Unrestricted \$900

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students will graduate with completed career portfolios. The district will maintain a career technician to support career choices and portfolio completion	LEA 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)	General Fund Resource Code 5810 Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries \$7,307 LCFF Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries \$31,460 General Fund Road Trip Nation Subscription 5800: Professional/Consulting Services And Operating Expenditures \$260 General Fund Career Portfolio Supplies and Materials 4000-4999: Books And Supplies \$100
Students will complete a senior exit interview	LEA 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)	No additional costs
Students will have access to the courses needed in order to meet graduation requirements.		<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)	LCFF Odysseyware subscription 5800: Professional/Consulting Services And Operating Expenditures \$6,000 Teaching staff costs already recorded

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Meet the identified Student Achievement and School Conditions goals as stated in the Expeditionary Learning Work Plan	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All pupils		
Expected Annual Measurable Outcomes:	<p>2. A. 100% of Expeditions, Case Studies and Projects will name state standards for academic content, (EL Workplan Evidence Collection)</p> <p>2. B. There are currently four English language learner (ELL) students in the school. Their needs will be met on an individualized basis with attention to ELD standard and access to the core. (Student Goals)</p> <p>3. A, B, C.. 100% of students have a parent/guardian or caring adult in attendance at their student let conference two times annually. (SLC Data Collection)</p> <p>4. A. Scores on CAASPP will establish a baseline in 2015</p> <p>4. B The academic performance index has been suspended for 2014-2015</p> <p>4. C. We expect half of our graduating students to have completed A-G requirements (numbers and percentages do not apply to our small population)</p> <p>4. D. All ELLs will make progress on the CELDT.</p> <p>4. E. The English Learner reclassification rate is not relevant to our population.</p> <p>4. F. No students are expected to take AP exams</p> <p>4. G. All 11th grade students will participate in the Early Assessment Program.</p> <p>8. A. Meet targets for Expeditionary Learning Implementation Review scores.</p> <p>8. B. Collect evidence as required to support the activities of the EL Work Plan.</p>	Actual Annual Measurable Outcomes:	<p>2. A. 100% of Expeditions, Case Studies and Projects named state standards for academic content, (EL Workplan Evidence Collection)</p> <p>2. B. There are two English language learner (ELL) students in the school. Their needs were met on an individualized basis with attention to ELD standard and access to the core. (Student Goals)</p> <p>3. A, B, C.. 99% of students had a parent/guardian or caring adult in attendance at their student let conference two times annually. (SLC Data Collection) One family refused participation.</p> <p>4. A. Scores on CAASPP are not yet available for 2016</p> <p>4. B The academic performance index has been suspended for 15-16</p> <p>4. C. All of our graduating students to have completed A-G requirements (numbers and percentages do not apply to our small population)</p> <p>4. D. All ELLs maintained or made progress on the CELDT.</p> <p>4. E. The English Learner reclassification rate is not relevant to our population.</p> <p>4. F. No students took AP exams</p> <p>4. G. All 11th grade students will participate in the Early Assessment Program.</p> <p>8. A. We met targets for Expeditionary Learning Implementation Review scores in year one , two and three. Scores for 15-16 are not available until August</p> <p>8. B. Collected evidence as required to support the activities of the EL Work Plan.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff will carry out actions, activities, and professional development as stated in the annual Expeditionary Learning Cooperative Agreement.	ICSOS Technical Assistance MOU 5800: Professional/Consulting Services And Operating Expenditures \$23,114	Due to changes in staffing activities were modified to reflect the level of expertise of new staff. Expectations for full Expeditions at each grade level were adjusted and we went back to our year three expectations which allowed Case Studies or Projects for new staff. Due to EL Education changes, our school designer did not start until January, so we are receiving all of the PD during a 6 month period in lieu of over the year. Conference and institute attendance went forward as planned.	5810 Contracted Services ELRN MOU - Title 1 5000-5999: Services And Other Operating Expenditures \$8,883
	Title 1 Expeditionary Learning MOU 5800: Professional/Consulting Services And Operating Expenditures \$7,800		5810 Contracted Services ELRN MOU - Title 2 5000-5999: Services And Other Operating Expenditures \$5,876
	Title 2 Expeditionary Learning MOU 5800: Professional/Consulting Services And Operating Expenditures \$5,876		5810 Contracted Services ELRN MOU - QEIA 5000-5999: Services And Other Operating Expenditures \$27,741
	LCFF EL Education MOU 5800: Professional/Consulting Services And Operating Expenditures Other \$25,078		5200 - Travel & Conferences - Title 1 5000-5999: Services And Other Operating Expenditures \$101
	0000: Unrestricted \$13,746		5200 - Travel & Conferences - Title 2 5000-5999: Services And Other Operating Expenditures \$400
			5200 - Travel & Conferences - Unrestricted 5000-5999: Services And Other Operating Expenditures \$6,387
Scope of Service LEA wide		Scope of Service LEA Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement all state standards within instructional practices of Expeditionary Learning, including in case studies and in expeditions	Lottery Instructional Materials Eureka Math Workbooks 4000-4999: Books And Supplies \$5,950	Learning targets are in use in every classroom, and reflect the state standards. Instructional materials are aligned.	Lottery - English Language Arts 4000-4999: Books And Supplies \$11,711
	LCFF Eureka Math Workbooks 4000-4999: Books And Supplies \$9,050		Lottery - QEIA Common Core Math 4000-4999: Books And Supplies \$5,381
			Lottery - QEIA 4000-4999: Books And

	LCFF English Science Arts Adoption 4000-4999: Books And Supplies \$15,000 LCFF Expeditionary Resources 4000-4999: Books And Supplies \$5,325		Supplies \$302 Lottery - Unrestricted 4000-4999: Books And Supplies \$1,012
Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
All students will produce high quality products for authentic audiences	ELRN Instructional Materials 4000-4999: Books And Supplies \$3,000	Students produced a variety of products, including written work, illustrations, poster boards, presentations, and projects such as a hover craft and park benches. Fourth graders illustrated plant markers which will go into the native plant garden at the Alice Piper statue. The native plant garden was designed and planted by 2nd and 4th grades with help from local community members and a Mary DeDecker grant. High School students visited the Museum of Tolerance and are collaborating with Manzanar staff to do community service.	Plant Markers 4000-4999: Books And Supplies \$617 Museum of Tolerance 5800: Professional/Consulting Services And Operating Expenditures \$620
Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>All students will achieve academic and character goals identified in their student led conference portfolios</p>	<p>Binders and dividers for SLCs General Fund ELRN 4000-4999: Books And Supplies \$1,800</p>	<p>Student led conferences were held in fall and spring. 100% of students held conferences. Goals were assessed. Not all students achieved their goals, but all students made progress.</p>	<p>4000-4999: Books And Supplies \$935</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>All students will demonstrate ownership of their learning and will have confidence in their ability to present knowledge in student led conferences, presentations to authentic audiences and in community meetings</p>	<p>No additional costs</p>	<p>All student held SLCs and the annual survey results highlight this practice as a strong area for student performance. Elementary had several community meetings. Secondary focused on in classroom presentation this year.</p>	<p>No additional cost</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>All students will participate in the CAASPP. Maintain or obtain proficiency in the core content areas.</p>	<p>General Fund Test Fees 5800: Professional/Consulting Services And Operating Expenditures \$3,048</p>	<p>Students will participate in the CAASPP in May. Results are not yet available</p>	<p>REAP - Salary and Benefits 2000-2999: Classified Personnel Salaries Other \$612</p>

	General Fund snacks for testing 4000-4999: Books And Supplies \$200		Unrestricted - Salary and Benefits 2000-2999: Classified Personnel Salaries Other \$1,837 4000-4999: Books And Supplies \$182
Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
All students will have the opportunity to engage in learning through projects, case studies or expeditions	LCFF Field Work Transportation 5700-5799: Transfers Of Direct Costs \$18,000 LCFF Expedition Planning Buyback Days Salaries & Benefits 1000- 1999: Certificated Personnel Salaries \$13,539	All students are engaged in projects, case studies or expeditions	Transportation 5700-5799: Transfers Of Direct Costs \$18,000 Salaries and Benefits 1000-1999: Certificated Personnel Salaries Tchr salary & benefits \$13,274
Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service LEA Wide <hr/> _ All OR:		Scope of Service <hr/> _ All OR:	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Due to a number of staffing changes, we have determined that we will expand our Cooperative Agreement MOU with EL Education to include 30 days of school designer time. This will afford more opportunities for support of expeditions and EL practices.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Provide a safe, secure and healthy learning and working environment		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. A. All teachers in the District will be properly credentialed and assigned as documented in the SARC 1. B. Instructional materials list updated and sufficiency documented in the SARC. 1. C. Facilities Inspection Tool rating of Good. 5. A. School attendance will continue at a rate of 92.25% or better. 5. B. Chronic Absenteeism was 26% in 12-13, and 19% in 13-14. The rate will be 15% or less over the next three years. 5. C. Middle School drop out rates will be 0% 5. D. High School drop out rates will be 0% 5. E. High School graduation rates will be 100% 6. A. Pupil suspension rates in 2013-14 were 3.3% Suspension rates will remain below 10%. 6. B. Pupil expulsion rates in 2013-14 were 0% 6. C. Annual SLC survey data will continue to rate overall satisfaction of parents with school environment at a 4 out of 5. 8. C. PBIS Feather data and Scholar Dollar data will demonstrate a 4/1 ratio of positive reinforcement to referral		Actual Annual Measurable Outcomes:	1. A. All teachers in the District were properly credentialed and assigned as documented in the SARC. 1. B. Instructional materials list was updated and sufficiency documented in the SARC. 1. C. Facilities Inspection Tool rating remained Good. 5. A. School attendance rate was 93% in 14-15. 5. B. Chronic Absenteeism was 26% in 12-13, and 19% in 13-14. The rate was 21% in 14-15. 5. C. Middle School drop out rates were 0% in 14-15 5. D. High School drop out rates were 0% in 14-15 5. E. High School graduation rates were 90% in 14-15. 6. A. Pupil suspension rates were 18% in 14-15. 6. B. Pupil expulsion rates in 2014-15 were 0% 6. C. Annual SLC survey data continued to rate overall satisfaction of parents with school environment at a 4 out of 5. 8. C. PBIS Feather data demonstrated a 4/1 ratio of positive reinforcement to referral . Scholar Dollars were discontinued.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide facilities needed to support student learning	General Fund Prop 39 Project 6000-6999: Capital Outlay \$100,000 Fund 14 Deferred Maintenance 5000-5999: Services And Other		Facilities were maintained in good condition as documented by the FIT.	General Fund 6000-6999: Capital Outlay \$275,598 Deferred Maintenance Fund 14 5000-5999: Services And Other Operating

		Operating Expenditures \$20,000			Expenditures \$18,200
Scope of Service	LEA Wide		Scope of Service	LEA 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)			<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)		
Provide equipment needed to support student learning, including technology		General Fund Unrestricted & Microsoft Settlement Technology upgrades, repairs and replacements 4000-4999: Books And Supplies \$22,326 General Fund Classroom furniture 4000-4999: Books And Supplies \$3,000	New printers were purchased and chromebooks were extended to all students in grades 3-12. Additional classroom furniture was purchased to supplement the ICSOS furniture initiative providing flexible furnishings to support collaborative student work.		General Fund, Unrestricted - Technology 4000-4999: Books And Supplies \$16,293 General Fund, Unrestricted - Furniture 4000-4999: Books And Supplies \$1,139
Scope of Service	LEA Wide		Scope of Service	LEA 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)			<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)		
Provide materials and supplies needed to support student learning		General Fund All classroom instructional supply budgets 4000-4999: Books And Supplies \$21,800	Materials were purchase to support expeditions and projects.		General Fund - Unrestricted 4000-4999: Books And Supplies \$21,582
Scope of Service	LEA Wide		Scope of Service	LEA Wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		

<p>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>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>Students will have opportunities to learn about and participate in healthy lifestyle activities</p>	<p>General Fund Supplies for community meetings, field days 4000-4999: Books And Supplies \$1,262</p>	<p>Community meetings and all crew days focused on healthy activity. K-5 learned about nutrition and wrote songs in music class on healthy life styles</p>	<p>General Fund - Unrestricted 4000-4999: Books And Supplies \$1,012</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>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>District programs will foster positive behaviors and character development through the Warrior Code (Positive Behavior Intervention and Supports)</p>	<p>General Fund Feather Ticket Rewards Program 4000-4999: Books And Supplies \$1,000 General Fund Awards Assemblies 4000-4999: Books And Supplies \$2,075 General Fund Behavior Matrix Instructional Day (supplemental hours) 2000-2999: Classified Personnel Salaries \$245</p>	<p>Awards were provided for feather ticket drawings. The Behavior Matrix Instructional Day went forward in the fall.</p>	<p>Rewards and Student Recognition 4000-4999: Books And Supplies \$599 General Fund - Unrestricted Salaries and Benefits 2000-2999: Classified Personnel Salaries Other \$238</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will seek support and encourage open and honest communication with students, parents, employees and the extended community.</p>	<p>General Fund Big Pine Beacon (paper and mailing costs) 5900: Communications \$670 General Fund Student Led Conference Survey (2 days of administrator time) Salaries and Benefits 1000-1999: Certificated Personnel Salaries \$1,156</p>	<p>The Beacon has been published and mailed to all community members four times this year. The SLC survey for annual school climate was administered, with 114 responses.</p>	<p>Paper for Beacon 4000-4999: Books And Supplies \$118 Postage for Beacon 4000-4999: Books And Supplies \$5,900 Salaries & Benefits - All General Fund, Unrestricted 1000-1999: Certificated Personnel Salaries \$1,089</p>
<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will staff all classrooms with highly qualified teachers and maintain the position formerly funded by QEIA in order to keep class sizes small and avoid combination classes.</p> <p>The Student Achievement Ratio study (STAR) documented that strategic reductions in the early grades (K-3) can make a measurable and lasting difference in student achievement, especially for children from low income families. (Words, Johnson and Bain, 1990)</p>	<p>LCFF Teacher Salary and benefits 1000-1999: Certificated Personnel Salaries \$1,632,5568 title 1 Funds Elementary Care Teacher Salary and Benefits 1000-1999: Certificated Personnel Salaries \$6,500</p>	<p>All class sizes were less than 20 per grade level.</p>	<p>Salaries & Benefits, Title 1 1000-1999: Certificated Personnel Salaries \$18,086 Salaries & Benefits, General Unrestricted 1000-1999: Certificated Personnel Salaries \$1,217,967</p>
<p>Scope of Service: LEA Wide</p>		<p>Scope of Service: LEA Wide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After stakeholder discussions we determined that the Scholar Dollar program did not support student needs. Instead reward and recognition will be offered through the Be a Scholar feather ticket and academic awards. Students will self assess on the Habits using rubrics and will report on a Habits goal in student led conferences. Absenteeism was noted as a continued issue, but is addressed in our safety plan and is being pursued rigorously through the SARB process and individual counseling and education efforts. We continue to meet our needs for appropriately credentialed teachers, despite teacher shortages.</p>		

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

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

Original GOAL 3 from prior year LCAP:	All students will graduate from high school prepared for post secondary and career options or earn a certificate of completion.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<p>5. E. Maintain or increase the percentage of students meeting state and local graduation requirements. (2013-14 was 78%)</p> <p>a. All students will have a senior exit interview. (2013-14 100%)</p> <p>b. All students will have a career portfolio. (2013-14 100%)</p> <p>c. Student self assessment rubrics for the Habits of Scholarship will demonstrate individual growth.</p> <p>7. A. Course schedules will show evidence of opportunities to access courses described in Sections 51210 and 51220.</p> <p>7. B. As our unduplicated population is 78% or higher, all programs and services are for unduplicated pupils</p> <p>7. C. Fewer than five RTI program students will be eligible for special education initial identification annually. (None in 14-15)</p> <p>8. Student transcripts will show evidence of passing grades for courses described under sections 51210 and 51220 (Student gradepoint averages over time are 2.0 or higher)</p>	Actual Annual Measurable Outcomes:	<p>5. E. Maintain or increase the percentage of students meeting state and local graduation requirements. (2013-14 was 78%, 2014-15 was 90%)</p> <p>a. All students will have a senior exit interview. (2014-15 100%)</p> <p>b. All students will have a career portfolio. (2014-15 100%)</p> <p>c. Student self assessment rubrics for the Habits of Scholarship 2015-16: Elementary student average score 3 out of 4. Middle school students 84.2% score 3 or 4 out of 5. High school students 70.2% score 3 or 4 out of 5</p> <p>7. A. Course schedules show evidence of opportunities to access courses described in Sections 51210 and 51220.</p> <p>7. B. As our unduplicated population is 82% in 15-16, all programs and services are for unduplicated pupils</p> <p>7. C. Fewer than five RTI program students will be eligible for special education initial identification annually. (None in 14-15)</p> <p>8. Student transcripts will show evidence of passing grades for courses described under sections 51210 and 51220 (Student gradepoint averages over time are 2.0 or higher)</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Students will demonstrate understanding of and act in accordance with the Habits of Scholarship.	Budgeted Expenditures		Estimated Actual Annual Expenditures
	ASB Warrior Code and Academic Rewards 0000: Unrestricted \$900		

		purpose were used with the Warrior Code reward program					
<table border="1"> <tr> <td data-bbox="96 191 243 269">Scope of Service</td> <td data-bbox="243 191 569 269">LEA Wide</td> </tr> </table> <hr/> <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	LEA Wide		<table border="1"> <tr> <td data-bbox="1031 191 1178 269">Scope of Service</td> <td data-bbox="1178 191 1514 269">LEA Wide</td> </tr> </table> <hr/> <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	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
<p>Students will graduate with completed career portfolios. The district will maintain a career technician to support career choices and portfolio completion</p>	<p>General Fund Resource 5810 Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries \$7,307</p> <p>LCFF Career Technician Salary and Benefits 2000-2999: Classified Personnel Salaries \$29,950</p> <p>General Fund Road Trip Nation Subscription 5800: Professional/Consulting Services And Operating Expenditures \$255</p> <p>General Fund Supplies and materials for portfolios 4000-4999: Books And Supplies \$100</p>	<p>Seniors have career portfolios and we have maintained the career tech position</p>	<p>Salaries and Benefits, Career Technician - REAP 2000-2999: Classified Personnel Salaries \$7,307</p> <p>Salaries and Benefits, Career Technician - General Fund 2000-2999: Classified Personnel Salaries \$29,228</p> <p>General Fund Unrestricted 5800 5000-5999: Services And Other Operating Expenditures \$251</p>				
<table border="1"> <tr> <td data-bbox="96 1052 243 1130">Scope of Service</td> <td data-bbox="243 1052 569 1130">LEA Wide</td> </tr> </table> <hr/> <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	LEA Wide		<table border="1"> <tr> <td data-bbox="1031 1052 1178 1130">Scope of Service</td> <td data-bbox="1178 1052 1514 1130">LEA Wide</td> </tr> </table> <hr/> <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	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
<p>Students will complete a senior exit</p>	<p>No additional cost associated</p>	<p>Students complete a senior exit</p>	<p>No additional cost associated</p>				

interview			interview		
Scope of Service	LEA Wide		Scope of Service	LEA 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)			<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)		
Students will have access to the courses needed in order to meet graduation requirements.		General Fund Resource 7400 Odysseyware 5000-5999: Services And Other Operating Expenditures \$6,000 Teaching staff costs already recorded	Students have had access to classes needed to meet graduation requirements. Additional Odysseyware licenses were purchased to meet expanded needs due to teacher resignation mid-year		Operating Expenditures - QEIA 5000-5999: Services And Other Operating Expenditures \$6,000
Scope of Service	LEA Wide		Scope of Service	LEA 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)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Students in this year's senior class are all on track to graduate on time. No changes to this goal were identified, but we do see a need to maintain vigilance based upon the credit deficiencies of a few students in grade coming up.			

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:	\$294,201
The District has an unduplicated pupil count of 79.64% which is above the 55% threshold required to allow district wide goals and actions. Our use of funds to support a transformational model of school reform, Expeditionary Learning, is designed to support all learners with the learning conditions that will help them meet their maximum potential. Funding also supports staffing to maintain small class sizes at all grades.	

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.

23.78	%
Our unduplicated pupil count is 79.64%. We are improving services to our unduplicated pupils through the professional development and instructional practices that teachers are beginning to use daily in their classrooms. Next year the use of expeditions will increase, and the opportunities for students participate in activities that support career readiness and healthy lifestyles will be increased. Instructional practice will improve. Students will enjoy the benefits of small class sizes.	

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).