

Introduction:

LEA: Willits Unified School District **Contact (Name, Title, Email, Phone Number):** Patricia Johnson, Superintendent, patjohnson@willitsunified.com, 707-459-5314 **LCAP Year:** 2014

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
District wide Advisory Committees: A. Student Achievement Committee (SAC) B. District English Learner Advisory Committee (DELAC)* C. Nuestra Alianza	A. The Student Achievement Committee has been designated by the District to serve as a stakeholder group to discuss the implementation of LCAP including the funding of programs, materials, professional development, and support services for all targeted student groups. Committee consists of parents, teachers, district administration, and post-secondary administration (Mendocino Community College). Meeting agenda items include: development of multi-year program implementation, funding for programs and curriculum for English learners, foster, and low socioeconomic students,

<p>District wide Public Forums:</p> <ul style="list-style-type: none">A. Board meetingsB. Parent/Community Forums <p>Site based Activities:</p> <ul style="list-style-type: none">A. School Site Council (SSC)B. Staff meetingsC. Back to School Night/Open House	<p>program development for College and Career readiness, Common Core materials and supplies, Campus Safety and Security, and Facilities and Maintenance. Agendas, sign-in sheets are available for review.</p> <p>B. No formal DELAC group exists at this time. Input from English Learner parents was gathered through site council meetings, Coffee with the Principal Meetings, school site meetings, district wide community events and informal gatherings on a site by site basis.</p> <p>C. Nuestra Alianza meets regularly with the Superintendent regarding curriculum programs to support English learners and their families.</p> <p>A. Regular scheduled monthly meetings include: budget updates, information on LCAP/ LCFF implementation, identification of targeted student populations, approval of curriculum and programs for targeted student groups, and community input. Agendas, sign-in sheets are available for review.</p> <p>B. Public forums held by the Superintendent with members of the community in attendance were conducted to inform the public of the new funding model (LCAP/LCFF) and curriculum development (Common Core State Standards). Public input was recorded in the form of an open Question and Answer session held after a PowerPoint presentation.</p> <p>A. School Site Council (SSC) meetings are held at all sites. SSC meetings have been designated by the school board to serve as committees of stakeholders in the development, discussion, feedback, implementation of LCAP/LCFF. These monthly meetings are held at each site and are comprised of a member from each stakeholder group as well as members from each targeted group. Each SSC meeting has included LCAP as a standard part of the agenda. Agendas, sign-in sheets are available for review.</p> <p>B. Regular staff meetings are held at all sites to update staff on site budget issues, program implementation, and student achievement. Staff has been provided opportunities to discuss LCAP funding in their PLCs, and department and grade level meetings. Agendas, sign-in sheets are available for review.</p> <p>C. Site based community gatherings are scheduled at all school sites. These events begin with a general meeting of parents and staff. As a part of the agenda LCAP is discussed and input is gathered.</p> <p>D. Community outreach is provided by school sites on a casual drop in basis.</p>
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<p>Community Media Outlets:</p> <ul style="list-style-type: none">A. Local Newspaper(s)B. WebsiteC. Site Newsletters/Staff Bulletins	<p>Parents and community members can meet with site administration to discuss any topic of concern. Site administration provides feedback on funding (LCAP) along with a variety of other topics. Due to the casual nature of the gathering no sign-in sheets or agendas are available, however a calendar of meetings may be requested.</p> <ul style="list-style-type: none">A. Interviews with Superintendent related to school funding and program implementation have occurred. Focus of the articles was around school funding (LCAP) and Common Core. Community feedback was documented in letters to the editor, emails to the Superintendent and Board members.B. An LCAP FAQ section has been added to the district website to provide the community an opportunity to receive feedback on questions and to make comments for consideration by staff.C. Regular communication is preformed at each school site with staff to inform them of meetings, school events and general information regarding site and district issues. Information on LCAP and funding issues has been mentioned in these communications. Documents are available for review.
<p>Annual Update:</p> <p>District wide Committees:</p> <ul style="list-style-type: none">A. Nuestra AlianzaB. Bargaining Unit Collaboration <p>District wide Public Forums:</p> <ul style="list-style-type: none">A. LCAP Town Hall Meeting <p>Site based Activities:</p> <p>School Site Council</p>	<p>Annual Update:</p> <ul style="list-style-type: none">A. Nuestra Alianza meets regularly with the Superintendent regarding programs to support English learners and their families.B. Bargaining Unit Collaboration was held on April 20, 2015. Both units attended the collaboration agenda and sign-in sheet are available. <p>A. Meetings were held on Dec. 9th and January 13, 2015. Participants included community members, teachers, parents, and students. Sign-in Sheets are available.</p> <p>School Site Council (SSC) meetings were held at all sites.(BGMS January 21 and Feb. 21, 2015; Brookside February 25, 2015; Blosser and Sherwood March 10 and April 14, 2015; Willits High School, Sanhedrin and New Horizons March 16, 2015) SSC meetings have been designated by the school board to serve as committees of stakeholders in the development, discussion, feedback,</p>

Student Survey

implementation of LCAP/LCFF. These meetings are held at each site and are comprised of a member from each stakeholder group(s) as well as members from each targeted group. Each SSC meeting has included LCAP as a standard part of the agenda. Agendas, sign-in sheets are available for review.

CA Healthy Kids Survey was conducted with students in targeted grades throughout the district. Data gathered will provide the district with a myriad of information to determine the effectiveness of programs related to safety on campus; drug usage; bullying and other non-academic elements of campus and student life.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL 1:	Students will be prepared to be college and or career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Maintain current ROP and Career Technician programs, A-G courses and Advance Placement opportunities. Increase the number of students completing career pathways coursework. Develop courses that motivate students to: graduate from high school; explore career opportunities; plan for, and apply for post- secondary educational opportunities. Provide teacher support for elementary class size reduction. Increase the number of student participation in intervention support programs at all grade levels. Metrics: May include: Formative assessments, classroom assessments, curriculum embedded assessments, attendance and student discipline data. Number of students attending 2 and/or 4 year college programs. Number of students receiving certification(s) in career technical courses. Variety of alternative programs available to advance student achievement.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increased number of students completing programs in areas that are: A-G; Career Technical Education; and/or Advance Placement. Increased number of students by grade level participating in AVID program. Increase professional development opportunities in classroom instruction to support student achievement. Assess pathways to determine if they should be modified, dropped or added.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Plan and staff for career opportunities through the development of pathways with A - G designation.	Willits High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	CTE Certificated Staffing at the high school 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 115,500.00

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Identify first time college bound students for participation in AVID.	Baechtel Grove Middle School and Willits High School	_ 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)	College Visitations & Trainings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000.00
Increase number of elementary teachers to support class size reduction.	Brookside and Blosser Lane Elementary Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 296,181.00
Maintain Career Technician position at the high school	Willits High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 47,881.00

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased number of students completing programs in areas that are: A-G; Career Technical Education; and/or Advance Placement. Increase the number of students by grade level participating in AVID program (grades 6 - 11) Increase professional development opportunities in classroom instruction to support student achievement Access pathways to determine if they should be modified, dropped or added. Increase the number of students participating in post-secondary education.</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>Plan and staff for career opportunities through the development of pathways with A - G designation.</p>	<p>Willits High School</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>CTE Certificated Staffing at the high school 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 115,500.00</p>
<p>Identify first time college bound students for participation in AVID.</p>	<p>Baechtel Grove Middle School and Willits High School</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>College Visitations & Staff Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000.00</p>
<p>Increase number of elementary teachers to support class size reduction.</p>	<p>Brookside and Blosser Lane Elementary Schools</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>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 296,181.00</p>
<p>Maintain Career Technician position at the high school</p>	<p>Willits</p>	<p><input checked="" type="checkbox"/> All</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and</p>

	High School	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Concentration 47,881.00
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increased number of students completing programs in areas that are: A-G; Career Technical Education; and/or Advance Placement. Increase the number of students by grade level participating in AVID program (grades 6 - 11) Increase professional development opportunities in classroom instruction to support student achievement Access pathways to determine if they should be modified, dropped or added. Increase the number of students participating in post-secondary education.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Plan and staff for career opportunities through the development of pathways with A - G designation.	Willits High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CTE Certificated Staffing at the high school 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 115,500.00
Identify first time college bound students for participation in AVID.	Baechtel Grove Middle School and Willits High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	College Visitations and Staff Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000.00
Increase number of elementary teachers to support class size reduction.	Brookside and	<input checked="" type="checkbox"/> All OR:	Additional Certificated positions at Brookside and Blosser 1000-1999: Certificated Personnel Salaries Supplemental and

	Blosser Lane Elementar y Schools1	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Concentration 296,181.00
Maintain Career Technician position at the high school	Willits High School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 47,881.00

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

GOAL 2:	Students will be provided academic support to promote language, mathematical and technology literacy.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Provide early, appropriate, and on-going identification and reclassification of English learners. Increase the number of certificated staff to support English learner programs. District-wide ELD Coordinator will support sites in the implementation of the ELA/ELD Framework. District-wide Network and Information Manager will support sites in the implementation of technology support. Provide curriculum, hardware and software support for students in developing technologies. Curriculum and Instruction Committee will work to support sites in the implementation of Common Core and Teaching Strategies Best Practices. Metrics: May include: Progress monitoring tools Formative and classroom assessments Data gathered to monitor student growth from early identification as an English learner to re-designation Appropriate implementation of hardware in the classroom and professional development of staff.
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase level of ELD support for English learners. Program to evaluate student academic growth will be consistent across the district. Staff will be trained to analyze and identify areas for additional remediation support on a consistent and regular basis. Students access to current technology and technological resources will increase. Materials to support reading and language literacy will be piloted for possible adoption.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff development will be provided by consultants to implement: ELA/ELD Framework; Common Core	All	<input checked="" type="checkbox"/> All OR: _____	Consultant services may include but is not limited to: PIVOT;

<p>mathematics; Project-based Learning; and Advance Placement curriculum.</p>		<p><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>WestED; and MCOE and others to be determined. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 95,000.00</p>
<p>Increase the number of computers including ipad, laptop and desktop to each school site to provide resources for all students</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>Expansion and replacement of computer hardware. 4000-4999: Books And Supplies Supplemental and Concentration 16,500.00</p>
<p>Increase the amount of library hours by adding full time library staff.</p>	<p>Brookside and Blosser Lane Elementary and Baechtel Grove Middle School</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>Classified staffing to increase student access to libraries to promote reading literacy. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,150.00</p>
<p>District-wide ELD Coordinator - Teacher on Special Assignment (TOSA).</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) <u>All groups of identified diverse learners</u></p>	<p>Provide staff for district-wide ELD support and program development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 83,160.00</p>
<p>District-wide Network Systems Manager</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Provide support for district-wide network systems for student services; assessment; and technology development implementation. 2000-2999: Classified Personnel Salaries</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 72,862.00
Certificated ELD support in the identification; designation; and day to day interventions with of English learners.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide for certificated staffing in English acquisition and literacy. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 279,469.00
Classified intervention support for English learners	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide for support staff for English learners grade levels/classes and sub-costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 144,039.00
Professional Development for Certificated staff in ELA/ELD and Common Core	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)	Additional calendared professional development for certificated staff and sub-costs for off campus training. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 121,912.00
Summer Programs for Intervention	WHS	<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	Provide English and math academic intervention support prior to the start of school for credit deficient freshman and sophomores. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,300.00 Provide for support services for secondary academic intervention program prior to the start of school. 2000-2999:

		_ Other Subgroups: (Specify)	Classified Personnel Salaries Supplemental and Concentration 1,600.00
Summer Program for Freshman	WHS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Freshman Orientation for beginning students to acclimate to the high school credit; course selection process; and post-secondary goal setting. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,500.00 Provide for support services for Freshman Orientation program. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500.00

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase level of ELD support for English learners. Program to evaluate student academic growth will be consistent across the district. Staff will be trained to analyze and identify areas for additional remediation support on a consistent and regular basis. Students access to current technology and technological resources will increase. Materials to support reading and language literacy will be piloted for possible adoption.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff development will be provided by consultants to implement: ELA/ELD Framework; Common Core mathematics; Project-based Learning; and Advance Placement curriculum	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Consultant services: PIVOT; WestED; and MCOE and others to be determined. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 95,000.00
Increase the number of computers including ipad, laptop and desktop to each school site to provide resources for all students all students.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expansion and replacement of computer hardware. 4000-4999: Books And Supplies Supplemental and Concentration 16,500.00

Increase the amount of library hours by adding full time library staff.	Brookside and Blosser Lane Elementary and Baechtel Grove Middle School	<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)	Classified staffing to increase student access to libraries to promote reading literacy. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 46,280.00
District-wide ELD Coordinator - Teacher on Special Assignment (TOSA)	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide staff for district-wide ELD support and program development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 85,240.00
District-wide Network Systems Manager	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)	Provide support for district-wide network systems for student services; assessment; and technology development implementation. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 74,690.00
Certificated ELD support in the identification; designation; and day to day support of English learners.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide for certificated staffing in English acquisition and literacy. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 383,035.00
Classified intervention support for English learners	All	<input type="checkbox"/> All	Provide for support staff for English learners grade

		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>levels/classes and sub-costs. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 309,728.00</p>
<p>Professional Development for Certificated staff in ELA/ELD and Common Core.</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>Provide for on-going professional development of certificated staff and sub costs in ELA/ELD and Common Core. (decrease is due to the building of internal capacity to provide training with district staff.) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000.00</p>
<p>Summer Programs for Intervention</p>	<p>WHS</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>Provide English and math academic intervention support prior to the start of school for credit deficient freshman and sophomores. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,460.00</p> <p>Provide for support services for secondary academic intervention program prior to the start of school. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,640.00</p>
<p>Summer Program for Freshman</p>	<p>WHS</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>Freshman Orientation for beginning students to acclimate to the high school credit; course selection process; and post-secondary goal setting. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 6,612.00</p> <p>Provide for support services for Freshman Orientation program. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,681.00</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase level of ELD support for English learners. Student academic growth will be consistent across the district. Staff will be trained to analyze and identify areas for additional remediation support. Students access to current technology and technological resources will increase. District-wide Technology Plan will be updated and revised to determine areas for additional support. Materials to support reading and language literacy will be reviewed for adoption.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff development will be provided by consultants to implement: ELA/ELD Framework; Common Core mathematics; Project-based Learning; and Advance Placement curriculum.	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)	Consultant services from PIVOT; WestED; and MCOE and others to be determined. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 95,000.00
Increase the number of computers including ipad, laptop and desktop to each school site to provide resources 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)	Expansion and replacement of computer hardware. 4000-4999: Books And Supplies Supplemental and Concentration 91,500.00
Increase the amount of library hours by adding full time library staff.	Brookside and Blosser Lane Elementary and Baechtel Grove Middle School	<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)	Classified staffing to increase student access to libraries to promote reading literacy. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 45,150.00
District-wide ELD Coordinator - Teacher on Special	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)	Provide staff for district-wide ELD support and program

Assignment (TOSA)		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)	development. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 87,370.00
District-wide Network Systems Manager	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)	Provide support for district-wide network systems for student services; assessment; and technology development implementation. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 76,560.00
Certificated ELD support in the identification; designation; and day to day support of English learners.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide for certificated support in English acquisition and literacy. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 398,735.00
Classified intervention support for English learners.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide for support staff for English learners grade levels/classes and sub-costs. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 258,192.00
Professional Development for Certificated staff in ELA/ELD and Common Core.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Provide for on-going professional development of certificated staff and sub-costs in ELA/ELD and Common Core (decrease is due to the building of internal capacity to provide training with district staff). 1000-1999: Certificated Personnel Salaries

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration 90,000.00
Summer Programs for Intervention	WHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide English and math academic intervention support prior to the start of school for credit deficient freshman and sophomores. Program expands to include additional days and grade levels. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000.00 <hr/> Provide for support services for Freshman Orientation program. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,000.00
Summer Program for Freshman	WHS	<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)	Freshman Orientation for beginning students to acclimate to the high school credit; course selection process; and post-secondary goal setting. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5,500.00 <hr/> Provide for support services for secondary academic intervention program prior to the start of school. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 500.00

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

GOAL 3:	Students and families will be supported and encouraged to advocate healthy lifestyle choices.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Improve the collaborative and supportive relationship between home and school. Increase nutritional awareness of students, families and community. Promote physical activity and healthy lifestyle choices within the school day. Increase safety and security on campus Metrics: May include: parent, student and staff surveys, increased attendance, decrease in suspensions and expulsions.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase in translation services to support Special Education and other district related school to home communications. Decrease the number of suspensions and expulsions. Increase student nutrition awareness and physical fitness through participation in healthy eating program and PE curriculum. Increase the availability of services district-wide to support families and community. Improve school safety by identifying and repairing facility concerns (projects concerned will be identified in the Williams report and/or Facility Insurance Audit).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide physical fitness curriculum at all elementary sites	Brookside, Blosser and Sherwood Elementary School	<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)	Certificated staff to support elementary Physical Education program. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,100.00 Support staff to support elementary Physical Education program. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 150,359.00

<p>Provide nutritional educational opportunities for elementary and middle school sites.</p>	<p>Brookside, Blosser, Sherwood Elementary, and Baechtel Grove Middle School</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>Support programs for healthy nutrition education (funding to be allocated to organizations as a match not to exceed \$5,000.00.) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000.00</p>
<p>Maintain Campus Security and Yard Duty positions at the high school and middle school campuses.</p>	<p>Baechtel Grove Middle School and Willits High School</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>Classified staffing for campus safety 2000-2999: Classified Personnel Salaries Supplemental and Concentration 190,100.00</p>
<p>Maintain administrative support at the secondary level.</p>	<p>Baechtel Grove Middle School and Willits High School</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>Certificated staffing to support student achievement, and student safety 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 195,250.00</p>
<p>District-wide translation services</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>Consultant services to provide translations to support student achievement and family support 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,000.00</p>
<p>Projects identified on the Deferred Maintenance list.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Campus safety projects may include repairs at: WHS entry parking lot; BGMS plumbing; Blosser roofing; Brookside</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	structural concerns and/or Sherwood ramp replacement. 6000-6999: Capital Outlay Supplemental and Concentration 263,248.00
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase in translation services to support Special Education and other district related school to home communications. Decrease the number of suspensions and expulsions. Increase student nutrition awareness and physical fitness through participation in healthy eating program and PE curriculum. Increase the availability of services district-wide to support families and community. Improve school safety by identifying and repairing facility concerns (projects concerned will be identified in the Williams report and/or Facility Insurance Audit).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide physical fitness curriculum at all elementary sites	Brookside, Blosser and Sherwood Elementary	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated staff to support elementary Physical Education program. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,100.00 Support staff to support elementary Physical Education program. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 150,359.00
Provide nutritional educational opportunities for elementary and middle school sites.	Brookside and Blosser Elementary and Baechtel Grove Middle School	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support programs for healthy nutrition education (funding to be allocated to organizations as a match not to exceed \$5,000.00.) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000.00
Maintain Campus Security and Yard Duty positions at the high school and middle school campuses.	Baechtel Grove Middle	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Classified staffing for campus safety 2000-2999: Classified Personnel Salaries Supplemental and Concentration 190,100.00

	School and Willits High School	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain administrative support at the secondary level.	Baechtel Grove Middle School and Willits High School	<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)	Asst. Principal at WHS and Dean at BGMS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 195,250.00
District-wide translation services	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)	Consultant services to provide translations to support student achievement and family support 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25,000.00
Projects from Deferred Maintenance list	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)	Campus safety projects may include repairs at: WHS entry parking lot; BGMS plumbing; Blosser roofing; Brookside structural concerns and/or Sherwood ramp replacement. 6000-6999: Capital Outlay Supplemental and Concentration 250,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Increase in translation services to support Special Education and other district related school to home communications.
 Decrease the number of suspensions and expulsions.
 Increase student nutrition awareness and physical fitness through participation in healthy eating program and PE curriculum.
 Increase the availability of services district-wide to support families and community.
 Improve school safety by identifying and repairing facility concerns (projects concerned will be identified in the Williams report and/or Facility Insurance Audit).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide physical fitness curriculum at all elementary sites	Brookside, Blosser and Sherwood Elementary	<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)	Certificated staff to support elementary Physical Education program. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,100.00 Support staff to support elementary Physical Education program. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 150,359.00
Provide nutritional educational opportunities for elementary and middle school sites.	Brookside, Blosser, and Sherwood Elementary and Baechtel Grove Middle School	<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)	Support programs for healthy nutrition education (funding to be allocated to organizations as a match not to exceed \$5,000.00.) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5.000.00
Maintain Campus Security and Yard Duty positions at the high school and middle school campuses.	Baechtel Grove Middle School and Willits High School	<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)	Classified staffing for campus safety 2000-2999: Classified Personnel Salaries Supplemental and Concentration 190,100.00
Maintain administrative support at the secondary level.	Baechtel	<input checked="" type="checkbox"/> All	Asst. Principal at WHS and Dean at BGMS 1000-1999:

	Grove Middle School and Willits High School	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)	Certificated Personnel Salaries Supplemental and Concentration 195,250.00
District-wide translation services	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)	Consultant services to provide translations to support student achievement and family support 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35,000.00
Projects from Deferred Maintenance list.	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)	Campus safety projects may include repairs at: WHS entry parking lot; BGMS plumbing; Blosser roofing; Brookside structural concerns and/or Sherwood ramp replacement. 6000-6999: Capital Outlay Supplemental and Concentration 398,891.00

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	All students will excel academically in their readiness for college and/or career	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Develop and maintain current Career Pathways programs. Identify the number of students taking College and Career Readiness; A through G courses; and Advance Placement and Honors courses and compare with the number of students successfully completing course requirements. Identify the number of students eligible and enrolled in the AVID program. Determine the number of students moving forward into post-secondary programs. Promote the participation of community in the development of post-secondary opportunities for all students.	Actual Annual Measurable Outcomes: Enrollment in Career Pathways programs has increased. Development of Course Descriptions at the high school. Increase the number of A-G courses offered. Develop Pathways that meet A-G requirements. Establish a baseline year for AVID enrollment in grades 8 and 9. Provide College and Career support for students to move from secondary to post-secondary programs. Provide opportunities for community college classes offered at the high school for concurrent enrollments.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Identify target student groups - pupils with disabilities; low income; foster; English learners and RFEP.	Promotion of completion of district Meal program form through registration; advertisement; website; additional software	Free-Reduced Meal Application program identified 75% eligible students.	5,000.00
	Professional development for staff in the area of foster youth, students with disabilities, and English learners.		
	Professional development for paraprofessionals to meet the needs of all targeted groups.	Professional development was provided to all staff and support staff to meet the targeted goal.	

	<p>Implement DELAC and ELAC at all sites and district.</p>		
<p>Scope of Service</p> <p>Public promotion to families as to the importance of identifying students for the school lunch program. This work was done through the food service department, administrative offices at each school site, and the district office.</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>The districts increase in free and reduced meal applications grew from 51% in 2012-13 to 75% in 2013-14. This increase was maintained in 2014-15 and grew an additional 2%. Our current 77% of low income students has resulted in additional state funding, and the expansion of our meal program. In addition to the breakfast/lunch menus the district piloted a dinner program to our after school program at the middle school.</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

Full implementation was not accomplished in 2014-15.

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Incorporate career pathways into master schedule. Analyze the number of students taking career pathways courses and the number of those successfully completing course requirements.</p>	<p>Provide master schedule training for site staff to incorporate a variety of course structures to meet student needs.</p> <p>Promotion of Career Pathways to current and incoming student body.</p> <p>Provide professional development to support classroom instruction</p> <p>Coordinate with local colleges and universities to align coursework with post-secondary courses.</p> <p>Participated with county office in the development of a pathway grant to expand program development and employment opportunities for students.</p>	<p>Professional development was provided for high school administration and counselor.</p> <p>Expansion of Agricultural Pathways was achieved through the hiring of a second Agi teacher</p> <p>Student input was achieved through site tours; Saturday academy; and course selections.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 66,301.00</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,902.00</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>Analyze the number of students taking A through G courses along with Advance Placement achievement for college credit.</p>	<p>Provide training for staff on A through G requirements.</p>		
<p>Scope of Service</p> <hr/>		<p>Scope of Service</p> <hr/>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop college program for first time college bound students; 2.0 to 3.5 GPA - (AVID)</p>	<p>Provide staff development for AVID team to implement first year program.</p>		<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 17,203.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,287.00</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement on-line learning and assessment.</p>	<p>Provide APEX Learning through the purchase of computers and software for secondary learning.</p> <p>Support instructional staff with professional development focused on the use of technology in the classroom.</p>		<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,819.00</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Intervention support</p>	<p>Support services for sites with consultants .</p>		<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 9,233.00</p>
<p>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <input type="checkbox"/> All <p>OR:</p> <ul style="list-style-type: none"> <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>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <input type="checkbox"/> All <p>OR:</p> <ul style="list-style-type: none"> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue to develop pathways that provide certificates and/or support post secondary opportunities for all students.</p>		

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

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

Original GOAL 2 from prior year LCAP:	All students will be provided an opportunity to develop English language proficiency, along with technological and mathematical literacy.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Examine the academic growth of students in need from prior year's data. Teacher on Special Assignment (TOSA) English Learners Coordinator Student identification and re-designation will be performed in a timely and efficient manner within recommended timelines. Monitor English learners academic success. Provide all staff training in EL, mathematics and technology to better serve identified students. Establish a District-wide curriculum and technology committees to support for all students will assist with student assessment.	Actual Annual Measurable Outcomes: Baseline data is being gathered to assess student academic growth. CELDT assessment was completed in a timely manner. Identification and re-designation of students was completed at each site. Staff development was performed in the areas of English Learners, mathematics and technology. Technology assessment was performed at all school sites. District-wide curriculum and technology committees were established and met regularly. Curriculum work performed included: textbook adoption, student assessment calendar, procedures and implementation, evaluation of mathematics materials, English Learner support. Technology work performed included: development of Technology Plan, development and implementation of computerized student assessments.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish English learner support to monitor, implement and coordinate English acquisition and literacy with targeted population.	Certificated salaries for class size reduction and intervention support 1000-1999: Certificated Personnel Salaries Base 293,177.00	Additional elementary certificated staff were hired to eliminate combination classes.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 455,737.00
	Classified salaries for instructional support at Brooksied (2.87 FTE) and Blosser (1.83 FTE) 2000-2999: Classified Personnel Salaries Base		2000-2999: Classified Personnel Salaries Supplemental and Concentration 302,572.00

	<p>136,500.00</p> <p>Provide program support:</p> <p>BRKEL 1.0 FTE for Reading Literacy BLEL 1.0 Inquiry based learning SHER .25 Inquiry based learning</p>	<p>Unable to hire appropriate staff</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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>Provide translation services for Special Education, and school to home correspondence.</p>	<p>Translation services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000.00</p> <p>Provide translation software for students 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Provide English support services</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental XXXXXXXX</p> <p>4000-4999: Books And Supplies Supplemental XXXXXXXX</p>

		Supplemental and Concentration	through on-line learning (i.e. Rosetta Stone) at the high school	
Scope of Service	Pull from contract		Scope of Service	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service	Provide online opportunities for alternative learning		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continued support of smaller class sizes dedicated to a single grade level at the elementary level will remain in place. Programs dedicated to the development of literacy will be developed through increased professional development and training of certificated and classified staff. The need to fill critical vacancies in reading and language support will be ongoing.		

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

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

Original GOAL 3 from prior year LCAP:	Create a welcoming school environment where all families and students are valued, acknowledged, and provided opportunities to practice healthy lifestyle choices.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify																					
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All																					
Expected Annual Measurable Outcomes:	Students, parents and community will feel welcomed and cared for by staff. Administrators will address all concerns and issues brought to them regarding students, programs and facilities in a timely and appropriate manner. Classified staff will participate in training, organizational skills and customer relations. Classified job descriptions will be reviewed to determine appropriateness of duties and responsibilities and employee training opportunities will be identified Social services and resources will be provided school sites for students, parents and staff.	Actual Annual Measurable Outcomes:	Enrollment has increased throughout the district. Student attendance level has increased at all school sites. Number of expulsions has decreased at secondary sites. Resolutions to community concerns have been timely and appropriate. The number of Uniform Complaints have decreased. Professional development for classified staff was performed in the area of student attendance and student records. Discussion with bargaining unit has begun to evaluated job duties and responsibilities. Social services although limited have been provided additional support has been provided by existing certificated and administrative staff.																				
LCAP Year: 2014-15																							
Planned Actions/Services		Actual Actions/Services																					
Increase campus safety and security	<table border="1"> <tr> <td data-bbox="575 1123 1031 1352">Budgeted Expenditures</td> <td data-bbox="575 1357 1031 1484"></td> </tr> <tr> <td>Provide a drug dog on secondary campuses. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,000.00</td> <td></td> </tr> <tr> <td>Implementation of Restorative Justice (Practices) on secondary sites. 5800: Professional/Consulting Services And Operating</td> <td></td> </tr> </table>	Budgeted Expenditures		Provide a drug dog on secondary campuses. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,000.00		Implementation of Restorative Justice (Practices) on secondary sites. 5800: Professional/Consulting Services And Operating		<table border="1"> <tr> <td data-bbox="1037 1123 1514 1352">Actual Actions/Services</td> <td data-bbox="1037 1357 1514 1484"></td> </tr> <tr> <td>Unable to hire a support provider</td> <td></td> </tr> <tr> <td>Training and coaching opportunities were provided at both secondary sites in Restorative Practice model.</td> <td></td> </tr> </table>	Actual Actions/Services		Unable to hire a support provider		Training and coaching opportunities were provided at both secondary sites in Restorative Practice model.		<table border="1"> <tr> <td data-bbox="1520 1123 1999 1287">Estimated Actual Annual Expenditures</td> <td data-bbox="1520 1292 1999 1484"></td> </tr> <tr> <td>Unable to hire a support provider. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0</td> <td></td> </tr> <tr> <td>Program implementation for certificated and support staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental XXXXXXXX</td> <td></td> </tr> <tr> <td>5800: Professional/Consulting</td> <td></td> </tr> </table>	Estimated Actual Annual Expenditures		Unable to hire a support provider. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0		Program implementation for certificated and support staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental XXXXXXXX		5800: Professional/Consulting	
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Program implementation for certificated and support staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental XXXXXXXX																							
5800: Professional/Consulting																							

	<p>Expenditures Supplemental 47,000.00</p> <p>Provide Foster/Homeless Youth Liaison for the district. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000.00</p> <p>Maintain support for foster and homeless student by providing supplies and materials 4000-4999: Books And Supplies Title I 6,000.00</p>	<p>Unable to hire full time service provider, contracted for part time support from Mendocino County Youth.</p> <p>Title I allocation for materials and supplies.</p>	<p>Services And Operating Expenditures Supplemental 10,604.00</p> <p>4000-4999: Books And Supplies Title I 6,000.00</p>
<p>Scope of Service</p> <p>Increase safety on sites by hiring addtional campus supervision and contract with local agencies to support Homeless/Foster youth. These efforts will improve student safety and cultivate positive campus culture.</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>Additional staffing was provided at the high school and middle school. Counseling support was provided to students at the high school and continuation school.</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase student attendance and provide a foundation of understanding for legal issues related to student attendance, custody and student records.</p>	<p>Professional development for site administrative assistance in student attendance procedures and records maintenance 7000-7439: Other Outgo Supplemental 0</p>	<p>Staff development provided to administrative assistances responsible for student attendance and student records.</p>	<p>Administrative Asst site training. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,250.00</p>

<p>Scope of Service</p>	<p>Provide professional development for support staff in legal issues related to student attendance and student records.</p>		<p>Scope of Service</p>	<p>Administrative Assistance were provided training in student attendance and student records.</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>Increase after school activities for Sherwood.</p>		<p>Provide after school program to Sherwood. 2000-2999: Classified Personnel Salaries Supplemental 6,000.00</p>		<p>Transportation was provided to Sherwood to create an after school program.</p>	<p>After school bus was provided for Sherwood 2000-2999: Classified Personnel Salaries Supplemental XXXXXXXX</p>
<p>Scope of Service</p>			<p>Scope of Service</p>		
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>Scope of Service</p>			<p>Scope of Service</p>		
<p>Increase parental involvement at school sites.</p>		<p>Provide resources for parent participation at school events/activities. 4000-4999: Books And Supplies Supplemental 10,000.00</p> <p>4000-4999: Books And Supplies Title I 6,999.00</p>	<p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p>XXXXXXXXXXXXXXXXXXXX</p>		<p>4000-4999: Books And Supplies Supplemental XXXXXXXX</p> <p>4000-4999: Books And Supplies Title I 6,999.00</p>

<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district will continue to support campus supervision and programs focused on student safety and campus security. As outside agencies develop the capacity to support the work of the district to provide interventions for Foster and Homeless student the district will seek the development of programs. Professional development for classified staff will continue into 2015-16 and beyond. Attendance across the district has improved as well as increased enrollment.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Build professional human capacity to support students achievement at all grade levels		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Classified support for Foster and Homeless students Classified support for Technology implementation		Actual Annual Measurable Outcomes:	Unable to staff dedicated to support Foster and Homeless support in 2014-15. Technology support was provided by existing staff. Professional Development was provided to staff prior to the start of school in August 2014.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide staffing to support student engagement and school climate to all students.	Increase administrative positions at both secondary schools. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 167,000.00	Hired an Asst Principal at the high school and supported the BGMS with a Dean.	Increased administrative positions at both secondary schools. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	
	Increase the number of full-time campus supervisors at the high school and middle school. WHS 1 - 8hr Campus Supervisor BGMS 1 - 8 hr Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental and Concentration 61,000.00		2000-2999: Classified Personnel Salaries Supplemental and Concentration 76,228.00	
	Targeted staff development for Foster, Low-income, and Native American youth. 5800: Professional/Consulting Services And Operating Expenditures	Hired staff to support school climate at the high school and middle school. Four (4) hour positions were evaluated and increased to eight (8) hour positions with staggered start and end times.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00	

	Supplemental and Concentration 17,500.00	Unable to identify and schedule appropriate consultant staff to provide services																											
<table border="1"> <tr> <td data-bbox="100 435 241 576">Scope of Service</td> <td data-bbox="241 435 569 576">Both administrative positions were targeted for 2015-16 and 2016-17, respectively.</td> </tr> </table>	Scope of Service	Both administrative positions were targeted for 2015-16 and 2016-17, respectively.		<table border="1"> <tr> <td data-bbox="1031 435 1180 576">Scope of Service</td> <td data-bbox="1180 435 1514 576">Both administrative positions were targeted for 2015-15 and 2016-17, respectively.</td> </tr> </table>	Scope of Service	Both administrative positions were targeted for 2015-15 and 2016-17, respectively.																							
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 4 will be rolled into 2015-16 Goals 1; 2; and 3. Staff development will continue in both the identified areas of the 2014-15 LCAP. In addition to Restorative Practices and Common Core training the district will enhance its efforts in the area of English Language Development and Response to Intervention for all students. The addition of administrative positions to support staff development, curriculum, and technology districtwide will be structured to include a Network Systems Manager (2015-16) and a Director of Curriculum (2016-17) .																												

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.

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Original GOAL 5 from prior year LCAP:	Maintain facilities to support for all students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 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:	Lead Transportation position will be filled to support Director of Facilities and Maintenance Deferred Maintenance projects will be evaluated by a district-wide committee to determine project priorities and expense. Resources will be dedicated to address Williams concerns.	Actual Annual Measurable Outcomes:	Lead Transportation position was funded using base revenue. No LCAP resources were used in 2014-15. Deferred Maintenance projects were funded through other accounts. No resources were allocated in 2014-15 for Williams concerns.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Identify, prioritize and repair one-time maintenance projects based on plant safety concerns		150,000.00 Balance Forwarded from 2013-14 and 100,000.00 Solar Rebate Balance Local Revenue 6000-6999: Capital Outlay Base 250,000.00		0000: Unrestricted Base 0.00
Scope of Service	Utilize 2014-15 as a planning year for 2015-16.		Scope of Service	Maintenance and Facilities utilized 2014-15 as a planning year for future projects.
<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)	

<p>Re-organize Director of Facilities and Maintenance duties and responsibilities to limit transportation time commitments - hire a Lead Transportation staff member.</p>	<p>Hire a Lead Transportation staff person 2000-2999: Classified Personnel Salaries Other 50,000.00</p>	<p>Re-organize Director of Facilities and Maintenance duties and responsibilities to limit transportation time commitments - hire a Lead Transportation staff member.</p>	<p>Hire a Lead Transportation staff person. 2000-2999: Classified Personnel Salaries Other 50,000.00</p>								
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<p>Maintain staffing for ongoing Deferred Maintenance projects for safe and healthy environment(s).</p>											
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All funding for Goal 5 in the current year was obtained from accounts other than Supplemental and Concentration allocations. Goal 5 was budgeted to have dedicated Supplemental and Concentrated funds in 2015-16. The current year (2014-15) was used as a planning year to update our Deferred Maintenance list and appropriate plan facility projects in 2015-16 and beyond.		

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>\$2,113,792.00</u>
<p>District-wide:</p> <p>District-wide ELD Coordinator</p> <p>Staff development in ELA/ELD framework;Common Core; mathematics;Project-based Learning and Advance Placement.</p> <p>Expand the amount of computer hardware available for students at all sites.</p> <p>District-wide Network Systems Manager</p> <p>Certificated ELD support staff at all sites</p> <p>Classified ELD support staff at all sites</p> <p>Translation services</p> <p>Deferred Maintenance support for campus safety</p> <p>School-wide:</p> <p>Secondary - Programs that will be added are Summer Intervention; and Freshman Orientation at the high school.</p> <p>Development of career opportunities through the development of pathways with A-G designation</p> <p>Expansion of the AVID program to add a new grade level each year (15-16 adding 7 and 10; 16-17 adding 6 and 11; 17-18 adding 12)</p> <p>Maintain Career Technician position at the high school.</p> <p>Increase the number of librarian hours at the middle school</p> <p>Hire Reading Specialist at the middle school</p> <p>Summer Programs at the high school</p> <p>Maintain Campus Security and Yard Duty at middle and high schools</p> <p>Maintain administratige support at the middle and high school</p> <p>Elementary - Expansion of the Physical Education program to be facilitated by certificated and classified staff at all elementary sites.</p> <p>Health and Wellness programs will be encouraged to include nutritional awareness.</p> <p>Continue class size reduction at all elementary sites.</p> <p>Hire Language and Reading Specialist at Brookside elementary</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.

19.1	%
1	

Services provided to our targeted populations addressed the specific needs of each student.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,121,176.00	1,018,135.00	2,237,611.00	2,452,237.00	2,692,769.00	7,382,617.00
Base	679,677.00	0.00	0.00	0.00	0.00	0.00
Other	50,000.00	50,000.00	0.00	0.00	0.00	0.00
Supplemental	113,000.00	10,604.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	265,500.00	944,532.00	2,237,611.00	2,452,237.00	2,692,769.00	7,382,617.00
Title I	12,999.00	12,999.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,121,176.00	1,018,135.00	2,237,611.00	2,452,237.00	2,692,769.00	7,382,617.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	460,177.00	523,940.00	1,160,372.00	1,218,378.00	1,268,636.00	3,647,386.00
2000-2999: Classified Personnel Salaries	253,500.00	430,050.00	652,491.00	822,359.00	783,742.00	2,258,592.00
4000-4999: Books And Supplies	22,999.00	12,999.00	16,500.00	16,500.00	91,500.00	124,500.00
5000-5999: Services And Other Operating Expenditures	10,000.00	40,542.00	145,000.00	145,000.00	150,000.00	440,000.00
5800: Professional/Consulting Services And Operating Expenditures	124,500.00	10,604.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	250,000.00	0.00	263,248.00	250,000.00	398,891.00	912,139.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,121,176.00	1,018,135.00	2,237,611.00	2,452,237.00	2,692,769.00	7,382,617.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	293,177.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	167,000.00	523,940.00	1,160,372.00	1,218,378.00	1,268,636.00	3,647,386.00
2000-2999: Classified Personnel Salaries	Base	136,500.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	50,000.00	50,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	6,000.00	0.00	0.00	0.00	0.00	0.00

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).