

Introduction:

Introduction: Peninsula Union School District is a rural single-school K-8 district in Humboldt County. There are no ELL or Foster Youth students. The Free and Reduced Lunch count is 98%. 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 # 8 * Concurrent enrolment in community college classes * Graduation rate of McKinney-Vento students * Number of students receiving Seal of Biliteracy

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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
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<p>The LCAP was reviewed and discussed at the board meeting September 8, 2015 . The process for development for this year's LCAP was discussed.</p> <p>The staff met October 13,2015 to discuss current LCAP goals, assessment tools used by the district and school climate.</p> <p>On October 13, 2015 the board discussed LCAP goals.</p> <p>Parent and Community members met October 20, 2015. Parents discussed school safety, attendance rates and school climate.</p> <p>Staff met November 10, 2015 to discuss student attendance.</p> <p>Students in grades 3-8 were asked for their input regarding school climate and their connectedness to school community.</p> <p>Staff met December 8, 2015 to discuss school climate.</p> <p>Parents and Community Members met January 19, 2016 to discuss school climate.</p> <p>Staff met February 9, 2015 to review plans to update LCAP.</p> <p>Parents and community met March 29, 2016 to review updates to the LCAP.</p> <p>All members of the certificated bargaining unit participated in the development of this year's LCAP. Classified staff were represented although there is not a bargaining unit.</p> <p>The School Site Council served as the district parent advisory group.</p>	<p>The staff met on October 13, 2015 and recommended basic goals remain the same. Staff felt school climate has improved, and expressed support for the use of CHAMPS as a management system and rewards for attendance used by the district to improve attendance.</p> <p>On October 13, 2015 the board discussed LCAP goals. The board confirmed that the current goals were appropriate to continue.</p> <p>Parent and Community members met October 20, 2015. Parents discussed school safety; they felt the safety had improved. The group suggested rewarding good attendance. School climate has improved, continued improvement was suggested with use of the DUNES system of reward, field trips and enhancement classes.</p> <p>Staff met November 10, 2015 to discuss student attendance and wished to see Attendance Rewards given at the end of each trimester.</p> <p>Staff met December 8, 2015 to discuss school climate. They recommended The CHAMP rewards program DUNES be done at the end of each month to promote good citizenship.</p> <p>Parents and Community Members met January 19, 2016 to discuss school climate. It was suggested that we increase PR to promote activities at Peninsula School.</p>
<p>Annual Update:</p> <p>See above. (Discussion of progress for the Annual Update occurred at the meetings listed above.)</p>	<p>Annual Update:</p> <p>For the Annual Update, it was noted that staff does not use Diebels as an assessment tool but will continue to use CAASPP, QRI, GO Math and classroom assessments.</p> <p>Other results of stakeholder impact for both Annual Update and next year's LCAP are listed above.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the

applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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:	Peninsula students will achieve to a high level as measured by multiple indicators.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local: Ina
Identified Need:	<p>1.1 Peninsula students perform inconsistently on most assessments. More than 50% of students were not performing at grade level when tested on CAASPP. There is not consistent performance at high levels. The Peninsula community wants to increase achievement levels. There is an achievement gap for students who are low SES and transient. A majority of newly enrolled students are below grade level.</p> <p>2.1 100% of PS teachers are highly qualified per NCLB. There are no teacher misassignments.</p> <p>3.1 Staff (certificated and classified) will attend professional development or utilize release time to locate and develop curriculum and strategies in areas of need as identified by student performance on assessments. Professional development to support implementation of Common Core for all students including students in special education, with access to standards-aligned instructional materials and implementation of CCSS will continue.</p> <p>4.1 The attendance rate is 95.04%</p> <p>4.2 The Chronic absenteeism rate is 0.9%.</p> <p>5.1 Student suspension rate is less than 1%.</p> <p>5.2 Student expulsion rate is 0%.</p> <p>6.1 A decrease in classroom interruptions by visitors will increase achievement.</p>	
Goal Applies to:	Schools: Peninsula School Grades: All	Applicable Pupil Subgroups: All
LCAP Year 1		
Expected Annual Measurable Outcomes:	Metric 1.1 CAASPP results 1.2 Omitted 1.3 Classroom assessments	

2.1 CALPADS

3.1 Professional Development sign in, District records/invoices

4.1 School Wise Attendance System

4.2 School Wise Attendance System

4.3 Middle School Dropout Rate

5.1 Student suspension rates- Administrator Attendance Log

5.2 Student expulsion rates- Administrator Attendance Log

6.1 Professional Development Roll Sheet, District Invoices, Board Minutes, Teacher Lesson Plan books

7.1 The annual board resolution for sufficiency of instructional materials and SARC

8.1 Teacher planners and classroom observations

9.1 The list of Monthly awards given each month for student work, honors and award maintained by the district secretary

Outcome

1.1 CAASPP scores will increase by 2% overall.

1.2 omit

1.3 60% of students receiving intervention services will reach grade level QRI score benchmark and grade level math on CC Go Math assessment.

2.1 Maintain 100%

3.1 100% of staff will attend at least one PD opportunity

4.1 District attendance rate will increase by 0.5%

4.2 Chronic absenteeism rate will decrease by 1%

4.3 Maintain 0% dropout rate

5.1 Maintain at less than 1%

5.2 Maintain at less than 1%

	<p>6.1 100% of staff will attend at least one professional development opportunity related to CCS this year. Complete ELA adoption for all grades.</p> <p>7.1 100% of students will have access to standards aligned materials</p> <p>8.1 All students, including students with disabilities, will have access to a broad course of study including music, art and science</p> <p>9.1 Students will receive recognition for participation in a variety of subject areas performances and competitions</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students are taught by HQ Teachers	Both; we are a single-school district 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. TEACHER SALARIES \$120,342 2FTE RS 0000, 1100, 1400, 4035, 5820 OB 1100, 3xxx
2. Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards	Both; we are a single-school district 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	2. Professional Development/S ubs \$698 RS 0000, OB 1140, 3xxx

3. Academic support for students in completing homework utilizing teachers and volunteers 2 days a week in the After School Program	Both; we are a single-school district 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	3. Teacher Stipends \$3488 RS 6010 OB 1150, 3xxx
4. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.	Both; we are a single-school district 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	4. 1.0FTE Certificated Teacher \$66,163 RS 0000, 5820 OB 1100, 3xxx
5. Social and Emotional Group Services- Administrator will help families locate local resources to support social and emotional student needs.	Both; we are a single-school district 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	5. Administrator- \$2,163 RS 0000 OB 1303, 3xxx
6. Administrative Review- Administrator will review student progress each trimester.	Both; we are a single-school district 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	6. Administrator \$2,163 RS 0000 OB 1301, 3xxx

7. Crisis Services	Both; we are a single-school district 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	7. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0000 OB 5800
8. Increase and improve teacher instructional strategies and skills.	Both; we are a single-school district 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. Professional Development \$1,170 RS 0001 OB 5210
9. Maintain level of communication with Parents including trimester Attendance letters to parents. Secretary will help families locate local resources to support social and emotional student needs.	Both; we are a single-school district 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	9. Secretary \$7,428 RS 0000 OB 2403, 3xxx

13. Provide students with Home to School Transportation so that they will have regular attendance and a greater chance of academic achievement.	Both; we are a single-school district 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	13. Transportation Contribution \$16,013 RS 210
11. Increase Reading and Math Intervention Services	Both; we are a single-school district 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	11. Volunteers \$0
12. Provide students with higher quality on-line instruction.	Both; we are a single-school district 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	12. Computer Tech Support \$4,800 RS 0000 OB 5847 Computer Software \$1,087 RS 0001 OB 4341 Computer Support HCOE \$3,173 RS 0000 OB 5845

<p>10. Provide one-on-one academic support in class.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>10. Instruction Aide \$2,015 RS 0000, 0001 OB 2100, 3xxx</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <p>1.1 CAASPP results</p> <p>1.2 Omitted</p> <p>1.3 Classroom assessments</p> <p>2.1 CALPADS</p> <p>3.1 Professional Development sign in, District records/invoices</p> <p>4.1 School Wise Attendance System</p> <p>4.2 School Wise Attendance System</p> <p>4.3 Middle School Dropout Rate</p> <p>5.1 Student suspension rates- Administrator Attendance Log</p> <p>5.2 Student expulsion rates- Administrator Attendance Log</p> <p>6.1 Professional Development Roll Sheet, District Invoices, Board Minutes, Teacher Lesson Plan books</p> <p>7.1 The annual board resolution for sufficiency of instructional materials and SARC</p> <p>8.1 Teacher planners and classroom observations</p> <p>9.1 The list of Monthly awards given each month for student work, honors and award maintained by the district secretary</p> <p>Outcome</p>
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	<p>1.1 CAASPP scores will increase by 2% overall.</p> <p>1.2 omit</p> <p>1.3 65% of students receiving intervention services will reach grade level QRI score benchmark and grade level math on CC Go Math assessment.</p> <p>2.1 Maintain 100%</p> <p>3.1 100% of staff will attend at least one PD opportunity</p> <p>4.1 District attendance rate will increase by 0.5%</p> <p>4.2 Chronic absenteeism rate will decrease by 1%</p> <p>4.3 Maintain 0% dropout rate</p> <p>5.1 Maintain at less than 1%</p> <p>5.2 Maintain at less than 1%</p> <p>6.1 100% of staff will attend at least one professional development opportunity related to CCS this year. Implementation of ELA curriculum will be completed for all grades.</p> <p>7.1 100% of students will have access to standards aligned materials</p> <p>8.1 All students, including students with disabilities, will have access to a broad course of study including music, art and science</p> <p>9.1 Students will receive recognition for participation in a variety of subject areas performances and competitions</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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1. Students are taught by HQ Teachers	Both; we are a single-school district 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. TEACHER SALARIES \$124,290 2FTE RS 0000, 1100, 4035, 5820 OB 1100, 3xxxx
2. Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards	Both; we are a single-school district 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	2. Professional Development/S ubs \$698 RS 0001 OB 1140
3. Academic support for students in completing homework utilizing teachers and volunteers 2 days a week in the After School Program.	Both; we are a single-school district 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	3. Teacher Stipends \$3488 RS 6010 OB 1150
4. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.	Both; we are a single-school district 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	4. 1.0FTE Certificated Teacher \$66,163 RS 0000, 5820 OB 1100, 3xxx

5. Social and Emotional Group Services- Administrator will help families locate local resources to support social and emotional student needs.	Both; we are a single-school district 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	5. Administrator \$2,163 RS 0000 OB 1303, 3xxx
6. Administrative Review – Administrator will review student progress each trimester.	Both; we are a single-school district 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	6. Administrator \$2,163 RS 0000 OB 1301, 3xxx
7. Crisis Services	Both; we are a single-school district 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	7. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015 OB 5800

8. Increase and improve teacher instructional strategies and skills.	Both; we are a single-school district 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. Professional Development \$1,170 RS 0001 OB 5210
9. Maintain level of communication with Parents including trimester Attendance letters to parents. Secretary will help families locate local resources to support social and emotional student needs.	Both; we are a single-school district 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	9. Secretary \$7,428 RS 0000 OB 2403, 3xxx
10. Provide one-on-one academic support in class.	Both; we are a single-school district 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	10. Instruction Aide \$2,015 RS 0000, 0001 OB 2100, 3xxx
11. Increase Reading and Math Intervention Services	Both; we are a single-school district 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	11. Volunteers \$0

<p>12. Provide students with higher quality on-line instruction.</p>	<p>Both; we are a single-school district 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>12. Computer Tech Support \$4,800 RS 0000 OB 5847 Computer Software \$1,087 RS 0001 OB 4341 Computer Support HCOE \$3,173 RS 0000 OB 5845</p>
<p>13. Provide students with Home to School Transportation so that they will have regular attendance and a greater chance of academic achievement.</p>	<p>Both; we are a single-school district 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>13. Transportation Contribution \$16,013 RS 210</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric</p> <ul style="list-style-type: none"> 1.1 CAASPP results 1.2 Omitted 1.3 Classroom assessments 2.1 CALPADS 3.1 Professional Development sign in, District records/invoices 4.1 School Wise Attendance System 4.2 School Wise Attendance System
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4.3 Middle School Dropout Rate

5.1 Student suspension rates- Administrator Attendance Log

5.2 Student expulsion rates- Administrator Attendance Log

6.1 Professional Development Roll Sheet, District Invoices, Board Minutes, Teacher Lesson Plan books

7.1 The annual board resolution for sufficiency of instructional materials and SARC

8.1 Teacher planners and classroom observations

9.1 The list of Monthly awards given each month for student work, honors and award maintained by the district secretary

Outcome

1.1 CAASPP scores will increase by 2% overall.

1.2 omit

1.3 70% of students receiving intervention services will reach grade level QRI score benchmark and grade level math on CC Go Math assessment.

2.1 Maintain 100%

3.1 100% of staff will attend at least one PD opportunity

4.1 District attendance rate will increase by 0.5%

4.2 Chronic absenteeism rate will decrease by 1%

4.3 Maintain 0% dropout rate

5.1 Maintain at less than 1%

5.2 Maintain at less than 1%

6.1 100% of staff will attend at least one professional development opportunity related to CCS this year. Review of Math and ELA curriculum will begin all grades.

7.1 100% of students will have access to standards aligned materials

8.1 All students, including students with disabilities, will have access to a broad course of study including music, art and science

9.1 Students will receive recognition for participation in a variety of subject areas performances and competitions			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100%of teachers employed by the district will be highly qualified	Both; we are a single-school district 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. TEACHER SALARIES \$128,267 2FTE RS 0000, 1100, 4035, 5820 OB 1100, 3xxxx
2. Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards	Both; we are a single-school district 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	2. Professional Development/S ubs \$698 RS 0001 OB 1140
3. Academic support for students in completing homework utilizing teachers and volunteers 2 days a week in the After School Program.	Schoolwide 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	3. Teacher Stipends \$3,488 RS 6010 OB 1150

<p>4. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.</p>	<p>Both; we are a single-school district 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>4. 1.0FTE Certificated Teacher \$66,163 RS 0000, 5820 OB 1100, 3xxx</p>
<p>5. Social and Emotional Group Services- Administrator will help families locate local resources to support social and emotional student needs.</p>	<p>Schoolwide 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>5. Administrator \$2,163 RS 0000 OB 1303, 3xxx</p>
<p>6. Administrative Review – Administrator will review student progress each trimester.</p>	<p>Both; we are a single-school district 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>6. Administrator \$2,163 RS 0000 OB 1301, 3xxx</p>

7. Crisis Services	Both; we are a single-school district 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	7. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015 OB 5800
8. Increase and improve teacher instructional strategies and skills.	Both; we are a single-school district 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. Professional Development \$1,170 RS 0001 OB 5210
9. Maintain level of communication with Parents including trimester Attendance letters to parents. Secretary will help families locate local resources to support social and emotional student needs.	Both; we are a single-school district 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	9. Secretary \$7,428 RS 0000 OB 2403, 3xxx

10. Provide one-on-one academic support in class.	Both; we are a single-school district 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	10. Instruction Aide \$2,083 RS 0000, 0001 OB 2100, 3xxx,
11. Increase Reading and Math Intervention Services	Both; we are a single-school district 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	11. Volunteers \$0
12. Provide students with higher quality on-line instruction.	Both; we are a single-school district 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	12. Computer Tech Support \$4,800 RS 0000 OB 5847 Computer Software \$1,087 RS 0001 OB 4341 Computer Support HCOE \$3,173 RS 0000 OB 5845

<p>13. Provide students with Home to School Transportation so that they will have regular attendance and a greater chance of academic achievement.</p>	<p>Both; we are a single-school district Grades: All</p>	<p><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</p>	<p>13. Transportation Contribution \$16,013 RS 210</p>
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GOAL:	Peninsula School is a safe and healthy environment for learning.		Related State and/or Local Priorities: X 1 _2 X3 _4 _5 X6 _7 _8 Local: N/A
Identified Need:	<p>2.1 Based on community input and survey data, 94 % score Peninsula School as safe and that students are connected to the school.</p> <p>2.2 There are issues with a small percentage of students being disrespectful to staff and teachers.</p> <p>2.3 Aging Facilities</p>		
Goal Applies to:	Schools:	Peninsula School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>2.1 Parent survey, staff input.</p> <p>2.2 Student suspension/expulsion data, administrator log.</p> <p>2.3 Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p> <p><u>Outcome</u></p> <p>2.1 Family Perceptions of School Safety will be maintained at 95%</p> <p>2.2 Referrals to office for incidents of student disrespect will decrease by 5%</p> <p>2.3 FIT report will show rating of good.</p>		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>1. Implement resources related to improving student behavior with regard to respect for adults.</p>	<p>Both; we are a single-school district 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. Possible resource expenses \$500 RS 0000 OB 4310</p>
<p>2. Implement Positive Behavioral Interventions and Supports (PBIS) or Second Step if adopted.</p>	<p>Both; we are a single-school district 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>2. Program Cost \$750 RS 0000 OB 4210</p>
<p>4. Employ maintenance staff sufficient to maintain campus and budget of \$2,000 to improve facilities.</p>	<p>Both; we are a single-school district 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>4. Maintenance Salary/Benefits \$ 17,006 Maintenance Salary \$2,000 RS 0000 OB 5631</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>2.1 Parent survey, staff input.</p> <p>2.2 Student suspension/expulsion data, administrator log.</p> <p>2.3 Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p> <p><u>Outcome</u></p> <p>2.1 Family Perceptions of School Safety will be maintained at 95%</p> <p>2.2 Referrals to office for incidents of student disrespect will decrease by 5%</p> <p>2.3 FIT report shows rating of good. Maintenance and improvement projects are progressing, with data pertaining to recess/playground safety driving priorities.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>1.Implement resources related to improving student behavior with regard to respect for adults.</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.Possible resource expenses \$500 RS 0000 OB 4310</p>

<p>2. Continue implementation of Positive Behavioral Interventions and Supports (PBIS) or Second Step if adopted.</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>2. Possible Program Cost \$750 RS 0000 OB 4210</p>
<p>4. Employee maintenance staff sufficient to maintain campus and budget of \$2,000 to improve facilities.</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>4. Maintenance Salary/Benefits \$ 17,006 Maintenance Salary \$2,000 RS 0000 OB 5631</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>2.1 Parent survey, staff input.</p> <p>2.2 Student suspension/expulsion data, administrator log.</p> <p>2.3 Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p> <p><u>Outcome</u></p> <p>2.1 Family Perceptions of School Safety will be maintained at 95%</p> <p>2.2 Referrals to office for incidents of student disrespect will decrease by 5%</p> <p>2.3 FIT report shows rating of good. Maintenance and improvement projects are progressing, with data pertaining to recess/playground safety driving priorities.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>1.Implement resources related to improving student behavior with regard to respect for adults.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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</p> <p>_ Other</p>	<p>1.Possible resource expenses \$500 RS 0000 OB 4310</p>

<p>2. Continue implementation of Positive Behavioral Interventions and Supports (PBIS) or Second Step if adopted.</p>	<p>Both; we are a single-school district Grades: All</p>	<p><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</p>	<p>2. Possible Program Cost \$750 RS 0000 OB 4210</p>
<p>4. Employee maintenance staff sufficient to maintain campus and budget of \$2,000 to improve facilities.</p>	<p>Both; we are a single-school district Grades: All</p>	<p><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</p>	<p>4. Maintenance Salary/Benefits \$ 17,006 Maintenance Salary \$2,000 RS 0000 OB 5631</p>

GOAL:	Parents and students will be engaged in the school and supportive of their children's education.			Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	Staff data and community input indicates not all parents are supportive of assisting students with homework and signing student reading logs and/or other required communication with staff.			
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Parent participation and input data – i.e. attendance at any type of school function, volunteer numbers, survey and classroom teacher records. Student survey.</p> <p><u>Outcome</u></p> <p>Parent participation, including parents of students with disabilities will increase by 1% as measured by school visit records, response to surveys and other requests for input, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees, and parent survey data. Parent participation with homework communication will increase by 10% as measured by classroom teacher records. Establish student baseline on student satisfaction.</p> <p>Programs and services as identified in IEP will be provided to all students with disabilities.</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1. A parent involvement plan to increase parent participation will be implemented. This will include a parent communication from the administrator mailed home at the beginning of the year and on-going monthly communication stressing the value of parent involvement and encouraging volunteering in classrooms. There will be a monthly student reward program to recognize students who return homework and their classroom planners with parent signatures. Parents will be surveyed to get their input on participation with the school and their child's homework.</p>	<p>Both; we are a single-school district 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. \$550</p>
<p>2. Maintain Parent involvement message at Back to School Night and in Newsletters. Provide parents education opportunities 3 times during school year.</p>	<p>Both; we are a single-school district 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>2. Community Expert Fees or Staff Stipend \$581 LCFF RS 0000 OB 1140</p>
<p>3. Encourage home reading and increase literacy by utilizing school library check out system.</p>	<p>Both; we are a single-school district 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>3. \$0</p>

<p>4. Survey students.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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>4. \$0</p>
<p>See Goal # 1 Actions 7 - 15 (2015-16)</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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>See Goal # 1 Actions 7-15</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Parent participation and input data – i.e. attendance at any type of school function, volunteer numbers, survey and classroom teacher records. Student survey.</p> <p><u>Outcome</u></p> <p>Data from prior year will be reviewed and adjustments made in communications so that parent participation, including parents of students with disabilities, increases by 1% as measured by school visit records, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees, and parent survey data. Parent participation with homework communication will increase by 10% from prior year as measured by classroom teacher records. Increase student satisfaction in identified areas from prior year student survey.</p> <p>Programs and services as identified in IEP will be provided to all students with disabilities.</p>		
<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>1. Data collection re: parent involvement</p> <p>Use data to adjust parent involvement/communication plan as needed.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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. \$550</p>
<p>2. Maintain Parent involvement message at Back to School Night and in Newsletters. Provide parents education opportunities 3 times during school year.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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>2. Community Expert Fees or Staff Stipend \$581 RS 0000 OB 1140</p>
<p>3. Encourage home reading and increase literacy by utilizing school library check out system.</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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>3. \$0</p>
<p>See Goal # 1 Actions 4 - 12 (2017-18)</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ 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>See Goal # 1 Actions 4 - 12</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric Parent participation and input data – i.e. attendance at any type of school function, volunteer numbers, survey and classroom teacher records. Student survey.</p> <p>Outcome Data from prior year will be reviewed and adjustments made in communications so that parent participation, including parents of students with disabilities, increases by 1% as measured by school visit records, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees, and parent survey data. Parent participation with homework communication will increase by 10% from prior year as measured by classroom teacher records. Increase student satisfaction in identified areas from prior year student survey.</p> <p>Programs and services as identified in IEP will be provided to all students with disabilities.</p>		
<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>1. Data collection re: parent involvement Use data to adjust parent involvement/communication plan as needed.</p>	<p>Both; we are a single-school district 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>\$550</p>
<p>2. Maintain Parent involvement message at Back to School Night and in Newsletters. Provide parents education opportunities 3 times during school year.</p>	<p>Both; we are a single school district 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>2. Community Expert Fees or Staff Stipend \$500 RS 0000 OB 1140</p>

<p>3. Encourage home reading and increase literacy by utilizing school library check out system.</p>	<p>Both; we are a single school school district 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>3. \$0</p>
<p>See Goal # 1 Actions 4 - 12 (2018-19)</p>	<p>Both; we are a single school school district 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>See Goal # 1 Actions 4 - 12</p>

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:	Student Achievement. Peninsula students will achieve to a high level as measured by multiple indicators.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	Peninsula School	
	Grades:	All	
Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric	Actual Annual Measurable Outcomes:	
	1.1 We will use performance on standardized tests		1.1 Baseline CAASPP scores as of July 2015 indicate 22% of students are at standard or above in ELA and 21% are at or above in math.
	1.2 Score on academic performance index (API)		1.2 N/A due to state change in policy.

1.3 Classroom assessments

2.1 CALPADS Report will reflect that 100% of teachers are highly qualified.

3.1 Professional Development sign in, District records/invoices.

4.1 School Wise Attendance System

4.2 School Wise Attendance System

4.3 Middle School Dropout Rate

5.1 Monitor student suspension rates. Administrator Attendance Log

5.2 Monitor student expulsion rates. Administrator Attendance Log

6.1 Office Visitor Log and Teacher Records

7.1 The annual board resolution for sufficiency of instructional materials and SARC

8.1 Teacher planners and class room observations

9.1 Student work, honors and awards will displayed in office

Outcome

1.1 Baseline CAASPP scores available July 2015.

1.2 N/A due to state change in policy.

1.3 50% of students receiving intervention services will reach grade level QRI score benchmark and grade level math on CC Go Math assessment.

2.1 Maintain 100%

3.1 75% of staff will attend at least one professional development opportunity or have at least one release

1.3 85% of students receiving intervention services reached grade level QRI score benchmark and grade level math on CC Go Math assessment.

2.1 100% of teachers are highly qualified

3.1 100% of staff attended at least one professional development opportunity or had at least one release day for curriculum development related to areas of need as identified by student performance on assessment. 100% of staff attended at least one professional development opportunity related to CCS this year. The board adopted ELA instructional materials aligned with Common Core, following teacher review and input.

4.1 District attendance rate decreased by 7.47%

4.2 Chronic absenteeism rate decreased by 36%

4.3 The district had 0% dropout rate

5.1 The student suspension rate was maintained at 1%

5.2 There were no expulsions

6.1 100% of the visitors checked in to the office prior to visiting the classroom.

7.1 100% of students had access to standards aligned materials as evidence by board resolution.

8.1 All students, including students with disabilities, had access to a broad course of study including music, art, PE and science

9.1 Students participated in a variety of grade appropriate performances and competitions, including the Drumming class, Choral class, Art class, Art Open House, Spelling Bee, Foggy Bottom Milk Run, Jazz Festival, Quack & Wabbit Puppet Theater, Garden Project, Running Club, HSU STEM

	<p>day for curriculum development related to areas of need as identified by student performance on assessment. 75% of staff will attend at least one professional development opportunity related to CCS this year. Begin adoption process for ELA instructional materials aligned with Common Core after state adoption process occurs.</p> <p>4.1 District attendance rate will increase by 0.5%</p> <p>4.2 Chronic absenteeism rate will decrease by 1%</p> <p>4.3 Maintain 0% dropout rate</p> <p>5.1 Maintain at 1%</p> <p>5.2 Maintain at 0%</p> <p>6.1 100% of visitors to classrooms will be with pre-arranged notice to teachers.</p> <p>7.1 100% of students will have access to standards aligned materials.</p> <p>8.1 All students, including students with disabilities, will have access to a broad course of study including music, art, PE and science</p> <p>9.1 Students will participate in a variety of grade appropriate performances and competitions, including the annual winter performance</p>		Project and the Rain Barrel Project.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1. Students are taught by HQ Teachers		1. TEACHER SALARIES \$146,164 2FTE RS 0000, 1100, 1400, 3010, 4035,5820 OB 1100, 3xxx	100% of teachers are Highly Qualified (HQ)	1. Teachers Salaries \$146,368 RS 0000, 1100, 1400, 3010, 4035, 5820, OB 1100, 3XXX
Scope of service:	Both; we are a single-school district Grades: All		Scope of service: Districtwide; we are a single-school district 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. Monitor student progress by local assessments and on-line subscriptions.		2.Subscriptions to standardized on-line assessments \$500 RS 0000 OB 4312	The staff is utilizing QRI, Moby Max and Go Math as assessment tools	\$673 RS0000

Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single school-district 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. Adopt new language arts Common Core instructional materials in 15-16, if available by state.		3. Instructional materials ELA \$3000 RS 0212 OB 4110	The board adopted common core aligned instructional materials in ELA on March 8, 2016.		\$621 RS0212
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district. 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		

4. Academic support for students in completing homework utilizing teachers and volunteers 2 days a week in the After School Program		4. Teacher Stipends \$3000 RS 6010 OB 1150	Students received academic support in completing homework from teachers and volunteers, 3 days per week in the After School Program. Reduced cost due to hiring of classified staff in place of certificated as originally budgeted.		\$581 RS6010
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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. Adopt policy to require all visitors to classrooms make prearranged plans with classroom teachers.		5. \$0	All parents are signing in, in the office. Parents are making plans to visit the classroom teacher in advance.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district. 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		

6. Provide materials and supplies for student learning.		6. \$16,421 Object 4000s	Materials and supplies were provided to enhance learning.		\$8,000
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district. 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		
7. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.		7. 1.0 FTE Certificated Teacher \$54,639 RS 0000, 4035,5820 OB 1100, 3xxx	Teacher level was maintained to increase academic support by lowering the class size and grade level span of the classrooms providing students with more support and attention.		\$61,842 RS0000, 5820
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district. 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>	
<p>8. Social and Emotional Support- Administrator will help families locate local resources to support social and emotional student needs.</p>		<p>8. Administrator - \$2,124 RS 0000 OB 1303, 3xxx</p>	<p>Administrator helped families locate local resources to support social and emotional student needs. Changing Tides counseling services were offered to students in need.</p>	<p>\$2,124 RS0000</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide; we are a single-school district.</p> <p>Grades: All</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>			<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>9. Administrative Review Administrator will review student progress each trimester.</p>		<p>9. Administrator - \$2,123 RS 0000 OB 1301, 3xxx</p>	<p>Administrator reviewed student progress each trimester.</p>	<p>\$2,123 RS0000</p>

Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district. 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		
10. Crisis Services		10. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015 OB 5800	Counseling services are being provided at no cost by Changing Tides.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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>	
<p>11. Increase and improve teacher instructional strategies and skills in delivery of Common Core Standards and/or areas of need as identified by student performance on assessments.</p>		<p>11. Professional Development/Release Time \$1,170 RS 0001 OB 5210</p>	<p>Teacher instructional strategies and skills in delivery of Common Core Standards were improved by attendance in professional development opportunities.</p>	<p>\$916 RS0218, 3010,6264</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide; we are a single-school district.</p> <p>Grades: All</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>			<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>12. Maintain level of communication with Parents including trimester Attendance letters to parents. The Secretary will help families locate local resources to support social and emotional needs.</p>		<p>12. Secretary \$14,956 RS 0000 OB 2403, 3xxx</p>	<p>The district maintained the level of communication with parents including trimester attendance letters to parents. The secretary helped families locate local resources to support social and emotional needs.</p>	<p>\$16,133 RS0000</p>

Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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		
13. Provide one-on-one academic support in class.		13. Instructional Aide \$5,877 RS 0000, 0001 OB 2100, 3xxx	An instructional aide was hired to offer one-on-one academic support in class. Costs were shifted to Special Education to align with IEP.		\$1,672 RS0000, 0001
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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		

14. Increase Reading and Math Intervention Services.		14. Volunteers \$0	Classroom volunteers were utilized in grades K-5 to increase reading and math intervention.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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		

<p>15. Provide students with higher quality on-line instruction.</p> <p>Provide staff access to computer tech during school hours.</p> <p>Replace office computer which is used for attendance tracking, parent communication and teacher support.</p>		<p>15. Computer Tech Support \$4,800 RS 0000 OB 5847</p> <p>Computer Software \$1,087 RS 0001 OB 4341</p> <p>Computer \$670 RS 0001 OB 4400</p> <p>Computer Support HCOE \$3245 RS 0000 OB 5845</p>	<p>Students were provided high quality on-line instruction.</p> <p>Computer tech support was available during school hours.</p> <p>Office computer was replaced.</p>	<p>\$4,800 Computer tech RS0000</p> <p>\$1,087 Software RS0001</p> <p>\$670 Computer RS0001</p> <p>\$2,965 Computer support HCOE RS0000</p>
<p>Scope of service:</p>	<p>Both; we are a single-school district</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide; we are a single-school district</p> <p>Grades: All</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>			<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>	

16. Provide students with Home to School Transportation so that they will have regular attendance and a greater chance of academic achievement.		16. Transportation Contribution \$4,500 RS 210	Students are provided with Home to School Transportation so that they will have regular attendance and a greater chance of academic achievement.	\$4,500 RS0210
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district Grades: All
X 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			X 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	
What changes in actions, servivces, and expenditures	District staff will utilize CAASPP interim assessments for Language Arts, Math and Science to create an assessment baseline for all students. Staff will attend professional development opportunities to ensure the seamless integration of newly adopted Language Arts and Mathematics curriculum. Attendance will be closely monitored, attendance rewards will be continued, SARB will be utilized for chronically truant students.			

Original Goal from prior year LCAP:	Peninsula School is a safe and healthy environment for learning.	Related State and/or Local Priorities: X 1 _2 X3 _4 _5 X6 _7 _8 Local:
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Goal Applies to:	Schools:	Peninsula School Grades: All
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	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>2.1 Parent survey, staff input.</p> <p>2.2 Student suspension/expulsion data, administrator log.</p> <p>2.3 Facility needs will be reviewed annually using FIT and JPA risk manager reports. Needs identified each year will set priorities for maintenance work.</p> <p>Outcome</p> <p>2.1 Family Perceptions of School Safety will be maintained at 94%</p> <p>2.2 Referrals to office for incidents of student disrespect will decrease by 5%</p> <p>2.3 Facilities will be in good or better repair as measured with FIT, with priority given to recess/playground safety. More areas of student safety have been addressed. Prop. 39 projects undertaken.</p>	Actual Annual Measurable Outcomes:	<p>2.1 Parent survey indicated 100% of parents feel their children are safe at school. 100% of staff feel they are safe and supported at school.</p> <p>2.2 Student suspension and expulsion rates have decreased as indicated by collected data. Referrals to office were not tracked this year. The new superintendent/principal will keep a referral log next year.</p> <p>2.3 Facility needs were reviewed annually using FIT and JPA risk manager reports. Needs identified each year set priority for maintenance work.</p>
	LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Review program currently in use (CHAMPS), and other resources related to student behavior specifically respect for adults.	1. Teacher Release Day Subs \$300 RS 0000 OB 1140	CHAMPS is used as the schools primary tool for classroom management.	\$340 RS0000

Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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. Investigate Positive Behavioral Interventions and Supports (PBIS) and Second Step for possible schoolwide adoption.		2. Teacher Stipend \$750 RS 0000 OB 1150	Positive Behavioral Interventions and Supports (PBIS) and Second Step were reviewed, possible adoption is suggested in 2016-17.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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. Utilize local program Happy Inner Prizes for students exhibiting the most at-risk behaviors		3. Program Cost \$500 RS 1100 OB 5800	Happy Inner Prizes was not utilized this year, it did not fit the needs of students exhibiting at risk behaviors.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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		
4. Research new recipes for whole wheat pasta products to increase student appeal.		4. Stipend \$300 Fund 13 OB 2250	Recipes have been researched more whole wheat products were used.		\$488 FU13
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district 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. Employee maintenance staff sufficient to maintain campus and budget of \$2,000 to improve facilities.		5. Maintenance Salary/Benefits \$40,000 Maintenance Salary \$2,000 RS 0000 OB 5631	Outside janitorial service was utilized for three months so that current staff could do maintenance to building and grounds.	Maintenance Salary and benefits \$48,007 RS0000 Maintenance repairs \$2,000 RS0000
Scope of service:	Both; we are a single-school district Grades: All		Scope of service: Districtwide; we are a single-school district 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. Teacher level will be maintained to increase academic support by lowering the class size and grade level span of the other 2 classrooms providing students with more support and attention.		1. 1.0 FTE Certificated Teacher \$54,639 RS 0000, 4035, 5820 OB 1100, 3xxx	Teacher level was maintained to increase academic support by lowering class size providing students with more support and attention.	\$61,842 RS 0000, 5820

Scope of service:	School-wide Grades: All		Scope of service:	Districtwide; we are a single-school district 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			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. Social and Emotional Group Services		2. Administrator will help families locate local resources to support social and emotional student needs. \$2,124 RS 0000 OB 1303, 3xxx	Social and Emotional Group Services were provided by Changing Tides.	\$0	
Scope of service:	School-wide Grades: All		Scope of service:	Districtwide; we are a single-school district 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			<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	
3. Administrative Review		3. Administrator will review student progress each trimester. \$2,123 RS 0000 OB 1301, 3xxx	The administrative team reviewed academic growth each trimester.	\$2,124 RS0000
Scope of service:	School-wide Grades: All		Scope of service: Districtwide; we are a single-school district 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			<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	

4. Crisis Services		4. Crisis Counseling services will contract through another school district or Humboldt County Office of Education as needed. \$500, RS 0015 OB 5800	Crisis services if needed were provided by Changing Tides at no cost.	\$0
Scope of service:	School-wide Grades: All		Scope of service: Districtwide; we are a single-school district 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			<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	
5. Increase and improve teacher instructional strategies and skills.		5. Professional Development \$1,170 RS 0001 OB 5210	Teacher's were encouraged to attend professional development opportunities to increase and improve teacher instructional strategies and skills. Substitutes were difficult to get for these classes.	\$0

Scope of service:	School-wide Grades: All		Scope of service:	Districtwide; we are a single-school district 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			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		
6. Maintain level of communication with Parents including trimester Attendance letters to parents.		6. Secretary \$14,956 RS 0000 OB 2403, 3xxx	The communication with parents included trimester attendance letters and monthly newsletters.		\$16,133 RS0000
Scope of service:	School-wide Grades: All		Scope of service:	Districtwide; we are a single-school district 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			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		

7. Provide one-on-one academic support in class		7. Instructional Aide \$5,877 RS 0000, 0001 OB 2100, 3xxx	One on one intervention aide was hired for academic support.	\$1,672 RS0000,0001
Scope of service:	School-wide Grades: All		Scope of service: Districtwide; we are a single-school district 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			<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. Maintain Reading and Math Intervention Services.		8. Volunteers \$0	Reading and math intervention services are offered by classroom volunteers.	\$0
Scope of service:	School-wide Grades: All		Scope of service: Districtwide; we are a single-school district 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			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		
9. Provide students with higher quality on-line instruction.		9. Computer Tech Support \$4,800 RS 0000 OB 5847 Computer Software \$1,087 RS 0001 OB 4341 Computer Support HCOE \$3245 RS 0000 OB 5845	Students are provided with high quality on-line instruction.	\$4,800 Computer support RS0000 \$1,087 Computer Software RS0001 \$670 Computer Equipment RS0001 \$2,965 Computer Support RS0000	
Scope of service:	School-wide Grades: All		Scope of service:	Districtwide; we are a single-school district 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		<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
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What changes in actions, services, and expenditures	<p>The newly hired superintendent/principal will continue to survey students, parents and staff regarding school safety</p> <p>Student suspension and expulsion rates will be maintained</p> <p>Facility needs will be monitored using FIT and JPA risk reports</p>
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Original Goal from prior year LCAP:	<u>Goal #3</u> Parents and students will be engaged in the school and supportive of their children's education.	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:						
Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%; background-color: #cccccc;">Schools:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	All	Grades:	All	Applicable Pupil Subgroups:	All	
Schools:	All							
Grades:	All							
Applicable Pupil Subgroups:	All							

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Parent participation and input data – i.e. attendance at any type of school function, volunteer numbers, survey and classroom teacher records. Student survey.</p> <p><u>Outcome</u></p> <p>Parent participation, including parents of students with disabilities will increase by 1% as measured by school visit records, response to surveys and other requests for input, volunteer rates, attendance at school events, e-mail or other communication with staff, participation in school groups or committees, and parent survey data. Parent participation with homework communication will increase by 10% as measured by classroom teacher records. Establish student baseline on student satisfaction.</p> <p>Programs and services as identified in IEP will be provided to all students with disabilities</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Parents participation in Back to School Night was 72%, Parent Conferences in the fall were attended by 85%, 92% of parents attended the Thanksgiving Luncheon, Parent Surveys were turned in by 67% and 92% attended Spring Conferences. Parents attendance at IEPs is 100%.</p> <p>Teachers continue to use student planners and weekly letters as the main means of daily and weekly communication with parents regarding student progress and behavior. This method is the preferred means of communication as shown by parent input on the survey.</p>
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LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
<p>1. A parent involvement plan to increase parent participation will be implemented. This will include a parent communication from the administrator mailed home at the beginning of the year and on-going monthly communication stressing the value of parent involvement and encouraging volunteering in classrooms. There will be a monthly student reward program to recognize students who return homework and their classroom planners with parent signatures. Parents will be surveyed to get their input on participation with the school and their child's homework.</p>		1. \$0	<p>A parent involvement plan to increase parent participation was partially implemented. This included a parent communication from the administrator mailed home at the beginning of the year and on-going monthly communication stressing the value of parent involvement and encouraging volunteering in classrooms. There will be a monthly student reward program to recognize students who return homework and their classroom planners with parent signatures.</p>	
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide; we are a single-school district Grades: All
<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>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>	

2. Maintain Parent involvement message at Back to School Night and in Newsletters. Provide parents education opportunities 3 times during school year.		2.Community Expert Fees or Staff Stipend \$500 LCFF RS 0000 OB 1140	Parent involvement message at Back to School Night and in Newsletters was maintained. Parents education opportunities were provided 3 times during school year.	\$568 RS0000
Scope of service:	Both; we are a single-school district Grades: All		Scope of service: Districtwide; we are a single-school district 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. Encourage home reading and increase literacy by utilizing school library check out system.		\$0	The school library check out system was utilized to encourage home reading to increase literacy.	\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service: Districtwide; we are a single-school district 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		
4. Survey students.		\$0	Students were individually interviewed in the Fall. 98% of students responding that they felt safe and heard by adults.		\$0
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Districtwide;we are a single-school district 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		
See Goal # 1 Actions 7 - 15 (2015-16)		See Goal # 1 Actions 7-15	See Goal # 1 Actions 7 - 15 (2015-16)		See Goal # 1 Actions 7-15
Scope of service:	Both; we are a single-school district Grades: All		Scope of service:	Schoolwide 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>
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What changes in actions, services, and expenditures	<p>Strategies for increasing parent participation in Back to School Night will be discussed at the first staff meeting of the year</p> <p>Parent surveys will be given to parents at parent conferences, they will be asked to complete surveys before they leave</p>
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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:	86941
<p>The District will spend \$86,941 in 2016-17. 97% of the school population is low income and services are school-wide. For low income students, an additional highly qualified certificated teacher will lower the class size and decrease grade levels covered in the other 2 classrooms, the secretary will provide increased communication to parents, trained volunteers will provide academic intervention services for students, staff will improve their instructional skills through staff development, an instructional aide will provide one-on-one student support in the classroom, staff will have IT computer support and a variety of software to provide students with higher quality on-line instruction, the administrator and staff will provide students and parents with emotional support services/resources and review their academic progress each trimester, and as needed, counseling services for support will be purchased from another school district or Humboldt County Office of Education. To ensure that students can get to school on a regular basis, have regular attendance and a greater chance of academic achievement, the district will support the transportation program.</p>	

- 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.

28.43	%
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Based on the proportionality calculator, the District is required to show increased or improved services valued at 28.43%. To increase student support, we will add a highly qualified certificated teacher who can reduce the class size and grade level span in the K – 8 single school district, the target group will receive more direct instruction and attention, and we will provide a higher quality of service to these students. The teacher to student ratio changes from 1:18 to 1:12. There are 320 instructional minutes a day and if a student is in a class with 18 students, the individual teacher instruction time per student would be 17.7 minutes. In a class with 12 students, the individual teacher instruction time per students would be 26.6 minutes, a percentage increase of 15%. In combination with other services such as the extra instructional aide, administration and secretarial support the quality of our services will improve by 30% or more. We will utilize research based strategies that have been shown to be effective with children of poverty including developing high-quality and meaningful relationships, understanding and supporting health needs of students, building background knowledge, explicitly teaching organizational skills, a curriculum that includes the Arts, and holding high expectations for all students.

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).