Introduction:

LEA: Lake Elementary School District   **Contact (Name, Title, Email, Phone Number):** Nikol Baker, Superintendent/Principal, nbaker@glenncoe.org, 530-865-1255   **LCAP Year:** 2014-15

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
1. Parent survey delivered online in 2013-14 received low response. Based on feedback from community, it was decided to print the survey and include it in the "back to school" packet mailed to parents before the first week of school (August 4, 2014), with the expectation parents would return the completed surveys on August 13, 2014, our Back to School Night. The number of responses increased by 406% (16 responses in 2013-14; 81 responses in 2014-15).	1. Increased feedback provides information and guidance to the district, specifically to Engagement. We were able to identify how welcoming the school environment is, if parents are available to volunteer, if they feel their children feel safe on campus.

2. At the School Site Council meeting held August 26, 2015, members reviewed current LCAP, along with REAP dollars, to identify ways in which REAP funds, if practical, could align with LCAP goals.	2. Identifies resources outside of LCFF to implement LCAP goals.
3. Two ELD meetings (September 3, 2014 and February 2, 2015) were held to preview/review CELDT; receive input regarding quality of education child is receiving.	3. Continued low turn-out keeps this action step with the district's goals of Pupil Outcomes and Engagement.
4. In lieu of an in-person School Site Council meeting scheduled for October 27, 2015, superintendent emailed current Technology Plan to members to review and identify areas in which tech plan may need updated to reflect current tech status.	4. With the common understanding at Lake Elementary that the LCAP provides strategic guidance to the district, stakeholders felt it appropriate to align the Technology Plan with LCAP goals that identify technology.
5. At the School Site Council meeting held January 26, 2015, members broke into two groups to review and compare the LCAP and the Single Plan in an effort to identify shared goals and alignment.	5. Aligning LCAP goals with existing plans streamlines the process and application of all plans, not just LCAP.
6. Annual 8th grade graduate survey distributed yearly in February to assist in the development of strong academic and social skills as students transition from a K-8 elementary school to high school.	6. Identifies areas of need in both curriculum and social emotional supports.
7. Community and Staff Survey for LCAP was distributed hard copy in late February/early March 2015.	7. Results outlined how the community prioritized the eight state priorities of the LCAP. This data allowed the district to ensure goals were written to address identified priorities.
8. Met with certificated and classified staff on February 25, 2015, to review current LCAP, discuss goals, action steps, and budget associated with goals and/or action steps.	8. Certificated and classified staff appreciated the open disclosure of the budget as well as the LCAP goals and alignment with district philosophy. As one of the very few districts in the state operating without a Bargaining Unit for either certificated or classified staff, open forum discussions add upon the trust already existing at this site. These types of discussions allow for open communication regarding LCAP and/or other goal-related activities.
9. During the weeks of March 2-13, 2015, all students in Grades 6-8 were given access to the online LCAP Survey.	9. Provided input from students in regards to LCAP goal development.
10. School Site Council members met March 30, 2015, to review and recommend final LCAP to be submitted for public hearing.	10. Provided "focus group" input into draft LCAP goals.
11. On May 19, 2015, held a board meeting with 2015-16 LCAP and 2015-16 Budget Public Hearings	11. Public hearing held for both LCAP and budget for 2015-16. No comments were made.
12. On June 29, 2015, board meeting held for 2015-16 LCAP and 2015-16 Budget Adoptions	12. 2015-16 LCAP and 2015-16 Budget adopted by Lake Elementary Board of Trustees.

Annual Update:	Annual Update:
An electronic survey was distributed to parents November 2013 in an effort to identify perceptions of school climate and parent involvement.	While only 15% of families responded (16/105), 100% respondents indicated they feel welcome at the school and feel their children are safe and happy. (Priority 6: School Climate) When asked if they feel their children's academic needs are being met, 87.5% responded yes. (Priority 4: Student Achievement) A high level of parental involvement was indicated with 81.25% feel welcome at PTO and/or SSC meetings; 86.67% feel welcome at board meetings; and 100% attended three or more school functions during the previous year 2012-13. Additionally, 75% indicated they could volunteer during the school day. (Priority 3: Parental Involvement)
Administration and CELDT Coordinator hosted an English Learner Parent Meeting in January 2014 to review CELDT scores as well as to gather parent input regarding the education of their child(ren).	This was the first EL parent meeting at Lake Elementary in several years. This meeting assisted in the development of EL goals which include hiring a bilingual instructional aide; along with hosting two meetings per year. (Priority 3: Parental Involvement; Priority 4 Student Achievement; Priority 7: Course Access)
School Site Council reviewed LCAP template and provided input through a series of meetings.	Discussed and identified possible LCAP goals. Reviewed draft prior to submission to Board of Trustees. (Priority 3: Parental Involvement (parents as SCC members)
Met with staff, classified and certificated, to review state priorities and provide input to the development of LCAP goals.	Discussed and identified possible LCAP goals. (Priority 6: School Climate)
Administered student survey during Spring 2014 to 2013 graduating class with the intent of identifying both academic and social preparedness for high school.	Results will help determine appropriate academics are in place for student preparation for successful transition to high school. (Priority 2: Implementation of Common Core Standards; Priority 4: Student Achievement; Priority 5: Student Engagement; Priority 7: Course Access) Results also identified areas of non-academic supports the school, along with partnerships with local high schools, could provide. (Priority 8: Other Student Outcomes)
Upper grade students (grades 4 and 7) were included in School Site Council meetings regarding school nutrition and physical activities. Students brainstormed activities to support Red Ribbon Week as well as physical activities that support healthy living (a walk/jog/run during Red Ribbon Week).	Student involvement in school decisions leads to a positive school climate and increased student engagement, which has a direct impact on attendance. (Priority 5: Student Engagement; Priority 6: School Climate: Priority 8: Other Student Outcomes)

Electronic survey distributed to 2014 graduating 8th graders to identify how Lake Elementary could better prepare students for high school.	30% response rate. Responses indicated fair preparation in ELA, but not as strong in math.

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:	Conditions of Learning: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Standards update across ELA, Mathematics, Science; staying current with technology, both infrastructure and classroom implementation; highly qualified staff (both certificated and classified); maintaining aging facilities.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1.0 Adopt and purchase California standards curriculum in ELA with 100% implementation for grades 5-8 2.0 Adopt and purchase California standards curriculum in mathematics with 100% implementation K-8 3.0 Identify Next Generation Science Standards curriculum for recommended adoption by April 2016 4.0 Upgrade technology infrastructure to support classroom technology including a cyclical plan updating aging hardware 5.0 Induction completion for new teachers by end of 2015-16 6.0 Maintain highly qualified certificated and classified staff through attendance at relevant professional development 7.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT 8.0 Upgrade building integrity from good to exemplary as measured by FIT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adoption and implementation of California standards-aligned ELA curriculum for grades 5-8 1.2 Utilize minimum days for grades 5-8 teachers to collaborate regarding effective implementation of English language arts curriculum	LEA	X All ------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 Open Source Curriculum no cost 1.1a Printing 4000-4999: Books And Supplies Base 1500 1.2 Collaboration Days no cost
2.1 Adoption and implementation of California standards-aligned mathematics curriculum for grades K-5 2.2 Provide professional development to K-5 teachers	LEA	X All ------- OR: _ Low Income pupils _ English Learners _ Foster Youth	2.1 Everyday Math purchase 4000-4999: Books And Supplies Base 35,000 2.2 Professional Development Training 5000-5999: Services And Other Operating Expenditures Supplemental 1,500

for effective implementation of Everyday Math curriculum 2.3 Adoption and implementation of California standards-aligned mathematics curriculum for grades K-5 2.4 Provide professional development to grades 6-8 teachers for effective implementation of CPM curriculum		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.2a Teacher Stipends 1000-1999: Certificated Personnel Salaries Base 2,000 2.3 College Preparatory Mathematics (CPM) purchase 4000-4999: Books And Supplies Base 7,000 2.4 Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental 4,000
3.1 Attend local professional development: GCOE Common to the Core science workshop 3.2 Utilize minimum days to identify and review Next Generation Science Standards (NGSS) curriculum 3.3 By April 2015, recommend NGSS curriculum to Board for adoption (or determine "holding pattern" as anticipated list of SBE-adopted K-8 science instructional materials adoption may not be known until 2017)	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental 300 3.2 Collaboration Days no cost 3.3 Recommendation no cost
4.1 Develop and maintain technology inventory database 4.2 Maintain working relationship with GCOE IT Department to update aging hardware	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 Technology Database no cost 4.2 Update aging technology 4000-4999: Books And Supplies Federal Funds 10,000 4.2a GCOE IT Contract 5000-5999: Services And Other Operating Expenditures Base 5,000
5.1 Fund Year 2 Induction Candidate	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental 3,200
6.1 Certificated Staff attend 2015 Fall CUE (Computer Using Educators) Conference	LEA	X All _ _ _ _ _ _ _ _ _ _ OR:	6.1 Fall CUE Registration and Lodging 5000-5999: Services And Other Operating Expenditures Base 5,000

6.2 Certificated and Classified Staff attend 2015 Fall GCOE Common to the Core Professional Development 6.3 Certificated Staff grades 6-8 attend CPM (College Preparatory Mathematics) training before August 13, 2015 6.4 Certificated Staff grades K-5 attend Everyday Mathematics training before August 13, 2015		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Base 400 6.3 CPM Training (calculated in Goal 1: 2.4) 6.4 Everyday Math Training (calculated in Goal 1: 2.2)
7.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually	LEA	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base
8.1 Per FIT Report, monitor leaking ceiling in cafeteria 8.2 Per FIT Report, replace rotting kick plate on classroom #4 during Summer 2015 8.3 Per FIT Report, repair rotting floor along east wall inside classroom #8 during Summer 2015 8.4 Per FIT Report, repair rotting kick plate on classroom #10 during Summer 2015 8.5 Per FIT Report, repair rotting floor along northeast corner inside classroom #10 during Summer 2015	LEA	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	8.1 Monitor leaking ceiling no cost 8.2 Custodial Salary 2000-2999: Classified Personnel Salaries Base 8.2a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 1,000 8.3 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures Base 3,000 8.3a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 2,000 8.4 Custodial Salary 2000-2999: Classified Personnel Salaries Base 8.4a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 1,000 8.5 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures Base 3,000 8.5a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 2,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1.0 Adopt and purchase California standards curriculum in ELA with 100% implementation for grades 5-8 2.0 Adopt and purchase California standards curriculum in mathematics with 100% implementation K-8 3.0 Identify Next Generation Science Standards curriculum for recommended adoption by April 2016 4.0 Upgrade technology infrastructure to support classroom technology including a cyclical plan updating aging hardware 5.0 Induction completion for new teachers by end of 2015-16 6.0 Maintain highly qualified certificated and classified staff through attendance at relevant professional development 7.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT 8.0 Upgrade building integrity from good to exemplary as measured by FIT		

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

1.1 Adoption and implementation of California standards-aligned ELA curriculum for grades 5-8
 	
1.2 Utilize minimum days for grades 5-8 teachers to collaborate regarding effective implementation of English language arts curriculum
	LEA	X All
		- - - - - - - - - - -
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent
		English proficient
		  Other Subgroups:
		(Specify)
			1.1 Open Source Curriculum no cost
			
			1.1a Printing 4000-4999: Books And Supplies Base 1500
			
			1.2 Collaboration Days no cost

2.1 Adoption and implementation of California standards-aligned mathematics curriculum for grades K-5
 	
2.2 Provide professional development to K-5 teachers for effective implementation of Everyday Math curriculum
 	
2.3 Adoption and implementation of California standards-aligned mathematics curriculum for grades K-5
 	
2.4 Provide professional development to grades 6-8 teachers for effective implementation of CPM curriculum
	LEA	X All
		- - - - - - - - - - -
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent
		English proficient
		  Other Subgroups:
		(Specify)
			2.1 Everyday Math purchase 4000-4999: Books And Supplies Base 35,000
			
			2.2 Professional Development Training 5000-5999: Services And Other Operating Expenditures Supplemental 1,500
			
			2.2a Teacher Stipends 1000-1999: Certificated Personnel Salaries Base 2,000
			
			2.3 College Preparatory Mathematics (CPM) purchase 4000-4999: Books And Supplies Base 7,000
			
			2.4 Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental 4,000

3.1 Attend local professional development: GCOE Common to the Core science workshop
 	
3.2 Utilize minimum days to identify and review Next
	LEA	X All
		- - - - - - - - - - -
		OR:
		  Low Income pupils
		  English Learners
			3.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental 300
			
			3.2 Collaboration Days no cost

Generation Science Standards (NGSS) curriculum 3.3 By April 2015, recommend NGSS curriculum to Board for adoption (or determine "holding pattern" as anticipated list of SBE-adopted K-8 science instructional materials adoption may not be known until 2017)		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.3 Recommendation no cost
4.1 Develop and maintain technology inventory database 4.2 Maintain working relationship with GCOE IT Department to update aging hardware	LEA	X All – – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 Technology Database no cost 4.2 Update aging technology 4000-4999: Books And Supplies Federal Funds 10,000 4.2a GCOE IT Contract 5000-5999: Services And Other Operating Expenditures Base 5,000
5.1 Fund Year 2 Induction Candidate	LEA	X All – – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental 3,200
6.1 Certificated Staff attend 2015 Fall CUE (Computer Using Educators) Conference 6.2 Certificated and Classified Staff attend 2015 Fall GCOE Common to the Core Professional Development 6.3 Certificated Staff grades 6-8 attend CPM (College Preparatory Mathematics) training before August 13, 2015 6.4 Certificated Staff grades K-5 attend Everyday Mathematics training before August 13, 2015	LEA	X All – – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 Fall CUE Registration and Lodging 5000-5999: Services And Other Operating Expenditures Base 5,000 6.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Base 400 6.3 CPM Training (calculated in Goal 1: 2.4) 6.4 Everyday Math Training (calculated in Goal 1: 2.2)
7.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually	LEA	X All – – – – – – – – – – – OR: Low Income pupils	7.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
8.1 Per FIT Report, monitor leaking ceiling in cafeteria 8.2 Per FIT Report, replace rotting kick plate on classroom #4 during Summer 2015 8.3 Per FIT Report, repair rotting floor along east wall inside classroom #8 during Summer 2015 8.4 Per FIT Report, repair rotting kick plate on classroom #10 during Summer 2015 8.5 Per FIT Report, repair rotting floor along northeast corner inside classroom #10 during Summer 2015	LEA	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 Monitor leaking ceiling no cost 8.2 Custodial Salary 2000-2999: Classified Personnel Salaries Base 8.2a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 1,000 8.3 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures Base 3,000 8.3a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 2,000 8.4 Custodial Salary 2000-2999: Classified Personnel Salaries Base 8.4a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 1,000 8.5 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures Base 3,000 8.5a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 2,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1.0 Adopt and purchase California standards curriculum in ELA with 100% implementation for grades 5-8 2.0 Adopt and purchase California standards curriculum in mathematics with 100% implementation K-8 3.0 Identify Next Generation Science Standards curriculum for recommended adoption by April 2016 4.0 Upgrade technology infrastructure to support classroom technology including a cyclical plan updating aging hardware 5.0 Induction completion for new teachers by end of 2015-16 6.0 Maintain highly qualified certificated and classified staff through attendance at relevant professional development 7.0 Maintain heating and cooling systems in good or exemplary condition as measured by FIT 8.0 Upgrade building integrity from good to exemplary as measured by FIT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adoption and implementation of California standards-aligned ELA curriculum for grades 5-8	LEA	X All – – – – – – – – – – OR: Low Income pupils	1.1 Open Source Curriculum no cost 1.1a Printing 4000-4999: Books And Supplies Base 1500

1.2 Utilize minimum days for grades 5-8 teachers to collaborate regarding effective implementation of English language arts curriculum		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.2 Collaboration Days no cost
2.1 Adoption and implementation of California standards-aligned mathematics curriculum for grades K-5 2.2 Provide professional development to K-5 teachers for effective implementation of Everyday Math curriculum 2.3 Adoption and implementation of California standards-aligned mathematics curriculum for grades K-5 2.4 Provide professional development to grades 6-8 teachers for effective implementation of CPM curriculum	LEA	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 Everyday Math purchase 4000-4999: Books And Supplies Base 35,000 2.2 Professional Development Training 5000-5999: Services And Other Operating Expenditures Supplemental 1,500 2.2a Teacher Stipends 1000-1999: Certificated Personnel Salaries Base 2,000 2.3 College Preparatory Mathematics (CPM) purchase 4000-4999: Books And Supplies Base 7,000 2.4 Teacher Stipends 1000-1999: Certificated Personnel Salaries Supplemental 4,000
3.1 Attend local professional development: GCOE Common to the Core science workshop 3.2 Utilize minimum days to identify and review Next Generation Science Standards (NGSS) curriculum 3.3 By April 2015, recommend NGSS curriculum to Board for adoption (or determine "holding pattern" as anticipated list of SBE-adopted K-8 science instructional materials adoption may not be known until 2017)	LEA	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 Professional Development Registration 5000-5999: Services And Other Operating Expenditures Supplemental 300 3.2 Collaboration Days no cost 3.3 Recommendation no cost
4.1 Develop and maintain technology inventory database 4.2 Maintain working relationship with GCOE IT Department to update aging hardware	LEA	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 Technology Database no cost 4.2 Update aging technology 4000-4999: Books And Supplies Federal Funds 10,000 4.2a GCOE IT Contract 5000-5999: Services And Other Operating Expenditures Base 5,000

5.1 Fund Year 2 Induction Candidate	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 North State Induction Program Participation Fee 5000-5999: Services And Other Operating Expenditures Supplemental 3,200
6.1 Certificated Staff attend 2015 Fall CUE (Computer Using Educators) Conference 6.2 Certificated and Classified Staff attend 2015 Fall GCOE Common to the Core Professional Development 6.3 Certificated Staff grades 6-8 attend CPM (College Preparatory Mathematics) training before August 13, 2015 6.4 Certificated Staff grades K-5 attend Everyday Mathematics training before August 13, 2015	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 Fall CUE Registration and Lodging 5000-5999: Services And Other Operating Expenditures Base 5,000 6.2 GCOE Registration 5000-5999: Services And Other Operating Expenditures Base 400 6.3 CPM Training (calculated in Goal 1: 2.4) 6.4 Everyday Math Training (calculated in Goal 1: 2.2)
7.1 Based on FIT Report, monitor and clean HVAC filters near playground (rooms 4 and 5-6) bi-annually	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 Custodial Duties (included in salary) 2000-2999: Classified Personnel Salaries Base
8.1 Per FIT Report, monitor leaking ceiling in cafeteria 8.2 Per FIT Report, replace rotting kick plate on classroom #4 during Summer 2015 8.3 Per FIT Report, repair rotting floor along east wall inside classroom #8 during Summer 2015 8.4 Per FIT Report, repair rotting kick plate on classroom #10 during Summer 2015	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 Monitor leaking ceiling no cost 8.2 Custodial Salary 2000-2999: Classified Personnel Salaries Base 8.2a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 1,000 8.3 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures Base 3,000 8.3a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 2,000

8.5 Per FIT Report, repair rotting floor along northeast corner inside classroom #10 during Summer 2015			8.4 Custodial Salary 2000-2999: Classified Personnel Salaries Base
			8.4a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 1,000
			8.5 Outside Contractor 5800: Professional/Consulting Services And Operating Expenditures Base 3,000
			8.5a Materials - Deferred Maintenance 0001-0999: Unrestricted: Locally Defined Locally Defined 2,000

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

GOAL 2:	Pupil Outcomes: Increase student academic achievement by establishing and maintaining support mechanisms for all students.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Increased school participation among parents of English learners. Increased recognition of English learner accomplishments on CELDT and reclassification. Utilize local and state data to provide grade level proficiency in literacy and math to all students. Support students in learning life-long habits of regular physical activity through annual state Physical Fitness Test (PFT) and local "Panther on the Prowl".

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1.0 Maintain yearly rate of English learner reclassification of 25% or higher 2.0 Meet targets for percentage of English learners attaining English proficiency on CELDT as measured by AMAO 2 targets 3.0 English learners continuously enrolled from kindergarten will be English proficient by end of Grade 5 4.0 Analyze 2014-15 CAASPP results to determine baseline in both mathematics and ELA claims 5.0 Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2013-14 proficiency levels: Grade 5: ; Grade 8) 6.0 As identified in iReady Intervention Screener Report (local assessment) in reading, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10% 7.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5% 8.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 1.2 Utilize minimum days days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 1.3 Purposeful classroom assignment of bilingual aide	LEA	_ All ---- OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental 1,000 1.2 No cost 1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 20,000

2.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 2.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 2.3 Purposeful classroom assignment of bilingual aide	LEA	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 See 1.1 2.2 See 1.2 2.3 See 1.3
3.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 3.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 3.3 Purposeful classroom assignment of bilingual aide 3.4 Celebrate reclassification at monthly assemblies, including reclassification certificates and parent invitations	LEA	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 See 1.1 3.2 See 1.2 3.3 See 1.3 3.4 Certificates 4000-4999: Books And Supplies Supplemental 100
4.1 By Trimester 1, 2015, analyze 2014-15 CAASPP data to determine baseline and growth goals in the mathematical claims: concepts and procedures, problem solving and modeling & data analysis, communicating reasoning 4.2 By Trimester 1, 2015, analyze 2014-15 CAASPP data to determine baseline and growth goals in the ELA claims: reading, listening, writing, research/inquiry	LEA	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 No cost 4.2 No cost
5.1 Analyze CST Science results to determine focus areas and/or gaps 5.2 Utilize understanding of California Literacy Standards in Science to develop greater understanding of each student's literacy development in science 5.3 Investigate and explore NGSS (Next Generation Science Standards)	LEA	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 No cost 5.2 No cost 5.3 No cost 5.4 Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300

5.4 Maintain application of Zingy Science program for Grades 4-8			
6.1 Effectively implement iReady across all grades 6.2 Utilize minimum days for iReady data review to identify areas of need	LEA	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.1 iReady program 4000-4999: Books And Supplies Base 6,900 6.2 No cost
7.1 Effectively implement iReady across all grades 7.2 Utilize minimum days for iReady data review to identify areas of need 7.3 Maintain funding for full-time education specialist services	LEA	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7.1 See 6.1 7.2 See 6.2 7.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental 58,000
8.1 Hire part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle 8.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive school physical activity program 8.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl; 2015 baseline data identifies a goal of an additional 2 students per grades 5-8 of earning Panther on the Prowl	LEA	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	8.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental 22,016 8.2 See 8.1 8.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Supplemental 500

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1.0 Maintain yearly rate of English learner reclassification of 25% or higher 2.0 Meet targets for percentage of English learners attaining English proficiency on CELDT as measured by AMAO 2 targets 3.0 English learners continuously enrolled from kindergarten will be English proficient by end of Grade 5 4.0 Analyze 2014-15 CAASPP results to determine baseline in both mathematics and ELA claims 5.0 Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2013-14 proficiency levels: Grade 5: ; Grade 8) 6.0 As identified in iReady Intervention Screener Report (local assessment) in reading, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10% 7.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5% 8.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT)		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 1.2 Utilize minimum days days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 1.3 Purposeful classroom assignment of bilingual aide	LEA	_ All - - - - - - - - - - - OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental 1,000 1.2 No cost 1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 20,000
2.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 2.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 2.3 Purposeful classroom assignment of bilingual aide	LEA	All - - - - - - - - - - - OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 See 1.1 2.2 See 1.2 2.3 See 1.3
3.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 3.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels	LEA	All - - - - - - - - - - - OR: Low Income pupils X English Learners Foster Youth Redesignated fluent	3.1 See 1.1 3.2 See 1.2 3.3 See 1.3 3.4 Certificates 4000-4999: Books And Supplies Supplemental 100

3.3 Purposeful classroom assignment of bilingual aide 3.4 Celebrate reclassification at monthly assemblies, including reclassification certificates and parent invitations		English proficient Other Subgroups: (Specify)	
4.1 By Trimester 1, 2015, analyze 2014-15 CAASPP data to determine baseline and growth goals in the mathematical claims: concepts and procedures, problem solving and modeling & data analysis, communicating reasoning 4.2 By Trimester 1, 2015, analyze 2014-15 CAASPP data to determine baseline and growth goals in the ELA claims: reading, listening, writing, research/inquiry	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 No cost 4.2 No cost
5.1 Analyze CST Science results to determine focus areas and/or gaps 5.2 Utilize understanding of California Literacy Standards in Science to develop greater understanding of each student's literacy development in science 5.3 Investigate and explore NGSS (Next Generation Science Standards) 5.4 Maintain application of Zingy Science program for Grades 4-8	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 No cost 5.2 No cost 5.3 No cost 5.4 Purchase Zingy Science Grades 4-8 4000-4999: Books And Supplies Base 300
6.1 Effectively implement iReady across all grades 6.2 Utilize minimum days for iReady data review to identify areas of need	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 iReady program 4000-4999: Books And Supplies Base 6,900 6.2 No cost
7.1 Effectively implement iReady across all grades 7.2 Utilize minimum days for iReady data review to	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils	7.1 See 6.1 7.2 See 6.2

identify areas of need 7.3 Maintain funding for full-time education specialist services		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental 58,000
8.1 Hire part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle 8.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive school physical activity program 8.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl; 2015 baseline data identifies a goal of an additional 2 students per grades 5-8 of earning Panther on the Prowl	LEA	X All – – – – – – – – – – OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental 22,016 8.2 See 8.1 8.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Supplemental 500

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1.0 Maintain yearly rate of English learner reclassification of 25% or higher 2.0 Meet targets for percentage of English learners attaining English proficiency on CELDT as measured by AMAO 2 targets 3.0 English learners continuously enrolled from kindergarten will be English proficient by end of Grade 5 4.0 Analyze 2014-15 CAASPP results to determine baseline in both mathematics and ELA claims 5.0 Increase students scoring proficient or above in CST Science, Grades 5 and 8, by 5%. (2013-14 proficiency levels: Grade 5: ; Grade 8) 6.0 As identified in iReady Intervention Screener Report (local assessment) in reading, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 5%, decrease Tier III by 10% 7.0 As identified in iReady Intervention Screener Report (local assessment) in mathematics, 2014-15 will serve as baseline data to increase Tier I by 5%, decrease Tier II by 10%, decrease Tier III by 5% 8.0 All students will meet the Healthy Fitness zone of 4 or more physical fitness areas as measured by the Annual California Physical Fitness Test (PFT)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 1.2 Utilize minimum days days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels	LEA	_ All – – – – – – – – – – OR: Low Income pupils X English Learners Foster Youth	1.1 CELDT Coordinator Stipend 2000-2999: Classified Personnel Salaries Supplemental 1,000 1.2 No cost 1.3 Bilingual Aide Salary 2000-2999: Classified Personnel Salaries Supplemental 20,000

1.3 Purposeful classroom assignment of bilingual aide		Redesignated fluent English proficient Other Subgroups: (Specify)	
2.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 2.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 2.3 Purposeful classroom assignment of bilingual aide	LEA	All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 See 1.1 2.2 See 1.2 2.3 See 1.3
3.1 Identify and communicate reclassification goals with teaching staff (CELDT Coordinator) 3.2 Utilize collaboration days to review, discuss, and plan implementation of the California English Language Development Standards across all grade levels 3.3 Purposeful classroom assignment of bilingual aide 3.4 Celebrate reclassification at monthly assemblies, including reclassification certificates and parent invitations	LEA	All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 See 1.1 3.2 See 1.2 3.3 See 1.3 3.4 Certificates 4000-4999: Books And Supplies Supplemental 100
4.1 By Trimester 1, 2015, analyze 2014-15 CAASPP data to determine baseline and growth goals in the mathematical claims: concepts and procedures, problem solving and modeling & data analysis, communicating reasoning 4.2 By Trimester 1, 2015, analyze 2014-15 CAASPP data to determine baseline and growth goals in the ELA claims: reading, listening, writing, research/inquiry	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 No cost 4.2 No cost
5.1 Analyze CST Science results to determine focus areas and/or gaps 5.2 Utilize understanding of California Literacy Standards in Science to develop greater understanding	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: Low Income pupils English Learners Foster Youth	5.1 No cost 5.2 No cost 5.3 No cost 5.4 Purchase Zingy Science Grades 4-8 4000-4999: Books

of each student's literacy development in science 5.3 Investigate and explore NGSS (Next Generation Science Standards) 5.4 Maintain application of Zingy Science program for Grades 4-8		Redesignated fluent English proficient Other Subgroups: (Specify)	And Supplies Base 300
6.1 Effectively implement iReady across all grades 6.2 Utilize minimum days for iReady data review to identify areas of need	LEA	X All - - - - - - - - - - OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 iReady program 4000-4999: Books And Supplies Base 6,900 6.2 No cost
7.1 Effectively implement iReady across all grades 7.2 Utilize minimum days for iReady data review to identify areas of need 7.3 Maintain funding for full-time education specialist services	LEA	X All - - - - - - - - - - OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.1 See 6.1 7.2 See 6.2 7.3 Education Specialist Salary 5000-5999: Services And Other Operating Expenditures Supplemental 58,000
8.1 Hire part-time PE teacher to provide skills for students to adopt a physically active, healthy lifestyle 8.2 PE teacher to engage with school staff and parents in roles that help and support implementation of a comprehensive school physical activity program 8.3 Continue implementation of Panther on the Prowl (local assessment, began spring 2015) in order for students in grades 5-8 to attain physical fitness targets as measured by Panther on the Prowl; 2015 baseline data identifies a goal of an additional 2 students per grades 5-8 of earning Panther on the Prowl	LEA	X All - - - - - - - - - - OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 PE teacher salary (part-time) 1000-1999: Certificated Personnel Salaries Supplemental 22,016 8.2 See 8.1 8.3 Panther on the Prowl T-shirts 4000-4999: Books And Supplies Supplemental 500

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

GOAL 3:	Engagement: Provide a safe, supportive, and nurturing environment for students and their families.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Maintain high levels of student and parent connectedness at Lake Elementary. Implementation of social/emotional standards in order for all students to develop awareness and management of their emotions in order to set and achieve personal and academic goals. Increase feedback from stakeholders. Provide more communication to families regarding attendance and tardies.

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1.0 Maintain school average daily attendance at 96% 2.0 Maintain high level of school connectedness as indicated on California Health Kids Survey (2013-14, 7th grade, 91% feel connected at school) 3.0 Maintain high level of school safety as indicated on California Health Kids Survey (2013-14, 7th grade, 96% feel safe at school) 4.0 Decrease tardies (less than 30 minutes late) by 20; 2014-15 baseline 120 tardies 5.0 Decrease tardies (more than 30 minutes late) by 40; 2014-15 baseline 244 tardies 6.0 Maintain middle school drop-out rates below 0.5% 7.0 Maintain chronic absenteeism rate below 0.5% 8.0 Maintain suspension rate below 3% 9.0 Maintain expulsion rate at 0% 10.0 Increase participation at bi-annual ELD meetings by 5%; 2014-15 attendance was 14% 11.0 Increase number of parent surveys (distributed at beginning of school year) by 5; 81 completed surveys in 2014-15 12.0 Increase total number of LCAP surveys (annually distributed in February) by 50; 37 completed surveys in 2014-15 (15 student responses; 14 parent responses; 8 staff responses; 2 community responses) 13.0 Implement Social/Emotional program in 2015-16 with the purchase and application of "Teaching Social Skills to Youth", Dowd and Tierney

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences.	LEA	X All ―――――――――― OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 1,000

		_ Other Subgroups: (Specify)	
2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake 2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.3 Continue Panther Pride nomination and recognition at monthly assemblies 2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.)	LEA	X All – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 No cost 2.2 No cost 2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500 2.4 No cost
3.1 Support all staff in monitoring words and actions of all students on and off the playground 3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13	LEA	X All – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 No cost 3.2 No cost
4.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (less than 30 minutes late)	LEA	X All – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 No cost
5.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (more than 30 minutes late)	LEA	X All – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	5.1 No cost

		_ Other Subgroups: (Specify)	
6.1 Maintain communication with families regarding behavior, attendance, academics 6.2 Identify resources outside the school for families to contact	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.1 No cost 6.2 No cost
7.1 Maintain communication with families regarding behavior, attendance, academics 7.2 Identify resources outside the school for families to contact	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7.1 No cost 7.2 No cost
8.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	8.1 No cost 8.2 No cost 8.3 No cost
9.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	9.1 No cost 9.2 No cost 9.3 No cost

10.1 Clearly communicate with parents information to be shared at ELD meetings 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance 10.3 Provide dinner at ELD meetings	LEA	_ All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	10.1 No cost 10.2 No cost 10.3 Dinner at ELD meetings 5000-5999: Services And Other Operating Expenditures Supplemental 200
11.1 Continue including parent survey in back-to-school packet sent home at the beginning of the year 11.2 Place names of parents who completed survey in a drawing for Panther merchandise (t-shirts, water bottles, etc.)	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 20 11.2 Panther Merchandise 4000-4999: Books And Supplies Base 250
12.1 Provide specific time and date for grade 6-8 students to complete LCAP survey online; provide resource materials to parents; provide time and date for staff to complete survey; post link to survey on school's Facebook page and school website	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	12.1 No cost
13.1 Order "Teaching Social Skills to Youth" prior to start of 2015-16 school year 13.2 Utilize collaboration during minimum days to review "Teaching Social Skills to Youth"; provide follow-up at subsequent meetings	LEA	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	13.1 Teaching Social Skills to Youth book order 4000-4999: Books And Supplies Base 450 13.2 No cost

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1.0 Maintain school average daily attendance at 96% 2.0 Maintain high level of school connectedness as indicated on California Health Kids Survey (2013-14, 7th grade, 91% feel connected at school) 3.0 Maintain high level of school safety as indicated on California Health Kids Survey (2013-14, 7th grade, 96% feel safe at school) 4.0 Decrease tardies (less than 30 minutes late) by 20; 2014-15 baseline 120 tardies 5.0 Decrease tardies (more than 30 minutes late) by 40; 2014-15 baseline 244 tardies 6.0 Maintain middle school drop-out rates below 0.5% 7.0 Maintain chronic absenteeism rate below 0.5% 8.0 Maintain suspension rate below 3% 9.0 Maintain expulsion rate at 0% 10.0 Increase participation at bi-annual ELD meetings by 5%; 2014-15 attendance was 14% 11.0 Increase number of parent surveys (distributed at beginning of school year) by 5; 81 completed surveys in 2014-15 12.0 Increase total number of LCAP surveys (annually distributed in February) by 50; 37 completed surveys in 2014-15 (15 student responses; 14 parent responses; 8 staff responses; 2 community responses) 13.0 Implement Social/Emotional program in 2015-16 with the purchase and application of "Teaching Social Skills to Youth", Dowd and Tierney		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences.	LEA	X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 1,000
2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake 2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc. 2.3 Continue Panther Pride nomination and recognition at monthly assemblies 2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.)	LEA	X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2.1 No cost 2.2 No cost 2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500 2.4 No cost

3.1 Support all staff in monitoring words and actions of all students on and off the playground 3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13	LEA	X All - - - - - - - - - - OR: 　Low Income pupils 　English Learners 　Foster Youth 　Redesignated fluent English proficient 　Other Subgroups: (Specify)	3.1 No cost 3.2 No cost
4.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (less than 30 minutes late)	LEA	X All - - - - - - - - - - OR: 　Low Income pupils 　English Learners 　Foster Youth 　Redesignated fluent English proficient 　Other Subgroups: (Specify)	4.1 No cost
5.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (more than 30 minutes late)	LEA	X All - - - - - - - - - - OR: 　Low Income pupils 　English Learners 　Foster Youth 　Redesignated fluent English proficient 　Other Subgroups: (Specify)	5.1 No cost
6.1 Maintain communication with families regarding behavior, attendance, academics 6.2 Identify resources outside the school for families to contact	LEA	X All - - - - - - - - - - OR: 　Low Income pupils 　English Learners 　Foster Youth 　Redesignated fluent English proficient 　Other Subgroups: (Specify)	6.1 No cost 6.2 No cost
7.1 Maintain communication with families regarding	LEA	X All	7.1 No cost

behavior, attendance, academics 7.2 Identify resources outside the school for families to contact		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.2 No cost
8.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 No cost 8.2 No cost 8.3 No cost
9.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	9.1 No cost 9.2 No cost 9.3 No cost
10.1 Clearly communicate with parents information to be shared at ELD meetings 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance 10.3 Provide dinner at ELD meetings	LEA	All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	10.1 No cost 10.2 No cost 10.3 Dinner at ELD meetings 5000-5999: Services And Other Operating Expenditures Supplemental 200
11.1 Continue including parent survey in back-to-school packet sent home at the beginning of the year 11.2 Place names of parents who completed survey in a	LEA	_ All OR: _ Low Income pupils _ English Learners	11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 20 11.2 Panther Merchandise 4000-4999: Books And Supplies

drawing for Panther merchandise (t-shirts, water bottles, etc.)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 250
12.1 Provide specific time and date for grade 6-8 students to complete LCAP survey online; provide resource materials to parents; provide time and date for staff to complete survey; post link to survey on school's Facebook page and school website	LEA	_ All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	12.1 No cost
13.1 Order "Teaching Social Skills to Youth" prior to start of 2015-16 school year 13.2 Utilize collaboration during minimum days to review "Teaching Social Skills to Youth"; provide follow-up at subsequent meetings	LEA	_ All — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	13.1 Teaching Social Skills to Youth book order 4000-4999: Books And Supplies Base 450 13.2 No cost

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1.0 Maintain school average daily attendance at 96% 2.0 Maintain high level of school connectedness as indicated on California Health Kids Survey (2013-14, 7th grade, 91% feel connected at school) 3.0 Maintain high level of school safety as indicated on California Health Kids Survey (2013-14, 7th grade, 96% feel safe at school) 4.0 Decrease tardies (less than 30 minutes late) by 20; 2014-15 baseline 120 tardies 5.0 Decrease tardies (more than 30 minutes late) by 40; 2014-15 baseline 244 tardies 6.0 Maintain middle school drop-out rates below 0.5% 7.0 Maintain chronic absenteeism rate below 0.5% 8.0 Maintain suspension rate below 3% 9.0 Maintain expulsion rate at 0% 10.0 Increase participation at bi-annual ELD meetings by 5%; 2014-15 attendance was 14% 11.0 Increase number of parent surveys (distributed at beginning of school year) by 5; 81 completed surveys in 2014-15 12.0 Increase total number of LCAP surveys (annually distributed in February) by 50; 37 completed surveys in 2014-15 (15 student responses; 14 parent responses; 8 staff responses; 2 community responses) 13.0 Implement Social/Emotional program in 2015-16 with the purchase and application of "Teaching Social Skills to Youth", Dowd and Tierney		

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

1.1 Utilizing Attendance Notification Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with three or more absences.	LEA	X All
		------------ 	
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			1.1 SchoolWise 5000-5999: Services And Other Operating Expenditures Base 1,000

2.1 Continue staff expectation of the four (4) H's when greeting students: a Hello, High five, Hug, or Handshake
 	
2.2 Continue staff expectation of calling students by name when greeting, passing on sidewalk, etc.
 	
2.3 Continue Panther Pride nomination and recognition at monthly assemblies
 	
2.4 Provide opportunities for students to give input regarding various activities (kinds of field day games, spirit day themes, etc.)
	LEA	X All
		------------ 	
		OR:
		  Low Income pupils
		  English Learners
		  Foster Youth
		  Redesignated fluent English proficient
		  Other Subgroups:
		(Specify)
			2.1 No cost
			2.2 No cost
			2.3 Panther Pride Certificates and Gifts 4000-4999: Books And Supplies Base 500
			2.4 No cost

3.1 Support all staff in monitoring words and actions of all students on and off the playground 3.2 Continued implementation of behavior matrix developed by Lake Staff in 2012-13	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3.1 No cost 3.2 No cost
4.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (less than 30 minutes late)	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4.1 No cost
5.1 Utilizing Tardy Letters in SchoolWise (SIS), letters will be mailed every trimester to parents of students with five or more tardies (more than 30 minutes late)	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5.1 No cost
6.1 Maintain communication with families regarding behavior, attendance, academics 6.2 Identify resources outside the school for families to contact	LEA	X All _ _ _ _ _ _ _ _ _ _ OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6.1 No cost 6.2 No cost
7.1 Maintain communication with families regarding	LEA	X All _ _ _ _ _ _ _ _ _ _	7.1 No cost

		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.2 No cost
behavior, attendance, academics 7.2 Identify resources outside the school for families to contact		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	7.2 No cost
8.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 8.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 8.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	8.1 No cost 8.2 No cost 8.3 No cost
9.1 At Back-to-School Night, share the Discipline Policy Matrix with parents 9.2 Teachers to review Discipline Policy Matrix with students at the beginning of the school year 9.3 When students are sent to the office for disciplinary action, principal will communicate progression and consequences on Discipline Policy Matrix	LEA	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	9.1 No cost 9.2 No cost 9.3 No cost
10.1 Clearly communicate with parents information to be shared at ELD meetings 10.2 Communicate meeting dates with parents at the beginning of the school year instead of one/two weeks in advance 10.3 Provide dinner at ELD meetings	LEA	All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	10.1 No cost 10.2 No cost 10.3 Dinner at ELD meetings 5000-5999: Services And Other Operating Expenditures Supplemental 200
11.1 Continue including parent survey in back-to-school packet sent home at the beginning of the year 11.2 Place names of parents who completed survey in a	LEA	_ All OR: _ Low Income pupils _ English Learners	11.1 Printing surveys 5000-5999: Services And Other Operating Expenditures Base 20 11.2 Panther Merchandise 4000-4999: Books And Supplies

drawing for Panther merchandise (t-shirts, water bottles, etc.)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 250
12.1 Provide specific time and date for grade 6-8 students to complete LCAP survey online; provide resource materials to parents; provide time and date for staff to complete survey; post link to survey on school's Facebook page and school website	LEA	_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	12.1 No cost
13.1 Order "Teaching Social Skills to Youth" prior to start of 2015-16 school year 13.2 Utilize collaboration during minimum days to review "Teaching Social Skills to Youth"; provide follow-up at subsequent meetings	LEA	_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	13.1 Teaching Social Skills to Youth book order 4000-4999: Books And Supplies Base 450 13.2 No cost

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

Annual Update

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

Guiding Questions:

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

made as a result of reviewing past progress and/or changes to goals?	all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.

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:	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessments in English Language Arts. Specific intervention support will be leveled "Language Lab" that was implemented school-wide 2013-14.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth

Expected Annual Measurable Outcomes:	Students will receive strategic instruction as identified by classroom assessments and teacher recommendation in support of increasing ELA skills specific to each student. Students will have access to intervention materials to enhance/increase their acquisition of grade level content.	Actual Annual Measurable Outcomes:	5% increase in ELA assessments via iReady. As determined by class schedules, minimum of one hour per week dedicated to iReady in ELA.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Review local assessment data to identify appropriate placement for Language Lab groups.	2.1 No expenditure	2.1 Implementation of local assessments using the iReady program provided richer data than expected; however, Language Lab implementation at grades 4-8 has not been as effective as anticipated.	2.1 Purchase iReady 4000-4999: Books And Supplies Base 9000
Scope of Service LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Identify appropriate instructional materials for K-8 Language Lab. i-	2.2 LCFF 4000-4999: Books And	2.2 Utilizing components of adopted ELA curriculum as well as supplements	2.2 No expenditure

Ready	Supplies Base 5000	identified by the teacher. We found that this designated time allowed teachers to use materials within curriculum that they otherwise were leaving out due to time. Differentiated instruction within the Language Lab provided the time to implement the materials effectively. Language Lab more effective in K-3 than grades 4-8.	
Scope of Service X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.3 Bilingual aide to provide intervention supports to EL students	2.3 LCFF 2000-2999: Classified Personnel Salaries Supplemental 15,000	2.3 Bilingual aide provided push-in supports to most EL students	2.3 LCFF 2000-2999: Classified Personnel Salaries Supplemental 11,234
Scope of Service X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.4 Education Specialist to provide intervention supports to students with disabilities and/or students in Tier 1 and/or 2	2.4 LCFF 1000-1999: Certificated Personnel Salaries Base 20,000	2.4 Education Specialist provided intervention supports to students with disabilities and/or students in Tier 1 and/or 2, both push-in and pull-out services	2.4 LCFF 1000-1999: Certificated Personnel Salaries Supplemental 11,308

Scope of Service			Scope of Service		
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ 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?	Upon review of our initial LCAP, we have learned that fewer, broader goals with specific action steps better align with what takes place at Lake Elementary. This goals will become an action step of the Pupil Outcomes goal for 2015-16: Increase student academic achievement by establishing and maintaining support mechanisms for all students.

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:	Through review of local assessments and prior year STAR data, school-wide interventions will support a 5% increase of all students and subgroups (English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth) scoring proficient or above on local assessment in Mathematics.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All students, English Learner students,socioeconomic disadvantaged students, Hispanic students, students with disabilities, and foster youth

Expected Annual Measurable Outcomes:	Students will receive in-class support in order to enhance/increase their acquisition of grade level content.	Actual Annual Measurable Outcomes:	5% increase in math assessments via iReady. As determined by class schedules, minimum of one hour per week dedicated to iReady in math.

<table>
<tr><td colspan="4" align="center">LCAP Year: 2014-15</td></tr>
<tr><td colspan="2" align="center">Planned Actions/Services</td><td colspan="2" align="center">Actual Actions/Services</td></tr>
<tr><td></td><td align="center">Budgeted Expenditures</td><td></td><td align="center">Estimated Actual Annual Expenditures</td></tr>
<tr><td>3.1 Review local assessment data to identify appropriate interventions for math, including the purchase of i-Ready.</td><td>3.1 LCFF 4000-4999: Books And Supplies Base 5000</td><td>3.1 School-wide implementation of iReady math was a staggered process. Grades 2, 3, 4, 5, 6, 7 and 8 began implementation in January 2015; Grades K and 1 began implementation in February/March 2015.</td><td>3.1 Purchase iReady (expenditure listed in Goal 2) 4000-4999: Books And Supplies Base See Goal 2</td></tr>
<tr><td>Scope of Service

_ All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td><td></td><td>Scope of Service

_ All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td><td></td></tr>
<tr><td>3.2 Strategic placement of instructional aide during math centers in grades K, 1, 2, 3</td><td>3.2 LCFF 2000-2999: Classified Personnel Salaries Base 10000</td><td>3.2 Math intervention time with instructional aide in grades 1, 2, 3.</td><td>3.2 LCFF 2000-2999: Classified Personnel Salaries Base 10000</td></tr>
</table>

Scope of Service LEA X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 Bilingual aide to provide intervention supports to EL students	3.3 LCFF 2000-2999: Classified Personnel Salaries Supplemental See Goal 2	3.3 Bilingual aide provided intervention supports to EL students	3.3 LCFF 2000-2999: Classified Personnel Salaries Supplemental See Goal 2
Scope of Service X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.4 Instructional aide to provide intervention supports to socioeconomic disadvantaged students	3.4 LCFF 2000-2999: Classified Personnel Salaries Supplemental 10,000	3.4 Instructional aide provided intervention supports to socioeconomic disadvantaged students	3.4 LCFF 2000-2999: Classified Personnel Salaries Supplemental 10,000
Scope of Service _ All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ 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?	Upon review of our initial LCAP, we have learned that fewer, broader goals with specific action steps better align with what takes place at Lake Elementary. This goal will become an action step of the Pupil Outcomes goal for 2015-16: Increase student academic achievement by establishing and maintaining support mechanisms for all students.

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:	Identify revenue resources, in addition to LCFF, to purchase technology; provide ongoing professional development for staff to effectively implement technology.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Students will routinely use technology for access to curriculum and engage in self-directed learning opportunities to gain a better understanding of Common Core State Standards, Social Studies Standards, and the Next Generation Science Standards.	Actual Annual Measurable Outcomes:	Documentation of yearly (at minimum) professional development of technology. Develop 5-year cycle of technology.

<div align="center">

LCAP Year: 2014-15

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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 In order to meet laptop goal: K-2, ten per classroom; Grades 3-5, 2:1 ratio; Grades 6-8, 1:1 ratio, purchase 23 Chromebooks.	Common Core Funding Resource 7405 4000-4999: Books And Supplies Other 1800 REAP 4000-4999: Books And Supplies Other 5100	4.1 Purchased 23 chromebooks	4.1 Common Core Funding Resource 7405 4000-4999: Books And Supplies Base 5805
Scope of Service	LEA wide	Scope of Service	LEA wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.2 Additional 27 iPads would reach	Common Core Funding Resource	4.2 Purchased 10 iPads	4.2 Common Core Funding Resource

iPad goal of 3:1 in K-5 and six iPads per grade 6-8 classroom. Purchase 18 for 2014-15.	7405 4000-4999: Books And Supplies Other 9000		7405 4000-4999: Books And Supplies Base 5309
Scope of Service LEA wide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA wide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.3 Professional development for staff in the effective use and implementation of technology.	Common Core Funding Resource 7405 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds 3000 LCFF 5000-5999: Services And Other Operating Expenditures Base 2000	4.3 Attended annual North CUE Conference (computer using educators).	4.3 Common Core Funding Resource 7405 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds 1600 4.3 LCFF 5800: Professional/Consulting Services And Operating Expenditures Base 1550
Scope of Service LEA wide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA wide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4.4 Purchase digital literacy/technology curriculum for students	LCFF 4000-4999: Books And Supplies Base 2000	4.4 Purchased and implemented Keyboarding without Tears, which includes some digital literacy components.	4.4 LCFF 4000-4999: Books And Supplies Base 1500
Scope of Service LEA		Scope of Service LEA	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Upon review of our initial LCAP, we have learned that fewer, broader goals with specific action steps better align with what takes place at Lake Elementary. This goal will become an action step of the Conditions of Learning goal for 2015-16: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.		

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 5 from prior year LCAP:	Provide additional Tier I supports with additional Education Specialist time in the classroom. Over 90% of students participating in the after school program are identified by the classroom teacher as students needing additional academic support. Additional supports will be provided by after school program personnel, in a smaller setting, with targeted instruction to meet the needs of the learner.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to: Schools: All

Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Additional time of Education Specialist will allow strategic Tier 1 support for students in need. Education Specialist can also provide intervention supports to after school program personnel.	Actual Annual Measurable Outcomes:	In addition to IEP caseload of 12 students, Education Specialist is serving 18 Tier 1 students. Goal is to continue to serve more students in Tier 1 and 2 than IEP.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Education Specialist	5.1 LCFF 1000-1999: Certificated Personnel Salaries Base 50000	5.1 Increased Education Specialist time to full-time	5.1 LCFF 1000-1999: Certificated Personnel Salaries Supplemental 11,309
Scope of Service LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.2 Hire additional time for Education Specialist who provides intervention support during the school day; plans and implements supports for students	5.2 LCFF 1000-1999: Certificated Personnel Salaries Supplemental See 5.1	5.2 Increased Education Specialist time to full-time	5.2 LCFF 1000-1999: Certificated Personnel Salaries Supplemental see 5.1

in the after school program; supports after school personnel with appropriate interventions.			
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ 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?	Upon review of our initial LCAP, we have learned that fewer, broader goals with specific action steps better align with what takes place at Lake Elementary. This goal will become an action step of the Pupil Outcomes goal for 2015-16: Increase student academic achievement by establishing and maintaining support mechanisms for all students.		

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Original GOAL 6 from prior year LCAP:	Meet with parents a minimum of two times a year to preview/review CELDT; receive input regarding quality of education child is receiving; identifying strategies to increase parent involvement; hire bilingual aide.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Increase yearly meetings with EL parents. At minimum, meet with parents twice a year: before the CELDT is administered and a second meeting to interpret CELDT scores. A need for a bilingual aide was identified with the intent to hire a bilingual aide for 2014-15.	Actual Annual Measurable Outcomes:	Met with parents two times during the year with low turnout both times. Part-time bilingual aide was hired.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
6.1 CELDT Coordinator Stipend	LCFF 1000-1999: Certificated Personnel Salaries Supplemental 1000	6.1 Continue CELDT Coordinator stipend	6.1 LCFF 1000-1999: Certificated Personnel Salaries Supplemental 1000
Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.2 Bilingual Aide	LCFF 2000-2999: Classified Personnel Salaries Supplemental 15000	6.2 Bilingual Aide hired	6.2 LCFF 2000-2999: Classified Personnel Salaries Supplemental 15000

Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.3 Home-school communication in Spanish	LCFF 2000-2999: Classified Personnel Salaries Supplemental see 6.2	6.3 Bilingual aide assisting in home-school communication; greets parents in morning, providing ELD support	6.3 LCFF 2000-2999: Classified Personnel Salaries Supplemental see 6.2
Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.4 Attend regional and county English Learner meetings	LCFF 5000-5999: Services And Other Operating Expenditures Supplemental 2000	6.4 Attendance at regional meetings has been difficult as CELDT Coordinator is full-time classroom teacher. Have attended via SKYPE; attendance at county EL meetings beneficial.	6.4 No cost
Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English		Scope of Service: LEA wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English	

proficient _ Other Subgroups: (Specify)		proficient _ Other Subgroups: (Specify)	
6.5 Provide translation services on school website; communicate service with parents	6.5 LCFF 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500	6.5 Translation on school website already existed, communicating with parents how to access it was key.	6.5 No cost
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ 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?	Upon review of our initial LCAP, we have learned that fewer, broader goals with specific action steps better align with what takes place at Lake Elementary. This goal will become an action step of the Engagement goal for 2015-16: Provide a safe, supportive, and nurturing environment for students and their families.		

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Original GOAL 7 from prior year LCAP:	English learners continuously enrolled from kindergarten will be Fully English Proficient by completion of Grade 5.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Students will have access to ELD materials, interventions, highly qualified teachers, and a bilingual aide to enhance their English language acquisition.	Actual Annual Measurable Outcomes:	Intervention groups were identified that are supported by the bilingual aide as well as the Education Specialist.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7.1 Instructional Materials	7.1 LCFF 4000-4999: Books And Supplies Supplemental 2000	7.1 Teachers provide bilingual aide with ELD materials already in ELA curriculum. No additional expenditures were made.	7.1 No cost
Scope of Service LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.2 Bilingual Aide position	7.2 LCFF 2000-2999: Classified Personnel Salaries Supplemental 15000	7.2 Hired bilingual aide	7.2 LCFF 2000-2999: Classified Personnel Salaries Supplemental See Goal 2

Scope of Service _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.3 Implementation of i-Ready program	7.3 LCFF 5000-5999: Services And Other Operating Expenditures Base See Goal 3	7.3 Implemented iReady	7.3 LCFF 5000-5999: Services And Other Operating Expenditures Base See Goal 3
Scope of Service ¦ LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7.4 Bilingual aide to provide intervention	7.4 LCFF 2000-2999: Classified Personnel Salaries Supplemental See Goal 2	7.4 Bilingual aide provided intervention in primary grades K-4	7.4 LCFF 2000-2999: Classified Personnel Salaries Supplemental See Goal 2
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ 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?	Upon review of our initial LCAP, we have learned that fewer, broader goals with specific action steps better align with what takes place at Lake Elementary. This goal will become an action step of the Pupil Outcomes goal for 2015-16: Increase student academic achievement by establishing and maintaining support mechanisms for all students.	

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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 8 from prior year LCAP:	By the end of 2015, identify a CCSS-aligned math curriculum. During 2014-15, implement CCSS bridge materials in ELA to determine curriculum/materials to be purchased no later than 2016. Purchase and receive training with NGSS-aligned science curriculum to be implemented 2015-16. Implementation of ELD standards. With the purchase and implementation of materials, communication with parents will provide a clear understanding of the academics being taught.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Students will continue to receive a standards-based education, yet at a higher level of rigor that will help to ensure they have the skills necessary for a successful transition to high school.	Actual Annual Measurable Outcomes:	At April 21, 2015 board meeting, K-5 and 6-8 math curriculum was adopted. CCSS ELA bridge materials have been implemented in grades K-5. ELA curriculum for grades 6-8 was adopted. District ha not reviewed or purchased NGSS-aligned science curriculum. District has not implemented ELD standards with fidelity.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
8.1 Math Curriculum (printing)	LCFF 5000-5999: Services And Other Operating Expenditures Base 3000	8.1 Printed free math curriculum, implemented K-8. Determined after pilot in 2014-15, purchase of a different curriculum. Also identified when reviewing curriculum, ensure curriculum supports are provided for English learners, struggling, and advanced learners, as well as parent support materials.	8.1 LCFF 5000-5999: Services And Other Operating Expenditures Base 6000
Scope of Service	LEA wide		Scope of Service	LEA wide		
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ 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?	Upon review of our initial LCAP, we have learned that fewer, broader goals with specific action steps better align with what takes place at Lake Elementary. This goal will become an action step of the Conditions of Learning goal for 2015-16: Provide all staff with continuous professional development relevant to assignment in order to support high quality classroom instruction, standards-based curriculum, supported with relevant technology in well-maintained facilities.		

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 9 from prior year LCAP:	During 2014-15, staff will review and identify Social/Emotional Learning Standards to be implemented to support healthy social-emotional development of students in 2015-16.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Social/Emotional learning will provide students the ability to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.	Actual Annual Measurable Outcomes:	Specific social/emotional support was not implemented.

<div align="center">LCAP Year: 2014-15</div>

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
9.1 Professional Development for Social/Emotional Learning	LCFF 5000-5999: Services And Other Operating Expenditures Base 2000	9.1 No professional development identified	9.1 No expenditure
Scope of Service LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
9.2 Curriculum Materials	LCFF 4000-4999: Books And Supplies Base 5000	9.2 No curriculum purchased; staff met in spring 2015 to review research-based programs to identify viable	9.2 No expenditure

		curriculum/program to be implemented 2015-16 in order to improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance, all of which can have a positive impact on low-Income, English Learners, RFEP, and/or Foster Youth Pupils	
Scope of Service LEA wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA wide X 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?	Upon review of our initial LCAP, we have learned that fewer, broader goals with specific action steps better align with what takes place at Lake Elementary. This goal will become an action step of the Engagement goal for 2015-16: Provide a safe, supportive, and nurturing environment for students and their families.		

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:	$110,812

Lake Elementary School District is a small, rural, single-school district with an unduplicated pupil percentage of 43.68%, below the requisite 55% of enrollment for the concentration grant as determined pursuant to 5 CCR 15496(a)(5).

The district recognizes that these funds are generated to serve low income, foster youth, and English learner pupils, in most instances the needs identified are not unique to those populations; thus, supplemental grant funds will be used in a district-wide manner as specified in 5 CCR 15496.

Specifically, the district will expend the supplemental funds by providing the following services:

Goal 1: Support Induction completion in order to effectively prepare new teaches to meet the academic learning needs of all students ($3,200)

Goal 2: Maintain and support bilingual aide position ($20,000); Maintain funding for full-time education specialist services (shared financial expenses with county office) ($58,000); Hire part-time PE teacher in order to provide healthy lifestyle skills for all students ($22,016); Continue implementation of iReady to provide effective intervention opportunities for all students ($6,900)

Goal 3: Using "Teaching Social Skills for Youth", provide all students with necessary skills to understand and manage emotions, establish and maintain positive relationships, and make responsible decisions ($450)

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.

2.91 | %

Improving ELD services to now include direct, targeted instruction and support outside core instruction resulting in 1.5 hours of increased services for EL pupils over the prior year. The additional 1.5 hours of ELD instruction accounts for a 20% increase in services to EL students.

Effective implementation of iReady (math and ELA), used in all grades (K-8), has improved identifying targeted areas of needs for all students. Continued collaboration (financially and programmatically) with county office provides 1.0 FTE Education Specialist and .75 FTE instructional aide services provides effective support to IEP students, as well as targeted support within tiers of RTI (Response to Intervention) to struggling students. Additionally, the practice of including the education specialist in the SST (Student Success Team) process has improved appropriate supports for all students. These three factors, iReady, full-time education specialist, and a focused SST process, has improved the multi-tiered approach to the early identification of struggling students in order to provide appropriate interventions for all students, including low income, foster, and English learner students.

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	189,800.00	107,015.00	238,136.00	238,136.00	238,136.00	714,408.00
Base	104,000.00	39,164.00	111,320.00	111,320.00	111,320.00	333,960.00
Common Core Standards Implementation Funds	3,000.00	1,600.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
Locally Defined	0.00	0.00	6,000.00	6,000.00	6,000.00	18,000.00
Other	22,300.00	6,400.00	0.00	0.00	0.00	0.00
Supplemental	60,500.00	59,851.00	110,816.00	110,816.00	110,816.00	332,448.00

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	189,800.00	107,015.00	238,136.00	238,136.00	238,136.00	714,408.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	6,000.00	6,000.00	6,000.00	18,000.00
1000-1999: Certificated Personnel Salaries	71,000.00	23,617.00	28,016.00	28,016.00	28,016.00	84,048.00
2000-2999: Classified Personnel Salaries	65,000.00	46,234.00	21,000.00	21,000.00	21,000.00	63,000.00
4000-4999: Books And Supplies	34,900.00	21,614.00	102,500.00	102,500.00	102,500.00	307,500.00
5000-5999: Services And Other Operating Expenditures	18,400.00	14,000.00	74,620.00	74,620.00	74,620.00	223,860.00
5800: Professional/Consulting Services And Operating Expenditures	500.00	1,550.00	6,000.00	6,000.00	6,000.00	18,000.00

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	189,800.00	107,015.00	238,136.00	238,136.00	238,136.00	714,408.00
0001-0999: Unrestricted: Locally Defined	Locally Defined	0.00	0.00	6,000.00	6,000.00	6,000.00	18,000.00
1000-1999: Certificated Personnel Salaries	Base	70,000.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,000.00	23,617.00	26,016.00	26,016.00	26,016.00	78,048.00
2000-2999: Classified Personnel Salaries	Base	10,000.00	10,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	55,000.00	36,234.00	21,000.00	21,000.00	21,000.00	63,000.00
4000-4999: Books And Supplies	Base	17,000.00	21,614.00	91,900.00	91,900.00	91,900.00	275,700.00

Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
Total Expenditures by Object Type and Funding Source							
4000-4999: Books And Supplies	Federal Funds	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
4000-4999: Books And Supplies	Other	15,900.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	2,000.00	0.00	600.00	600.00	600.00	1,800.00
5000-5999: Services And Other Operating Expenditures	Base	7,000.00	6,000.00	11,420.00	11,420.00	11,420.00	34,260.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	3,000.00	1,600.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	6,400.00	6,400.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,000.00	0.00	63,200.00	63,200.00	63,200.00	189,600.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	1,550.00	6,000.00	6,000.00	6,000.00	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	500.00	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).

01-13-15 [California Department of Education]