

Introduction:

Introduction: Green Point School District is a rural single-school K-8 district in Humboldt County. There are no bargaining units representing Classified or Certificated employee groups. There are no ELL or Foster Youth students. The Free and Reduced Lunch count is 75%. Because it is an elementary district, certain metrics do not apply to the District.

These metrics are:

Required Metrics # 2 Common Core Implementation

*EL access to ELD and CCSS NA as no EL students are currently enrolled

Required Metrics # 4 Student Achievement:

* API Growth and Subgroup Performance (2015-16)

* Share of students that are college and career ready

* Share of students that pass Advanced Placement exams with a 3 or higher

* Share of students determined prepared for college by the Early Assessment Program high school dropout rates, and high school graduation rates.

* Share of English learners who become English proficient

* English learner reclassification rate

Required Metrics # 5 Student Engagement:

* High School dropout rates

* High School graduation rates

Required Metrics # 6 School Climate:

* CHKS is not given due to small school population which would compromise confidentiality

Required Metrics # 8

* Concurrent enrolment in community college classes

* Graduation rate of McKinney-Vento students

* Number of students receiving Seal of Biliteracy

LEA: Green Point School District Contact: Justin Wallace, Superintendent, jwallace@humboldt.k12.ca.us, 707-668-5921 LCAP Year: 2016-2017

LEA: Green Point Elementary

Contact: Justin Wallace, Superintendent, jwallace@greenpointsd.org, (707)668-5921

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities.

LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
---------------------	----------------

Green Point School Site Council has been designated to serve as our Parent Advisory Committee. Green Point School does not have a Collective Bargaining Unit.

1. December 17th: Parent and Community meeting
2. January 6th: Staff Meeting
3. January 12th: Site Council Meeting
4. April 20th: School Board Meeting
5. May 4th: Staff Meeting
6. May 18th: School Board Meeting
7. June 9th: Public Hearing
8. June 16th: Board Approval of Final LCAP

1. Parents, staff and community members suggestions and input on the LCAP goals:
 - More individualized instruction in multi-graded classrooms
 - Keep Science in the vision for improvement
 - Continue to improve upon use of community resources for enrichment
 - Continue to improve school website
2. Staff reviewed LCAP goals for possible improvements to actions. Staff reviewed Annual Updates and discussed how students were progressing in Language Arts and Mathematics. Felt the new adoptions will be available and a priority for them.
3. Site Council reviewed newest eTemplate for LCAP and Annual Updates for 2015/16. This provided an opportunity for Parent Advisory Group to review how the new template differs from previous version and how it is being used. Members were also able to see what goals Green Point School is working toward and the progress we have made in 2015/16 thus far. Happy with current goals. Site Council reviewed LCAP goals in alignment with the eight State Priority areas for 2016/17 and outgoing years. They agreed alignment was accurate and were happy with goals as stated.
4. The School Board reviewed LCAP goals and their alignment with the eight State Priorities. This provided the Board insight as to how Green Point's goals are related to the priorities. They agreed alignment was accurate.
5. Staff reviewed LCAP and concurred that they were in alignment with the school's vision.
6. School Board reviewed LCAP Timeline for Public Hearing and Adoption. Board dates for June were scheduled.
7. Public hearing held for LCAP on June 9th
8. Green Point School Board Approval of Final LCAP on June 16th

Annual Update:

Annual Update:

1. January 12th: Site Council Meeting
2. April 20th: School Board Meeting

Annual Update:

See above.

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).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable

unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

GOAL:	<p>Goal #1 All students will reach high academic standards in English Language Arts and Mathematics</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local: *District will adopt Math in 2016/17 and Language Arts Materials for all grade levels by 2018/19 *Utilize ongoing assessments to create a baseline for all students</p>
Identified Need:	<p>The district has a need to refine baselines for district assessments in English Language Arts and Mathematics. In district assessments for reading indicate that 75 % of students are proficient, or above, at grade level standards. In district assessments for mathematics indicate that 75%_of students are proficient, or above, at grade level standards. The district has a need for a comparison with CAASP state averages. The district has a need to maintain or improve academic proficiency in English Language Arts and Mathematics. There is a need to continue adopting and implementing CCSS instructional materials (see above).</p>	
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1) District Assessment for English Language Art 2) CAASPP Interim Assessments for English Language Arts 3) District Assessment for Mathematics 4) CAASPP Interim Assessments for Mathematics 5) CAASPP student performance 6) Implement CCSS instructional materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC 7) Teachers will be properly assigned 8) Student access to enrollment in all required areas of study 	

- 9) Individualized Education Plans (IEP)
 - 10) State PE testing
- Outcome:
- 1) District assessments for reading will show that 70% of students are proficient at grade level standards or above over a 3 year period.
 - 2) Using CAASPP interim assessments for Language Arts we will begin to create a broader assessment baseline for all students.
 - 3) District assessments for mathematics will show that 75% of students are proficient at grade level standards or above over a 3 year period.
 - 4) Using CAASPP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.
 - 5) 65% of students at Green Point School will be at, or above, the CAASPP state average for Language Arts and Mathematics.
 - 6) Adopt Curriculum for Language Arts - 100 % of students will have access to instructional materials aligned to CCSS.
 - 7) 100% of teachers will be highly qualified.
 - 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
 - 9) All students with disabilities will participate in programs indicated in student IEP's.
 - 10) 75% of students will fall in the Healthy Fitness Zone for state PE testing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<p>Employ highly qualified teachers with appropriate credentials in place as indicated by NCLB to reduce class size and maintain low student to teacher ratio and more individualized attention for students.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$73,208 RS 0000, 1400, 5820, 4035</p>
<p>Employ Special Education Teacher for students with special education needs Employ Speech Teacher for students with Speech and Language needs</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RS 6500 \$8,655</p>
<p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000, GL 1133 \$1500</p>
<p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 \$200</p>

<p>Implementing CCSS curriculum by purchasing CCSS aligned materials in Mathematics and consider purchasing supplemental materials in Language Arts.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>6300, 0000 \$500</p>
--	-------------------------------	--	-----------------------------

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1) District Assessment for English Language Art 2) CAASPP Interim Assessments for English Language Arts 3) District Assessment for Mathematics 4) CAASPP Interim Assessments for Mathematics 5) CAASPP student performance 6) Implement CCSS instructional materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC 7) Teachers will be properly assigned 8) Student access to enrollment in all required areas of study 9) Individualized Education Plans (IEP) 10) State PE testing <p>Outcome:</p> <ol style="list-style-type: none"> 1) District assessments for reading will show that 70% of students are proficient at grade level standards or above over a 3 year period. 2) Using CAASPP interim assessments for Language Arts we will begin to create a broader assessment baseline for all students. 3) District assessments for mathematics will show that 75% of students are proficient at grade level standards or above over a 3 year period.
--	---

- 4) Using CAASPP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.
- 5) 65% of students at Green Point School will be at, or above, the CAASPP state average for Language Arts and Mathematics.
- 6) Adopt Curriculum for Language Arts - 100 % of students will have access to instructional materials aligned to CCSS.
- 7) 100% of teachers will be highly qualified.
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEP's.
- 10) 75% of students will fall in the Healthy Fitness Zone for state PE testing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ highly qualified teachers with appropriate credentials in place to reduce class size and maintain low student to teacher ratio and more individualized attention for students.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$73,208 RS 0000, 1400, 5820, 4035
Employ Special Education Teacher for students with special education needs Employ Speech Teacher for students with Speech and Language needs	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 6500 \$8,655

<p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000, GL 1133 \$1500</p>
<p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 \$200</p>
<p>Implementing CCSS curriculum by purchasing CCSS aligned materials in Mathematics and consider purchasing supplemental materials in Language Arts.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>6300, 000 \$500</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <ol style="list-style-type: none"> 1) District Assessment for English Language Art 2) CAASPP Interim Assessments for English Language Arts 3) District Assessment for Mathematics 4) CAASPP Interim Assessments for Mathematics
--	---

- 5) CAASPP student performance
- 6) Implement CCSS instructional materials: Annual Board Resolution of Sufficiency of Instructional Materials and SARC
- 7) Teachers will be properly assigned
- 8) Student access to enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing

Outcome:

- 1) District assessments for reading will show that 70% of students are proficient at grade level standards or above over a 3 year period.
- 2) Using CAASPP interim assessments for Language Arts we will begin to create a broader assessment baseline for all students.
- 3) District assessments for mathematics will show that 75% of students are proficient at grade level standards or above over a 3 year period.
- 4) Using CAASPP interim assessments for mathematics we will begin to create a broader assessment baseline for all students.
- 5) 65% of students at Green Point School will be at, or above, the CAASPP state average for Language Arts and Mathematics.
- 6) Adopt Curriculum for Language Arts - 100 % of students will have access to instructional materials aligned to CCSS.
- 7) 100% of teachers will be highly qualified.
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEP's.
- 10) 75% of students will fall in the Healthy Fitness Zone for state PE testing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

Employ highly qualified teachers with appropriate credentials in place to reduce class size and maintain low student to teacher ratio and more individualized attention for students.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$73,208 RS 0000 , 1400, 5820, 4035
Employ Special Education Teacher for students with special education needs Employ Speech Teacher for students with Speech and Language needs	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	RS 6500 \$8,655
Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0000, GL 1133 \$1500
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support.	School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0000 - \$200

<p>Implementing CCSS curriculum by purchasing CCSS aligned materials in Mathematics and consider purchasing supplemental materials in Language Arts.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>6300, 0000 \$500</p>
--	-------------------------------	--	-----------------------------

GOAL:	<p>Goal #2 All students will have access to safe and well maintained facilities and welcoming learning environments supported by positive behavior intervention.</p>	<p>Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local: * To maintain professional development for a positive learning environment.</p>
Identified Need:	<p>The district has a need to maintain school facility in good repair</p> <p>The district has a need to maintain low rates of suspension and expulsion. Green Point School District rates for 2015-2016 are as follows: .0% rate of suspension and 0% rate of expulsion</p> <p>The district has a need to maintain professional development for a positive learning environment.</p>	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) Facilities Inspection Tool (FIT) 2) Student suspension rates 3) Student expulsion 4) Middle School dropout rates 5) CA School Climate Survey 6) District developed Student Survey 7) District developed Parent Survey 8) Professional development <p>Outcome:</p> <ol style="list-style-type: none"> 1) Inspection will show facility is in good repair 2) Will maintain student suspension rate at 0% 3) Will maintain expulsion rates at 0%. 4) The District will maintain middle school dropout rates at 0%. 5) CA School Climate will indicate a positive learning environment : Average rating will be good or better 6) District developed Student survey will indicate a positive learning environment : Average rating will be good or better 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good or better 8) District staff will participate in professional development with a focus on classroom management. Staff agendas and district invoices will indicate professional development. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Provide safe and well maintained facilities by employing Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0000 OB 4374, 4381 \$1,010
Provide professional development for with a focus on classroom management. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0000 \$400
Provide a safe and well maintained facility by employing landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	0000 OB 2213, 2214 \$4,021
LCAP Year 2			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) Facilities Inspection Tool (FIT) 2) Student suspension rates 3) Student expulsion 4) Middle School dropout rates 5) CA School Climate Survey 6) District developed Student Survey 7) District developed Parent Survey 8) Professional development <p>Outcome:</p> <ol style="list-style-type: none"> 1) Inspection will show facility is in good repair 2) Will maintain or improve student suspension rate at or below .037% 3) Will maintain expulsion rates at 0%. 4) The District will maintain Middle School dropout rates at 0%. 5) Ca School Climate will indicate a positive learning environment : Average rating will be good or better 6) District developed Student survey will indicate a positive learning environment : Average rating will be good or better 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good or better 8) District staff will participate in professional development with a focus on classroom management. Staff agendas and district invoices will indicate professional development. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Provide safe and well maintained facilities by employing Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 OB 4374, 4381 \$1,010</p>
<p>Provide professional development for with a focus on classroom management. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 \$400</p>
<p>Provide a safe and well maintained facility by employing landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 OB 2213, 2214 \$4,021</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:</p> <ol style="list-style-type: none"> 1) Facilities Inspection Tool (FIT) 2) Student suspension rates 3) Student expulsion 4) Middle School dropout rates 5) CA School Climate Survey 6) District developed Student Survey 7) District developed Parent Survey 8) Professional development <p>Outcome:</p> <ol style="list-style-type: none"> 1) Inspection will show facility is in good repair 2) Will maintain or improve student suspension rate at or below .037% 3) Will maintain expulsion rates at 0%. 4) The District will maintain Middle School dropout rates at 0%. 5) Ca School Climate will indicate a positive learning environment : Average rating will be good or better 6) District developed Student survey will indicate a positive learning environment : Average rating will be good or better 7) District developed Parent survey will indicate a positive learning environment : Average rating will be good or better 8) District staff will participate in professional development with a focus on classroom management. Staff agendas and district invoices will indicate professional development. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Provide safe and well maintained facilities by employing Custodial staff. Custodial staff will be responsible for maintaining school cleanliness at a level which supports a welcome learning environment</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 OB 4374, 4381 \$1,010</p>
<p>Provide professional development for with a focus on classroom management. Staff will participate in professional development such as Responsive classroom, 2nd Step and or PBIS</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 \$400</p>
<p>Provide a safe and well maintained facility by employing landscaping staff. Landscaping staff will be responsible for maintaining outdoor areas at a level which supports safe and positive environment.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 OB 2213, 2214 \$4,021</p>

GOAL:	<p>Goal #3 Maintain or improve high level of parent, student, and community involvement.</p>	<p>Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 _8 Local: The district has a need to maintain or improve our current level of parent, student, and community involvement. The district currently has 90% of families participate in family events. The district currently has a 25% parental participation in classroom activities. The district currently has 10% parental participation in Site Council and School Board activities. The district currently has a 94% attendance rate for our students. The district currently has a 0%c chronic absenteeism rate.</p>
Identified Need:	<p>Due to budgetary constraints, the district relies on parent and community involvement in the every day workings of the school and classroom in order to remain within budget. Current average monthly volunteer hours = 30 hours Current event/meeting attendance = 65%</p>	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Student attendance rates 5) Chronic absenteeism more than 10%/ p2 counts formula in appendix <p>Outcome</p> <ol style="list-style-type: none"> 1) 90% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) The district will maintain or improve on our 94% student attendance rates. 5) The district will maintain or improve our 8% chronically absentee rate. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide stipends to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events through the Firewise group and community meetings.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 \$400</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Student attendance rates 5) Chronic absenteeism more than 10%/ p2 counts formula in appendix <p>Outcome</p> <ol style="list-style-type: none"> 1) 90% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) The district will maintain or improve on our 94% student attendance rates. 5) The district will maintain or improve our 8% chronically absentee rate. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide stipends to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the Firewise group and community meetings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 \$400</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ol style="list-style-type: none"> 1) Attendance at family events /logs 2) Parent volunteer activity in each classroom 3) Parent attendance at parent-teacher conferences 4) Student attendance rates 5) Chronic absenteeism more than 10%/ p2 counts formula in appendix <p>Outcome</p> <ol style="list-style-type: none"> 1) 90% of families, including parents of students with disabilities, will participate in at least one family event. 2) The district will have a 59% parental participation, including parents of students with disabilities, in classroom activities. 3) 100% of parents, including parents of students with disabilities, will attend parent-teacher conferences. 4) The district will maintain or improve on our 94% student attendance rates. 5) The district will maintain or improve our 8% chronically absentee rate. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide stipends to assist in Outreach programs: These will include updating district website, sending home weekly information for parents, updating the school marquee, supporting community events though the Firewise group and community meetings.</p>	<p>School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>0000 \$400</p>

GOAL:	Goal #4 The educational outcomes of student groups, which may be identified, such as foster youth, English Language and low income pupils will mirror the outcomes of the general student population.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: * Not having any Foster Youth or EL students, focus will be on low income pupils.
Identified Need:	The district has a need to provide additional support for identified students. The district has a need to refine baselines for district assessments in Language Arts and Mathematics. The district has a need for a comparison with CAASPP state averages. The district has a need to maintain or improve academic proficiency in Language Arts and Mathematics. There is a need to continue adopting and implementing CCSS Instructional Materials.	
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	Metric: 1) District assessments for English Language Arts 2) CAASPP Interim Assessments for Language arts 3) District assessment District assessments for Mathematics 4) CAASPP Interim Assessments for Mathematics 5) CAASPP Student performance 6) Implement CCSS Instructional Materials 7) All Teachers will be properly assigned 8) Student access and enrollment in all required areas of study 9) Individualized Education Plans (IEP) 10) State PE testing	

Outcome:

- 1) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Language Arts
- 2) Using CAASPP interim assessments we will begin to create a baseline for all identified students
- 3) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Mathematics
- 4) Using CAASPP interim assessments we will begin to create a baseline for all identified students
- 5) Identified Student population at Green Point School will approximate the CAASPP state average for Language Arts and Mathematics
- 6) Adopt Curriculum for Language Arts
100% of students will have access to instructional materials-aligned to state standards
- 7) 100% of teachers will be highly qualified
- 8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.
- 9) All students with disabilities will participate in programs indicated in student IEPs.
- 10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$73,208 RS 0000
Employ a full-time teacher to reduce class size and increase 1:1 teacher/student interaction time to assist student learning	All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supp/Conc \$46,933
Provide Breakfast and lunch for all students.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supp/Conc - \$700
Provide conflict management and student support through a part-time school counselor	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supp/Conc - \$7836

Employ Special Education Teacher for students with Special education needs	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$8,655 RS 6500
Employ Speech Teacher for students with Speech and Language needs	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$310, 6500, OB 5800 - \$11,160
Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 RS 0000 GL 1133
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$200 RS 0000

Implementing CCSS Curriculum by purchasing client licenses and materials	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500 RS 6300
--	--------------------	--	---------------

LCAP Year 2

Expected Annual Measurable Outcomes:	<p>Metric:</p> <ol style="list-style-type: none"> 1) District assessments for English Language Arts 2) CAASPP Interim Assessments for Language arts 3) District assessment District assessments for Mathematics 4) CAASPP Interim Assessments for Mathematics 5) CAASPP Student performance 6) Implement CCSS Instructional Materials 7) All Teachers will be properly assigned 8) Student access and enrollment in all required areas of study 9) Individualized Education Plans (IEP) 10) State PE testing <p>Outcome:</p> <ol style="list-style-type: none"> 1) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Language Arts 2) Using CAASPP interim assessments we will begin to create a baseline for all identified students 3) District assessments will show that all identified students are making growth from Fall to Spring toward grade level
---	--

	<p>proficiency in Mathematics</p> <p>4) Using CAASPP interim assessments we will begin to create a baseline for all identified students</p> <p>5) Identified Student population at Green Point School will approximate the CAASPP state average for Language Arts and Mathematics</p> <p>6) Adopt Curriculum for Language Arts</p> <p style="padding-left: 20px;">100% of students will have access to instructional materials-aligned to state standards</p> <p>7) 100% of teachers will be highly qualified</p> <p>8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p> <p>9) All students with disabilities will participate in programs indicated in student IEPs.</p> <p>10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.</p>
--	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$73,208 RS 0000

Employ a full-time teacher to reduce class size and increase 1:1 teacher/student interaction time to assist student learning	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Supp/Conc - \$46,933
Provide breakfast and lunch for all students.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Supp/Conc - \$700
Provide conflict management and student support through a part-time school counselor.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Supp/Conc - \$7,836
Employ Special Education teacher for students with Special education needs	all Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$8,655 RS 6500

<p>Employ Speech Teacher for students with Speech and Language needs</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,655 RS 6500</p>
<p>Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500 RS 0000 GL 1133</p>
<p>Maintain Library Contract with HCOE as a teacher resource for instructional materials and support</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$200 RS 0000</p>
<p>Implementing CCSS Curriculum by purchasing client licenses and materials</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 RS 0000</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:

Metric:

- 1) District assessments for English Language Arts
- 2) CAASPP Interim Assessments for Language arts
- 3) District assessment District assessments for Mathematics
- 4) CAASPP Interim Assessments for Mathematics
- 5) CAASPP Student performance
- 6) Implement CCSS Instructional Materials
- 7) All Teachers will be properly assigned
- 8) Student access and enrollment in all required areas of study
- 9) Individualized Education Plans (IEP)
- 10) State PE testing

Outcome:

- 1) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Language Arts
- 2) Using CAASPP interim assessments we will begin to create a baseline for all identified students
- 3) District assessments will show that all identified students are making growth from Fall to Spring toward grade level proficiency in Mathematics
- 4) Using CAASPP interim assessments we will begin to create a baseline for all identified students
- 5) Identified Student population at Green Point School will approximate the CAASPP state average for Language Arts and Mathematics
- 6) Adopt Curriculum for Language Arts
 - 100% of students will have access to instructional materials-aligned to state standards
- 7) 100% of teachers will be highly qualified

	<p>8) Students will be enrolled in all required areas of study, including physical education, visual art, dramatic arts and outdoor education.</p> <p>9) All students with disabilities will participate in programs indicated in student IEPs.</p> <p>10) 75% of students will fall in the Healthy Fitness Zone for State PE Testing.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ Highly Qualified Teachers with appropriate credentials in place as indicated by NCLB	School Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$73,208 RS 0000
Employ a full-time teacher to reduce class size and increase 1:1 teacher/student interaction time to assist student learning	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Supp/Conc - \$46,933

Provide breakfast and lunch for all students.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supp/Conc - \$700
Provide conflict management and student support through a part-time school counselor.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Supp/Conc - \$7,836
Employ Special Education Teacher for students with Special education needs	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$8,655 RS 6500
Employ Speech Teacher for students with Speech and Language needs	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	3310, 6500, OB 5800 - \$11,160

Employ Computer Lab Technician to maintain a level of technology access appropriate for student learning and CAASPP annual testing	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,500 RS 0000 GL 1133
Maintain Library Contract with HCOE as a teacher resource for instructional materials and support	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$200 RS 0000
Implementing CCSS Curriculum by purchasing client licenses and materials	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500 RS 6300

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Goal #1 Students will have access to standards aligned materials, well-maintained school facilities, and no teacher missassignments.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric: 1.a Percentage of properly credentialed teachers 1.b Annual board resolution of sufficiency of instructional materials 1.c Facilities in good repair based on FIT Outcome: 1.a 100% properly credentialed teachers 1.b All students have access to standards-aligned instructional materials. No complaints on Williams quarterly reports 1.c Inspection shows facilities in good repair		Actual Annual Measurable Outcomes:	1.a 100% properly credentialed teachers 1.b All students have access to standards-aligned instructional materials. No complaints on Williams quarterly reports 1.c Inspection shows facilities in good repair
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1.1 Purchase standards-based textbooks		\$500 (RS 6300, RS 0000)	Purchased licences to access internet based, Common Core State Standards aligned curriculum for all grade levels. Tools used were Read Naturally, IXL, Starfall, and Google Apps for Education. \$500 (RS 6300, RS 0000)	

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 Clean and maintain the facility		\$7,375 (RS 0000)	Facility is cleaned and maintained by hired staff. FIT assessment completed and scored to show school is in good repair.		\$6,921 (RS 0000) Actual expenditures have decreased based on hours worked and supplies purchased to maintain the facilities
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	No changes for 2016-17
--	------------------------

Original Goal from prior year LCAP:	Goal #2 Students will reach high academic standards and be college and career ready through CCSS trained teachers.	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 Local:
--	--	---

Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Metric:</p> <p>2.a Implementation of CCSS for all students</p> <p>2.b Performance on standardized tests</p> <p>2.c Local classroom-based measures of student performance</p> <p>2.d Teacher lesson plans and scheduling</p> <p>Outcome:</p> <p>2.a CCSS curriculum used for math, ELA and science</p> <p>2.b Baseline for SBAC testing</p> <p>2.c Local measures will indicate students meeting or exceeding proficiency in California standards-based curriculum</p> <p>2.d All students have access to a broad course of study which includes classroom-integrated fine arts.</p>	Actual Annual Measurable Outcomes:	<p>2.a CCSS curriculum is used for math, ELA and science</p> <p>2.b Baseline for SBAC testing is inconclusive based on our student population and grade level assignments.</p> <p>2.c Local measures indicate students meeting or exceeding proficiency in California standards-based curriculum</p> <p>2.d All students have participated in a broad course of study which includes classroom-integrated fine arts.</p>	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
2.1 Provide teachers with professional development for common core curriculum	\$300 (RS 0000)	Teachers have participated in Common Core based conferences and trainings throughout the year including STEAM conferences, math curriculum training with Creative Mathematics, and Google Apps for Education trainings at HCOE.	\$300 (RS 0000)	

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.2 Provide teachers with materials to align lessons with common core.	\$200 (RS 0000)		2.2 Teachers have purchased materials needed for common core aligned lessons including sports equipment, food and cooking materials, and math manipulatives.		\$200 (RS 0000)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.3 Provide students with access to computers to practice testing	\$300 (RS 0015, RS 0000)		All students have access to functioning computers on a daily basis. We have contracted services of an IT support provider to keep our computers running and updated.		\$300 (RS 0015, RS 0000)

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.4 Provide low student to teacher ratio	\$48,482 (RS 0000)		2.4 Current student to teacher ratio is 13:2		\$66,964 (RS 0000) Actual expenditures have increased due to hiring an additional teacher on site.
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, servivces, and expenditures	2.b Based on our student population and the interdistrict transfer numbers, the baseline for SBAC testing will be established using outcomes for students that have attended the district for 2 school years.
---	---

Original Goal from prior year LCAP:	Goal #3 Students will be engaged in school.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	3.a student attendance rates for 2014-15 is 93% and 2015-16 is 95% meeting our goal of an increase of 0.5%.	
	3.a School attendance rate		3.b chronic absanteeism is currently at 8%	
	3.b Chronic absenteeism		3.c The District has maintained a 0% middle school drop out rate	
	3.c Middle school drop out rate			
	Outcome:			
	3.a Increase student attendance by 0.5 %			
	3.b Decrease chronic absenteeism by 2%			
	3.c Maintain 0% middle school drop out rate			
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
3.1 Provide transportation from home to school	\$26,908 (RS 0210)	3.1 100% of our students use the bus as a means of transportation to and from school.	\$27,207 (RS 0210)	

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.2 Purchase instructional supplies and materials for engaging projects		\$600 (RS 0000 OB 4310)	Teachers have purchased art supplies and materials for STEAM related projects and science explorations. Fidgets were purchased to keep students engaged in classroom activities and instruction.	\$600 (RS 0000 OB 4310)	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

3.3 Provide fieldtrips that enrich student engagement		\$600 (RS 0000 OB 5801,5815)	The District has provided multiple opportunities for students to experience their community. They have toured the Blue Ox Mill Works, visted local businesses including Fire and Light Glass Works, and participated in community clean up efforts with Friends of the Dunes.		\$600 (RS 0000 OB 5801, 5815)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	3.a The District will maintain an attendance rate of 95%. 3.b The district will maintain or improve a chronic absantee rate of no more than 8%				

Original Goal from prior year LCAP:	Goal #4 Parents will be highly involved in supporting students by participating on advisory committees, volunteering at the school, getting kids to school and attending education events.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local:
--	--	--

Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	4.a We have maintained an average of 30 volunteer hours per month based on school logs	
	4.a Volunteer logs 4.b Event/meeting attendance 4.c Homework completion 4.d Survey completion 4.e School webpage posting of student recognition		4.b we have seen an increase in event/meeting attendance from 70% to 75% including a 100% attendance at our winter performance, this includes parents of students with disabilities. 4.c we have a homework completion rate of 75%	
	Outcome:		4.d no survey was sent out school wide at the time of this LCAP	
	4.a Maintain an average volunteer hours of 30 hours per month		4.e students receive recognition in the areas of academics, social interactions, and regional events through the school news letter.	
	4.b Increase event/meeting attendance to 70% of parent/guardians, including parents of students with disabilities			
	4.c Increase homework completion to 75%			
	4.d Increase survey completion to 80%			
	4.e students receive recognition for participation in areas academics, social interactions, and regional events.			
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
4.1 Prepare newsletters, flyers, mailings to encourage parent involvement. Maintain website.	\$100 (RS 0000)	4.1 newsletters and flyers were created to encourage parent involvement as needed. Phone calls were made to families for added support.	\$100 (RS 0000)	

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
What changes in actions, services, and expenditures	No Changes are planned for 2016-17				

Original Goal from prior year LCAP:	Goal #5 Provide conflict management curriculum and provide breakfast and lunch to improve conditions of learning.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	5.a School survey was completed with 100% participation	
	5.a Healthy Kids survey or equivalent		5.b Have had 0.00 suspensions this school year	
	5.b Student suspension		5.c Have maintained a 0% expulsion rate	
	5.c Expulsion rates			
	Outcome:			
	5.a 5% increase in survey response and 3% increase in safety			
	5.b 10% decrease in suspension			
	5.c Maintain 0% expulsion rate			
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Provide breakfast and lunch for all students. (from fund 0000) Provide breakfast and lunch for all students. (from fund 0001)		\$200 (RS 0000) \$700 (RS 0001)	Breakfast and lunch are available to all students on a daily basis.	\$200 (RS 0000) \$700 (RS 0001)
Scope of service:	All Grades: All		Scope of service:	All Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.2 Purchase gardening supplies to teach and provide fresh food.		\$100 (RS 0000)	We planted peas, beans, kale, broccoli, tomato, zucchini, strawberries, artichoke, and cucumbers. The students enjoyed fresh produce from their own garden. We purchased hay bales, manure and tools to use in the garden.		\$100 (RS 0000)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.3 Provide conflict management and student support (from fund 0000) Provide conflict management and student support (from fund 0001)		\$1,871 (RS 0000) \$6,221 (RS 0001)	The District has a .2 fte school counselor on site who teaches curriculum addressing conflict management and offering support to all students. Our counselor's hours were increased to meet the needs of all students.		\$2,484 (RS 0000) \$6,847 (RS 0001)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
---	--	---

What changes in actions, services, and expenditures	No Changes are planned for 2016-17
--	------------------------------------

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:	18128
To meet the goal of improving the conditions of learning for the needs of low-income youth, the district will exceed the calculated \$18,128 funding and expend \$55,469 for the 2016-17 LCAP year. \$700 will be spent annually for food and to provide breakfast and lunch for the low-income students. In addition, the district will provide a counselor, at a cost of \$7,836 annually to strengthen the social/emotional skills of these youth. To meet the goals of high academic achievement and support the low-income youth programs and curriculum, a low ratio of students to teachers will be provided through a teacher at an annual cost of \$46,933.	

- 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.

11.51	%
Based on the proportionality calculator, the District is required to show increased or improved services valued at 11.51%. To increase student support in low-income youth, the district will employ a full-time highly qualified teacher. This will increase individual instruction time with low-income youth. Without the additional funding from the Supplemental Concentration Grant this additional assistance would not be possible.	

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).