

Introduction:

LEA: Eastern Sierra Unified School District ___ Contact (Name, Title, Email, Phone Number): Dr. Don Clark, Superintendent, dclark@esusd.org, (760) 932-7443 _____ LCAP Year: 2016 - 2017

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
<p>ESUSD Superintendent and LCAP Development Team developed a plan and timeline for completion of the LCAP, taking into consideration opportunities for stakeholder input as well as meeting with students to receive their input into the development of this plan.</p> <p>The ESUSD engaged in multiple planning activities including meetings as referenced below, input sessions and administrative team discussions to gain input from all stakeholders regarding the current strengths, as well as needs and goals for the schools operated by ESUSD.</p> <p>LCAP Meeting Dates: ESUSD Admin Team: 9/1/15; 10/6/15; 11/3/15; 1/19/16 ESUSD Certificated Staff and Bargaining Unit: 12/11/15; 1/22/16 Community Forum Meetings: 9/28/15; 10/8/15; 10/27/15; 10/29/15; 3/14/16; 3/31/16; 4/12/16; 4/14/16</p>	<p>The major stakeholder groups were informed of the LCAP work and participated in the planning process to identify district needs within the eight priority areas. Notices and bulletins went out to teachers, district staff, management, families, and the community to advertise the input sessions. At the various meetings (listed to the left), data was shared pertaining to the district’s previous LCAP goals. The following input was gathered and deemed of greatest importance to stakeholders:</p> <ol style="list-style-type: none"> 1) Aligning the LCAP goals to the district’s strategic plan 2) Offering distance learning classes to students 3) Keeping class sizes small 4) Supporting the basics of quality teachers, maintaining facilities, instructional materials and technology

<p>Student Meetings: 1/13/16; 3/2/16 ESUSD Board: 12/16/15</p>	<p>5) Continued engagement of the community to best support schools and students</p> <p>Additionally, feedback from stakeholders included comments, which reflected the difficulty of reading and understanding of the district’s 2015-2016 LCAP. Therefore, the district drafted the following three goals:</p> <ol style="list-style-type: none"> 1) All students will be engaged in an innovative, challenging, and standards-aligned learning environment in safe, clean facilities to prepare them for college or career beyond high school. 2) Maintain a high rate of attendance and positive student attitudes towards school and education so that students may attain a high level of integrity in alignment with the districts’ values and culture. 3) Promote opportunities for parent and community involvement in matters related to the success of all students. <p>Continued collaboration with stakeholders on goals and actions will be scheduled throughout the upcoming year.</p>
<p>Annual Update: The dates referenced above all served a dual purpose to discuss and share the 2015-2016 LCAP progress towards goals, actions and services, budget expenditures as well as development of the 2016-2017 LCAP.</p>	<p>Annual Update: Data analyzed indicated that most goals were being met.</p> <p>The discontinuation of the CAHSEE required that this goal be dropped in future LCAPs and that alternate measures of assessing high school students’ progress be identified.</p> <p>The district’s focus on providing distance learning and innovative instructional techniques will continue.</p> <p>Monitoring of attendance rates, discipline rates and appropriate, clean and safe facilities will also continue.</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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites 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 school sites 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 school sites 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 school sites 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 school sites 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 school sites?
- 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 school sites, 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:	All students will be engaged in an innovative, challenging, and standards aligned learning environment in safe, clean facilities to prepare them for college or career beyond high school.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4 <u>x</u> 5__ 6__ 7x__ 8 <u>x</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Teachers must be appropriately assigned. State standards must be implemented for all pupils. Students need access to and success in a broad course of study (due to the small, rural nature of the district) through an enhanced distance learning program (offering A – G classes) and CTE opportunities. All facilities will maintain a safe, clean and welcoming environment to best support students' learning.	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2016 - 2017		
Expected Annual Measurable Outcomes:	1A. 100% of teachers will continue to be appropriately assigned and fully credentialed. 1B. 100% of students will have access to standards-aligned instructional materials. 1C. Facilities are well maintained and offer a safe learning environment for all students, per Williams reports. 2A. The State Board adopted academic content standards will be implemented in all classrooms as evidenced by principal and Superintendent walkthroughs. 2B. To ensure access to the CCSS and ELD standards, teachers will implement designated ELD strategies and services monitored through teacher tracking data.	

4A./4B. Student performance on the SBAC math assessment will improve by 5% over the prior year. The district will utilize the new state accountability index to review student achievement once it is developed.

4C. The percentage of students taking and passing A – G required classes, as well as CTE classes will increase by 5%.

4D. The percentage of students reaching proficiency on the CELDT will increase by 5%.

4E. The percentage of students being reclassified as English proficient will increase by 5%.

4 F. and 4G. The percentage of students taking, and passing, AP tests, as well as the EAP exam will increase by 2%.

7A. The number of distance learning classes will increase over last year to continue to offer students a broader course of study.

7B. Unduplicated count students will be offered opportunities for after school tutoring and individualized instruction opportunities to best support their learning.

7C. Each school site has a resource teacher available to work with and support students with exceptional needs and mental health counseling will be made available to students who demonstrate that need.

8. Individual student growth in all courses described in Sect. 51210 and 51220 (a. – i.) will advance as measured using teacher-created assessments, publisher assessments and student report cards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will continue to recruit, employ and retain highly qualified teachers who are appropriately assigned to their grade level and subject area with at least one FTE teacher beyond the level recommended in the CA Necessary Schools Formula.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$540,000 from supplemental grants and other unrestricted funds.
District will provide all students with standards aligned instructional materials.	ALL	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000

<p>Eureka Math will be implemented throughout the district for all students. Students' progress will be tracked via the embedded benchmark assessments in the Eureka program. All Math teachers will receive training in the Eureka Program.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$39,000 for materials</p> <p>\$21,000 for teacher stipends and substitute costs.</p>
<p>Teachers will continue to receive ELD strategies and standards training for the purpose of implementing integrated and designated ELD instruction for EL students. A monitoring tool will be developed to evaluate implementation of ELD strategies through the district.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$16,000</p>
<p>District will provide opportunities for EL and low-performing students to receive tutoring during after school intervention programs, as well as individualized instruction within the school day.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$81,000</p>
<p>Mono County Office of Education will provide the district with an Early Response Mental Health Specialist to work with students who demonstrate this need.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>No cost to district</p>
<p>The district will work with MCOE to help provide access to Career Technical Education classes.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No cost to district</p>

District will provide distance learning classes in order to give students access to a broader course of student.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1300
The district will continue to provide safe, clean and properly maintained school facilities and learning environments for students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$265,000

LCAP Year 2: 2017 – 2018

<p>Expected Annual Measurable Outcomes:</p>	<p>1A. 100% of teachers will continue to be appropriately assigned and fully credentialed. 1B. 100% of students will have access to standards-aligned instructional materials. 1C. Facilities are well maintained and offer a safe learning environment for all students, per Williams reports. 2A. The State Board adopted academic content standards will be implemented in all classrooms as evidenced by principal and Superintendent walkthroughs. 2B. To ensure access to the CCSS and ELD standards, teachers will implement designated ELD strategies and services monitored through teacher tracking data. 4A./4B. Student performance on the SBAC math assessment will improve by 7% over the prior year. The district will utilize the new state accountability index to review student achievement once it is developed. 4C. The percentage of students taking and passing A – G required classes, as well as CTE classes will increase by 7%. 4D. The percentage of students reaching proficiency on the CELDT will increase by 7%. 4E. The percentage of students being reclassified as English proficient will increase by 7%. 4 F. and 4G. The percentage of students taking, and passing, AP tests, as well as the EAP exam will increase by 5%. 7A. The number of distance learning classes will increase over last year to continue to offer students a broader course of study.</p>
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7B. Unduplicated count students will be offered opportunities for after school tutoring and individualized instruction opportunities to best support their learning.

7C. Each school site has a resource teacher available to work with and support students with exceptional needs and mental health counseling will be made available to students who demonstrate that need.

8. Individual student growth in all courses described in Sect. 51210 and 51220 (a. – i.) will advance as measured using teacher-created assessments, publisher assessments and student report cards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will continue to recruit, employ and retain highly qualified teachers who are appropriately assigned to their grade level and subject area with at least one FTE beyond the level recommended by CA Necessary Small Schools Formula.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$551,000 from supplemental grants and other unrestricted funds.
District will provide all students will standards aligned instructional materials.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000
Eureka Math will continue to be implemented throughout the district for all students. Students' progress will be tracked via the embedded benchmark assessments in the Eureka program.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000
A monitoring tools for use of ELD strategies will be used by principals during regular classroom walkthroughs to determine effectiveness of strategies and level of implementation.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$16,000

District will provide opportunities for EL and low-performing students to receive tutoring during after school intervention programs, as well as individualized instruction within the school day.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$81,000
Mono County Office of Education will continue to provide the district with an ERMHS to work with students who demonstrate this need.	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u> <u>Students</u> _____	No cost to district.
MCOE will continue to work with district to provide additional Career Technical Education opportunities for all students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost to district.
District will provide an additional number of distance learning classes in order to give students access to a broader course of study.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$1300
The District will continue to provide safe, clean and properly maintained learning environments for all students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$265,000
The District's Curriculum Review Committee will review, assess and recommend a new state approved ELA/ELD curriculum to the Board of Education.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$16,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- 1A. 100% of teachers will continue to be appropriately assigned and fully credentialed.
- 1B. 100% of students will have access to standards-aligned instructional materials.
- 1C. Facilities are well maintained and offer a safe learning environment for all students, per Williams reports.
- 2A. The State Board adopted academic content standards will be implemented in all classrooms as evidenced by principal and Superintendent walkthroughs.
- 2B. To ensure access to the CCSS and ELD standards, teachers will implement designated ELD strategies and services monitored through teacher tracking data.
- 4A./4B. Student performance on the SBAC math assessment will improve by 7% over the prior year. The district will utilize the new state accountability index to review student achievement once it is developed.
- 4C. The percentage of students taking and passing A – G required classes, as well as CTE classes will increase by 7%.
- 4D. The percentage of students reaching proficiency on the CELDT will increase by 7%.
- 4E. The percentage of students being reclassified as English proficient will increase by 7%.
- 4 F. and 4G. The percentage of students taking, and passing, AP tests, as well as the EAP exam will increase by 5%.
- 7A. The number of distance learning classes will increase over last year to continue to offer students a broader course of study.
- 7B. Unduplicated count students will be offered opportunities for after school tutoring and individualized instruction opportunities to best support their learning.
- 7C. Each school site has a resource teacher available to work with and support students with exceptional needs and mental health counseling will be made available to students who demonstrate that need.
- 8. Individual student growth in all courses described in Sect. 51210 and 51220 (a. – i.) will advance as measured using teacher-created assessments, publisher assessments and student report cards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will continue to recruit, employ and retain highly qualified teachers who are appropriately assigned to their grade level and subject area with	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$562,000 from supplemental

<p>at least one FTE beyond the level recommended by CA Necessary Small Schools Formula.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>grants and other unrestricted general funds.</p>
<p>District will provide all students with standards aligned instructional materials. District will purchase a new, state approved ELA/ELD curriculum and provide training to teachers on program implementation.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$35,000 for materials. \$21,000 for PD.</p>
<p>Eureka Math will continue to be implemented throughout the district for all students. Students' progress will be tracked via the embedded benchmark assessments in the Eureka program. Additional training will be provided as needed.</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>No cost in this year.</p>
<p>Monitoring tool for use of ELD strategies will be used by principals during regular classroom walkthroughs to determine effectiveness of strategies and level of implementation. Additional training will be provided as needed.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>No cost</p>
<p>District will provide opportunities for EL and low-performing students to receive tutoring during after school intervention programs, as well as individualized instruction within the school day.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$81,000</p>
<p>MCOE will provide the district with an ERMHS to work with students who demonstrate this need.</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)_____ <u>Students with special needs</u></p>	<p>No cost to district.</p>

Through continued work with MCOE, the district will provide an increased number of Career Technical Education classes for high school students.	Coleville High School and Lee Vining HS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost to district.
District will provide an additional number of distance learning classes in order to give students access to a broader course of study.	Coleville HS and Lee Vining HS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1300
The district will continue to provide clean, safe and properly maintained learning environments for students.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$265,000

GOAL:	Maintain a high rate of attendance and positive student attitudes towards school and education so that students may attain a high level of integrity in alignment with the district's values and culture.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Students must attend school in order to learn. Students must feel connected and demonstrate a positive attitude towards learning in order to be successful. Students' individual educational and emotional needs must be met.
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Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2016 – 2017	
Expected Annual Measurable Outcomes:	5A. Student attendance rates will be maintained at or above 95%. 5B. The district's chronic absenteeism rate will decrease, as measured by the number of appearances at SARB hearings. 5C./5D. Middle and high school drop out rates will be less than 8%. 5E. High school graduation rates will increase to 92%. 6A./6B. Student expulsion rates will decrease to at or less than 10 per year.

6C. Healthy Kids Survey data will be used to determine the students' sense of safety and school connectedness.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will utilize the SARB process and SARB hearings to intervene with students (and parents) demonstrating poor attendance.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost.
Counseling services will be provided by the district and by MCOE for students who are at-risk of failing and who demonstrate emotional difficulties or undue stress.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$22,000
The district will build upon its character education plan, emphasizing the identified, community virtues with incentives (e.g. student recognition awards) for students to follow the district's code of conduct.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500
The district will analyze 2015 Healthy Kids Survey data to determine students' level of safety and connectedness. Analysis will be shared with parents and community members at the Superintendent's Community Forums.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No costs.
The district will continue to offer AVID classes to students, specifically to unduplicated count students whose family members have never attended college.	Coleville HS and Lee Vining HS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000
LCAP Year 2: 2017 – 2018			
Expected Annual	5A. Student attendance rates will be maintained at or above 96%.		

Measurable Outcomes:	5B. The district's chronic absenteeism rate will decrease, as measured by the number of appearances at SARB hearings. 5C./5D. Middle and high school drop out rates will be less than 8%. 5E. High school graduation rates will increase to 94%. 6A./6B. Student expulsion rates will decrease to at or less than 9 per year. 6C. Healthy Kids Survey data will be used to determine the students' sense of safety and school connectedness.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will continue to utilize the SARB process and SARB hearings to intervene with students (and parents) demonstrating poor attendance.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost
Counseling services will be provided by district and by MCOE for students who are at-risk of failing and/or who demonstrate emotional difficulties or undue stress.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$22,000
The district will build upon its character education plan, emphasizing the identified, community virtues with incentives (e.g. student reward certificates) for students to follow the district's code of conduct.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$500
The district will participate in and analyze the 2017 Healthy Kids Survey results to determine the students' level of safety and connectedness. Analysis will be shared with parents and community members at Superintendent's Community Forums.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No cost
The district will continue to offer AVID classes to students, specifically to unduplicated count students whose family members have never	Coleville HS and Lee	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	\$20,000

attended college.

Vining HS

Foster Youth Redesignated fluent English proficient
 ___ Other Subgroups:(Specify)_____

LCAP Year 3: 2018 – 2019

Expected Annual Measurable Outcomes:

5A. Student attendance rates will be maintained at or above 95%.
 5B. The district’s chronic absenteeism rate will decrease, as measured by the number of appearances at SARB hearings.
 5C./5D. Middle and high school drop out rates will be less than 8%.
 5E. High school graduation rates will increase to 92%.
 6A./6B. Student expulsion rates will decrease to at or less than 10 per year.
 6C. Healthy Kids Survey data will be used to determine the students’ sense of safety and school connectedness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The district will continue to utilize the SARB process and SARB hearings to intervene with students (and parents) demonstrating poor attendance.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	No cost
Counseling services will be provided by district and by MCOE for students who are at-risk of failing and/or who demonstrate emotional difficulties or undue stress.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	\$22,000
The district will build upon its character education plan, emphasizing the identified, community virtues with incentives (e.g. student reward certificates) for students to follow the district’s code of conduct.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	\$500
The district will participate in and analyze the 2017 Healthy Kids Survey results to determine the students’ level of safety and connectedness. Analysis will be shared with parents and	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	No cost

community members at Superintendent's Community Forums.		__ Other Subgroups: (Specify) _____	
The district will continue to offer AVID classes to students, specifically to unduplicated count students whose family members have never attended college.	Coleville HS and Lee Vining HS	__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$20,000
GOAL:	To promote opportunities for parent and community involvement in matters related to the educational success of all students.		Related State and/or Local Priorities: 1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	The district needs to engage parents at all levels of decision making and for all student subgroups. In a small, rural district the community members at large have a role in the success of the students, so the level of engagement of community members is also of great importance to the success of the district.		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2016 – 2017			
Expected Annual Measurable Outcomes:	3A. The district will utilize multiple formats of communication to make parents aware of opportunities to provide their input. 3A. Parent and community participation in Back to School Nights and Community Forums will increase 5% over the prior year's attendance. 3B. The district will utilize specific employees (Bilingual Community Liaison, Mental Health Counselor, and Academic Counselor) to reach out to parents of unduplicated count students. 3C. The district's special education teachers, along with the Mental Health Counselor and professionals from Mono County Behavioral Health, will encourage parents of special education students to participate in communication with the district.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire a Bilingual Community Liaison for each school site to begin building relationships with parents and families and encourage participation in district activities.	ALL	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	\$20,000

Bilingual Community Liaisons will make personal home calls and/or visits to develop a relationship with families and encourage their participation in district meetings and activities.		__ Other Subgroups:(Specify) _____	
All schools will utilize multiple forms of digital and print communications to reach parents and the community at large. Communication methods will include: Facebook, e-newsletters, email announcements, district and school site websites, printed newsletters and invitations, auto-call phone messages and school marquee postings.	ALL	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$12000
Attendance data will continue to be collected at the annual Back-to-School Nights at each school site, as well as at the twice-yearly Community Forums to determine the level of increased parental and community participation.	ALL	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No cost

LCAP Year 2: 2017 – 2018

Expected Annual Measurable Outcomes:	<p>3A. The district will utilize multiple formats of communication to make parents aware of opportunities to provide their input.</p> <p>3A. Parent and community participation in Back to School Nights and Community Forums will increase 7% over the prior year's attendance.</p> <p>3B. The district will utilize specific employees (Bilingual Community Liaisons, Mental Health Counselor, and Academic Counselor) to reach out to parents of unduplicated count students.</p> <p>3C. The district's special education teachers, along with Mental Health Counselor and professionals from County Behavioral Health, will encourage parents of special education students to participate in communication with the district.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to employ Bilingual Community Liaisons for each school site to begin building relationships with parents and families and encourage participation in district activities.	ALL	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	\$20,000

Bilingual Community Liaisons will make personal home calls and/or visits to develop a relationship with families and encourage their participation in district meetings and activities.		<input type="checkbox"/> Other Subgroups:(Specify)_____	
All schools will utilize multiple forms of digital and print communications to reach parents and the community at large. Communication methods will include: Facebook, e-newsletters, email announcements, district and school site websites, printed newsletters and invitations, auto-call phone messages and school marquee postings.	ALL	<input type="checkbox"/> xALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1200
Attendance data will continue to be collected at the annual Back-to-School Nights at each school site, as well as at the twice-yearly Community Forums to determine the level of increased parental and community participation.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

LCAP Year 3: 2018 – 2019

Expected Annual Measurable Outcomes:	3A. The district will utilize multiple formats of communication to make parents aware of opportunities to provide their input. 3A. Parent and community participation in Back to School Nights and Community Forums will increase 7% over the prior year's attendance. 3B. The district will utilize specific employees (Bilingual Community Liaisons, Mental Health Counselor, and Academic Counselor) to reach out to parents of unduplicated count students. 3C. The district's special education teachers, along with Mental Health Counselor and professionals from County Behavioral Health, will encourage parents of special education students to participate in communication with the district.		
	Actions/Services	Scope of Service	Budgeted Expenditures
Continue to employ Bilingual Community Liaisons for each school site to begin building relationships with parents and families and encourage participation in district activities.	ALL	<input type="checkbox"/> xALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$20,000

Bilingual Community Liaisons will make personal home calls and/or visits to develop a relationship with families and encourage their participation in district meetings and activities.		<input type="checkbox"/> Other Subgroups: (Specify) _____	
All schools will utilize multiple forms of digital and print communications to reach parents and the community at large. Communication methods will include: Facebook, e-newsletters, email announcements, district and school site websites, printed newsletters and invitations, auto-call phone messages and school marquee postings.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1200
Attendance data will continue to be collected at the annual Back-to-School Nights at each school site, as well as at the twice-yearly Community Forums to determine the level of increased parental and community participation.	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

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

Original GOAL from prior year LCAP:	Create and utilize expansive learning environments to ensure each student achieves academic and personal excellence.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Lee Vining High School Coleville High School		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	As the district adopts the distance learning method of delivering classes, the districts plans to offer 3 classes through distance learning in the 15-16 school year. The class offered will meet the required subject areas described in ED Code sections 51210; subdivisions a – I, inclusive of section 51220, as applicable.		Actual Annual Measurable Outcomes:	Both high schools implemented distance learning classes, aligned with Ed Code sections 51210, a – i and section 51220.
LCAP Year: 2015 – 2016				
Planned Actions/Services			Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a para-professionals on-site to assist during the distance learning.		\$75,000	District hired two para-professionals.	\$60,334
Scope of service:	Lee Vining High School Coleville High School		Scope of service:	One para-professional was hired for each high school.
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Due to the small numbers of students in each of our high schools, offering distance learning classes to students serves as a method of engaging students in subjects/classes that the district could not offer otherwise. The distance learning classes provide additional opportunities for A – G classes, AP classes, and a broader course of study for students in general. The district hired two paraprofessionals last year to be classroom monitors and assist students with technology issues, if/when they arise. The district will continue to add distance learning opportunities for students, as stakeholders specifically requested that these class opportunities for students continue.		

Original GOAL from prior year LCAP:	Provide professional development opportunities to teachers to ensure they meet state standards and are appropriately assigned.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	ALL			
	Applicable Pupil Subgroups:	ALL			
Expected Annual Measurable Outcomes:	15% of district teachers will participate in the district's tuition reimbursement program.	Actual Annual Measurable Outcomes:	20% of teachers participated in the tuition reimbursement program. All teachers maintained appropriate credentials for their assignments.		
LCAP Year: 2015 – 2016					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Make available to teachers funding for tuition reimbursement to cover costs of higher education.		\$20,000	Funds were made available to teachers and the program was very successful.		\$31,488
Scope of service:	ALL		Scope of service:	ALL	
__x__ ALL		__x__ ALL			
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
Scope of service:			Scope of service:		

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Although the district will continue to ensure that 100% of its teachers are appropriately assigned and credentialed for the subject matter they teach, the district will no longer offer stipends for a tuition reimbursement program. Teachers will receive continued training in ELD strategies, as well as training in the new Eureka Math curriculum that will be provided by the district during teacher contracted time.	
Original GOAL from prior year LCAP:	The strategic plan calls for a student body that demonstrates and strives to reach the highest virtues of our community's culture.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__x 6__ 7__ 8__x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Pupil suspension rates and pupil expulsion rates either remain at current levels or are lowered by 5%.	Actual Annual Measurable Outcomes:	Using student discipline data as a measure, pupil discipline incidences dropped by 4.7%
LCAP Year: 2015 – 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Development of a character development curriculum.	\$1,000	A committee made up of teachers, staff and community members was created and met three times to create this curriculum.	\$720 for substitute costs.
Scope of service:	ALL	Scope of service:	ALL

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Training was provided in service learning for all staff.		\$5,000	Service learning was delayed in favor of providing training in character development and team building training for teachers.		\$6,000 – character development training (Bob Alexander) \$7,000 – Team Building Training with Adventure Works
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district spent a great deal of time and effort creating a strategic plan which focused on developing students who demonstrate an understanding of the importance of learning, but who also demonstrate good character and integrity. The district did invest in a character education development program which culminated in a district-wide “Virtues Day” at the end of the school year. Stakeholders’ input included an emphasis on character development as one of their desired priorities. This goal has been combined with other goals referencing improved student attendance and behaviors for the next LCAP cycle.			
Original	Our strategic plan calls for new and innovative techniques to enhance the			Related State and/or Local Priorities:	

GOAL from prior year LCAP:	experience of our students and staff.	1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: EL Students; RFEP students
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Expected Annual Measurable Outcomes:	10% of English Learner students will improve reading and language skills according to CELDT testing outcomes. Have at least 4 classrooms incorporating self-directed project based learning in the delivery of curriculum.	Actual Annual Measurable Outcomes:	55% of EL students demonstrated improvement as measured by the CELDT test in the last school year. Project based learning was delayed until math and language arts curricular goals are achieved.
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LCAP Year: 2015 – 2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish a math and reading intervention program at each school site.	\$2,500	Emphasis was placed upon obtaining a vertically aligned and standards based Math curriculum. The district adopted the Eureka Math program.	\$1,680 in substitute costs for teachers to attend adoption meetings. \$35,000 for Eureka materials.
Scope of service:	ALL	Scope of service:	ALL
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Develop a self-directed project-based learning system.	\$1,000	Work on this system was delayed in favor of the Math curriculum and character development projects.	No cost.
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The district did hold curriculum meetings this past year and chose to adopt the Eureka Math program. The district also continued to provide staff development in the area of ELD strategies throughout the school year. The district delayed the purchase and implementation of a new ELA/ELD curriculum, as well as implementation of project based learning, as teachers were already overwhelmed with changes. Supporting the students with state adopted and aligned instructional materials are a priority for stakeholders. The goal has been folded into next year's goal of providing a standards aligned curriculum.

Original GOAL from prior year LCAP:	According to the strategic plan, the district will engage our communities to support the education and personal growth of our students.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	Parent participation in back to school nights and community forums will increase as measured over last year's attendance.	Actual Annual Measurable Outcomes:	Attendance data was collection at each event.
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LCAP Year: 2015 – 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted		Estimated

		Expenditures		Actual Annual Expenditures
Establish active community partnerships.		\$500	Stakeholders developed the idea of hiring Community Liaisons for each community to help meet this goal.	\$480 in substitute costs to attend stakeholder meetings.
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Communicate school events via social media and other forms of communication.		\$500	School events were communicated through the district, superintendent and school websites, Facebook accounts, e-mail blasts and e-newsletters.	No costs
Scope of service:			Scope of service:	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district has chosen to make community and parental involvement a direct focus of one of their goals in the upcoming LCAP cycle. The district will continue to expand methods of communication with parents and community members, as well as follow through on stakeholders' input given during the 2015 – 2016 school year.		

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>133,851</u>
<p>These funds are going towards the salaries and benefits of classroom teachers throughout the district. It is an extremely important priority of the district stakeholders that the classroom sizes stay as small as possible. Due to the rural, remote and diverse nature of the district’s population, maintaining class size at or below the level of 15:1 is crucial to the education of the students. Most classrooms are double or triple graded. The small class sizes allow for differentiated instruction and one-one attention for each student. This level of individual attention best serves the district’s unduplicated count students.</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.

4.38	%
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As stated above, the percentage increase will contribute to the payment of teachers' salaries and benefits. The small class sizes that this provides allows for students, especially the unduplicated count students, to receive individualized instruction and attention to best meet their needs and maximize their achievement.

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).