

Introduction:

LEA: Johnstonville Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Melanie Spears, Superintendent, mspears@johnstonville.org, 530-257-2471
LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

School Profile:

The mission of the Johnstonville Elementary School District, a T-K through 8th grade school, is that in partnership with our parents and our community members, together we are ensuring that all of our students are competent in the basic skill areas and that all of our students are demonstrating continuous achievement toward educational excellence. All students are reaching their highest potential as productive, responsible citizens while attending our school. Each morning our students and staff gather for a morning ceremony. During that ceremony, together, we celebrate our successes, and acknowledge our shortcomings. At the end of each ceremony, together and with the leadership of students and staff we recite the Pledge of Allegiance and our Johnstonville Pride Pledge. Our entire social system evolves around our Johnstonville Pride Pledge. Our staff have become highly trained in content areas and also in cooperative learning. We take pride in our ways of talking and performing here at Johnstonville. We also house two County programs and we accept all students no matter of their diversity and behaviors. At Johnstonville we are a family of teachers and learners with a student body of 204 students and ten full time educators including an instructional strategists for our reading program, Success for All. We do serve the following student populations: F&R (85), Sp Ed (11), Foster Youth (1), and EL (9) students. We have a part time assistant to support our English learners as well as a part time teacher to support our Special Education students.

One of our local priorities is to maintain an instructional facilitator/coach (1 FTE) model for core academic programs to ensure teacher effectiveness. Results of this initiative are determined through teacher satisfaction surveys and administrative recommendations for a continued coaching model. All teachers at Johnstonville Elementary School are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. The District has ensured new teacher training is paid for in the ATE (formerly BTSA program). Curriculum as well as books, materials, and supplies were purchased and updated in the core content of mathematics and English Language Arts (reading and writing) as required by the Williams Act. The district has locally adopted Success For All as a reading program as well as another state adopted ELA/ELD curriculum for language arts.

It is a priority to provide counseling to all students thereby entering into a group of neighboring school districts to pay for counseling services for non-IEP students (unduplicated populations) one day per week. Along with the counseling to be afforded all students JES has entered into a partnership with Lassen County Health and Social Services & Lassen County Behavioral Health to implement a "Universal Learning Standards Alignment Project" entitled "Botvin -- Life Skills Training" for students in grades 7-8. This program will afford our middle school students an opportunity to learn and practice the social and emotional skills necessary to be successful in high school. Johnstonville Elementary School provides one-on-one instructional assistance during each reading and math lesson for EL students during the regular school day. This is a continuation program from prior school years. During the 2016-2017 year, after school tutoring will be available as well as the day program for EL students.

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
Board Presentation Update on Implementation, January 2016	Updated the board members and the public as to the implementation and expenditures of monies.
Public LCAP(Parents, Classified Staff, Certificated Staff, Principal) Meeting- January 22, 2016	Update on the implementation of the LCAP plan. Input was sought from parents, staff and community members present in order to establish new goals to align with state priorities.
Site Council Meeting/LCAP(Parents, Classified Staff, Certificated Staff,	Update on the implementation of the LCAP plan. Input was sought from

Principal) update-February 4, 2016	parents, staff and community members present in order to establish new goals to align with state priorities.
Public LCAP(Parents, Classified Staff, Certificated Staff, Principal) Meeting-February 10, 2016	Update on the implementation of the LCAP plan. Input was sought from parents, staff and community members present in order to establish new goals to align with state priorities.
Site Council/LCAP(Parents, Classified Staff, Certificated Staff, Principal) Meeting-February 17, 2016	Review our school needs and determine actions and services to improve student achievement. Review the previous actions and services and make decisions as to whether to keep them or provide new ones.
Staff/LCAP(Classified Staff Certificated Staff, Principal) Meeting-February 23, 2016	Rewrite goals to encompass each of the state priorities and review needed actions and services to align to the new goals.
Teacher LCAP(Certificated Staff, Principal) Meeting-March 1, 2016	Continue the process of refining the LCAP plan and needed actions and services. Made plans to send out a parent survey as part of the needs assessment for LCAP
Teacher LCAP(Certificated Staff, Principal) Meeting-March 8, 2016	Continue the process of refining the LCAP plan and needed actions and services. Discussion regarding the role and responsibilities of the Instructional Coach/Facilitator.
Teacher Meeting/LCAP(Certificated Staff, Principal) -March 22, 2016	Continue the process of refining the LCAP plan and needed actions and services. Review parent survey results and incorporate several of the suggestions and feedback gathered from parent surveys.
School Site Council/LCAP(Parents, Classified Staff, Certificated Staff, Principal)-April 25, 2016	Review the draft version of the LCAP plan. All attendees were provided with a draft copy of the LCAP to review and provide follow feed back.
Teacher Meeting/LCAP(Certificated Staff, Principal)-May 3, 2016	Review goal one with the actions and services. Extensive discussion on what metrics will be utilized to analyze progress monitoring throughout the year.
Parent Surveys sent out March, 2016-50 responses received	Review parent survey results and incorporate several of the suggestions and feedback gathered from parent surveys. Clarified perception of school climate. Address needs of parent communication.
A discussion with a cross age group of students was held on June 1, 2016	Discussion was held and students provided input to be considered for future LCAP actions and services. Students felt that additional professional development in the area of Physical Education for staff would be good. Students also wanted continued training so teachers could provide additional project based learning. Technology should be updated on a regular basis.
Site Council Meeting was held on June 6, 2016 comprising of 5 teachers, 4	The site council reviewed the LCAP plan and found it to be satisfactory. The

<p>parents, 2 classified staff and 1 community member</p> <p>Public Hearing for 2016-17 LCAP held on:</p> <p>Board Meeting for 2016-17 LCAP submitted for Board approval on:</p>	<p>only addition was adding the additional intervention supports of ThinkCerca and Lexia which will be paid using Title 1 funds and aligns with the Single Plan for Student Achievement.</p>
<p>Annual Update:</p> <p>Board Presentation Update on Implementation, January 2016</p> <p>Public LCAP(Parents, Classified Staff, Certificated Staff, Principal) Meeting- January 22, 2016</p> <p>Site Council Meeting/LCAP(Parents, Classified Staff, Certificated Staff, Principal) update-February 4, 2016</p> <p>Board Presentation Update on Implementation, January 2016</p> <p>Board Update on LCAP Annual Update--November 2015</p>	<p>Annual Update:</p> <p>Updated the board members and the public as to the implementation and expenditures of monies, no impact to the LCAP.</p> <p>Update on the implementation of the LCAP plan. Input was sought from parents, staff and community members present in order to establish new goals to align with state priorities.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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:	Johnstonville School will implement the California State Standards (CSS) for every student with instruction provided by a highly qualified credentialed teacher within a broad course of study.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	<p>Needs:</p> <p>Priority 1:</p> <ol style="list-style-type: none"> 1. recruit and retain high quality credentialed teachers 2. ensure that 100% of classrooms have sufficient instructional materials as demonstrated by Williams Act 3. ensure facilities are maintained at a good to exemplary status as measured by Facilities Inspection Tool(FIT) <p>Priority 2:</p> <ol style="list-style-type: none"> 1. all lessons taught will use the CA State Standards using differentiated instruction to enable all students to access the standards and curriculum 2. teachers will be provided PD in all core content areas <p>Priority 7:</p> <ol style="list-style-type: none"> 1. students will have access to a broad course of study including music, technology, foreign language, and other electives at secondary level 2. students will have access to additional core academic supports through tiered intervention <p>Metric:</p> <p>High Quality Educator Report(Teachers and Paraprofessionals)</p> <p>Staffing report</p> <p>Williams Act document</p> <p>Facility Inspection Tool</p> <p>State adopted materials and locally adopted materials aligned to CA State Standards</p> <p>Teacher professional development data</p> <p>Course analysis on enrollment and data</p> <p>data from tiered intervention for core academic areas</p>		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	Johnstonville Elementary School ----- All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Priority 1: Basic</p> <ul style="list-style-type: none"> a. District will strive to attain 100% of teachers and staff appropriately assigned and credentialed. b. 100% of our classrooms will continue to have sufficient instructional materials as verified by district board resolution and the Williams report. c. District will continue to have the school in good or exemplary condition as measured by the Facility Inspection Tool(FIT) and Williams report. <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> a. 100% of the lessons taught will use the California State Standards. b. 100% of our teachers will attend California State Standards trainings that include ELA/ELD and Math . c. District will use a needs assessment to gather data on the areas of PD needs. <p>Priority 7: Course Access (Broad Course of Study)</p> <ul style="list-style-type: none"> a. All of our students will have access to visual, performing arts, computer, technology, foreign language, and electives. b. All of our unduplicated pupils will have access to visual, performing arts, computer, technology, foreign language, and electives. c. All of our students with exceptional needs will have access to visual, performing arts, computer, technology, foreign language, and electives.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide up to a \$4000.00 signing stipend per every fully credentialed new hire in order to attract and retain highly qualified teachers	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher stipend 1000-1999: Certificated Personnel Salaries Supplemental \$4,000.00 Fixed costs for teacher stipends 3000-3999: Employee Benefits Supplemental \$682.00
Provide up to 10 years of service credit for new teacher hires	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Potential cost varies. estimate at \$10,000 1000-1999: Certificated Personnel Salaries Base \$10,000.00 Fixed costs for additional salary for highly qualified teachers. 3000-3999: Employee Benefits Base \$1,705.00

Purchase SFA reading materials	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase supplemental SFA materials and supplies in support of SFA 4000-4999: Books And Supplies Base \$9,000.00
Provide professional development in mathematics that is designed to connect teacher knowledge and instructional practice to student achievement outcomes	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000.00
Provide SFA Coaching and Professional Development in reading that is designed to connect teacher knowledge and instructional practice to student achievement outcomes	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SFA coaching for all new teachers and on-going support for all teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$11,250.00
Employ an Academic Coach/Facilitator (1.0 FTE) to support the core academic areas of ELA/ELD, Mathematics, Social Science and Science	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide 1 full-time teacher as Academic Coach/Facilitator 1000-1999: Certificated Personnel Salaries Base \$62,427.00 Fixed costs for Academic Coach/Facilitator 3000-3999: Employee Benefits Base \$24,384.00
Provide professional development in effective instructional practices including classroom management, routines and procedures that is designed to connect	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Provide professional development in effective instructional practices. Professional development will be provided by

teacher knowledge and instructional practice to student achievement outcomes and to "dig" deeper into an understanding of Depth or Knowledge(DOK)		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Superintendent as part of contract. No additional cost \$0.00
Provide access to students in foreign language	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. Rosetta stone purchased in prior year. \$0.00
Alliance for Teacher Excellence (ATE) provided for new teachers to meet their credentialing requirements	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ATE costs. (Formerly BTSA) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$664.00 ATE costs. (Formerly BTSA) 5800: Professional/Consulting Services And Operating Expenditures Base \$2,536.00
Continue to provide a tiered computer based reading intervention. Tier II	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase I-Station, STAR Renaissance and MAP software 4000-4999: Books And Supplies Supplemental \$14,298.00
Purchase state adopted ELA/ELD material and provide ELD specific lessons to all EL students	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Purchase state adopted material 4000-4999: Books And Supplies Base \$15,000.00 Purchase state adopted material 4000-4999: Books And Supplies Supplemental \$15,000.00

		English proficient _ Other Subgroups: (Specify)	
Provide Early Release on Mondays to provide prep time and collaboration time for teachers	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost. \$0.00
Provide technology courses to enhance students use of technology	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase curriculum 4000-4999: Books And Supplies Base \$1,500.00
Provide visual and performing arts to enhance student awareness	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase curriculum 4000-4999: Books And Supplies Base \$1,000.00
Provide electives such as soils science with embedded food crops	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost \$0.00

Repair gutter system on all school structures	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Repairs 4000-4999: Books And Supplies Base \$300.00
School and staff will establish and evaluate annual school goals for student achievement in all core content areas	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
Use of scientifically research-based and evidence-based instructional practices and strategies	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. \$0.00
The district will provide a music appreciation/chorus class each day of the week and provide after school band each Monday.	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Music teacher provided by Lassen Union High School District 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,517.00
Use Thinkcerca and Lexia for additional intervention	district	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Think cerca and Lexia intervention programs 4000-4999:

support	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Books And Supplies Title I \$2,000.00
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<p>Priority 1: Basic</p> <p>a. District will strive to attain 100% of teachers and staff appropriately assigned and credentialed.</p> <p>b. 100% of our classrooms will continue to have sufficient instructional materials as verified by district board resolution and the Williams report.</p> <p>c. District will continue to have the school in good or exemplary condition as measured by the Facility Inspection Tool(FIT) and Williams report.</p> <p>Priority 2: Implementation of State Standards</p> <p>a. 100% of the lessons taught will use the California State Standards.</p> <p>b. 100% of our teachers will attend California State Standards trainings that include ELA/ELD and Math .</p> <p>c. District will use a needs assessment to gather data on the areas of PD needs.</p> <p>Priority 7: Course Access(Broad Course of Study)</p> <p>a. All of our students will have access to visual, performing arts, computer, technology, foreign language, and electives.</p> <p>b. All of our unduplicated pupils will have access to visual, performing arts, computer, technology, foreign language, and electives.</p> <p>c. All of our students with exceptional needs will have access to visual, performing arts, computer, technology, foreign language, and electives.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase SFA reading materials	district wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase supplemental SFA materials and supplies in support of SFA 4000-4999: Books And Supplies Base \$9,000.00

Preview SFA Power Teaching Math and determine need to adopt to support in area of mathematics. Provide professional development in math that is designed to connect teacher knowledge and instructional practice to student achievement outcomes	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase supplemental materials for Power Teaching Math 4000-4999: Books And Supplies Base \$4,000.00 Professional development in support of Power teaching Math 5000-5999: Services And Other Operating Expenditures Base \$9,400.00
Provide SFA Coaching and Professional Development in reading that is designed to connect teacher knowledge and instructional practice to student achievement outcomes	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going support for all teachers 5000-5999: Services And Other Operating Expenditures Base \$9,400.00
Employ an Academic Coach/Facilitator (1.0 FTE) to support the core academic areas of ELA/ELD, Mathematics, Social Science and Science	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 FTE certificated teacher. (partially funded from supplemental funding). 1000-1999: Certificated Personnel Salaries Base \$63,969.00 Fixed costs for teacher. (partially funded from supplemental funding). 3000-3999: Employee Benefits Base \$24,583.00
Provide access to students in foreign language	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. Purchased Rosetta Stone in 2014/15. \$0.00
Alliance for Teacher Excellence (ATE) provided for teachers	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ATE costs. (Formerly BTSA) 5000-5999: Services And Other Operating Expenditures Supplemental \$3,200.00

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to provide a tiered computer based reading intervention. Tier II	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase I-Station, STAR Renaissance and MAP software 4000-4999: Books And Supplies Supplemental \$14,298.00
Use of scientifically research-based and evidence-based instructional practices and strategies	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
School and staff will establish and evaluate annual school goals for student achievement in all core content areas	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
Provide ELD specific lessons to all EL students	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No cost \$0.00

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Priority 1: Basic</p> <ul style="list-style-type: none"> a. District will strive to attain 100% of teachers and staff appropriately assigned and credentialed. b. 100% of our classrooms will continue to have sufficient instructional materials as verified by district board resolution and the Williams report. c. District will continue to have the school in good or exemplary condition as measured by the Facility Inspection Tool(FIT) and Williams report. <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> a. 100% of the lessons taught will use the California State Standards. b. 100% of our teachers will attend California State Standards trainings that include ELA/ELD and Math . c. District will use a needs assessment to gather data on the areas of PD needs. <p>Priority 7: Course Access(Broad Course of Study)</p> <ul style="list-style-type: none"> a. All of our students will have access to visual, performing arts, computer, technology, foreign language, and electives. b. All of our unduplicated pupils will have access to visual, performing arts, computer, technology, foreign language, and electives. c. All of our students with exceptional needs will have access to visual, performing arts, computer, technology, foreign language, and electives.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase SFA reading materials	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase supplemental SFA materials and supplies in support of SFA 4000-4999: Books And Supplies Base \$9,000.00
Provide professional development in math that is designed to connect teacher knowledge and instructional practice to student achievement outcomes	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase supplemental materials for Power Teaching Math 4000-4999: Books And Supplies Base \$4,000.00

Provide SFA Coaching and Professional Development in reading that is designed to connect teacher knowledge and instructional practice to student achievement outcomes	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-going support for all teachers 5000-5999: Services And Other Operating Expenditures Supplemental \$9,400.00
Employ an Academic Coach/Facilitator (1.0 FTE) to support the core academic areas of ELA/ELD, Mathematics, Social Science and Science	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 FTE certificated teacher. 1000-1999: Certificated Personnel Salaries Base \$64,755.00 Fixed costs for teacher. 3000-3999: Employee Benefits Base \$25,915.00
Provide access to students in foreign language	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. Purchased Rosetta Stone in 2014/15. \$0.00
Continue to provide a tiered computer based reading intervention. Tier II	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase I-Station, STAR Renaissance and MAP software 4000-4999: Books And Supplies Supplemental \$14,298.00
Use of scientifically research-based and evidence-based instructional practices and strategies	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No cost \$0.00

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
School and staff will establish and evaluate annual school goals for student achievement in all core content areas	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
Provide ELD specific lessons to all EL students	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00

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

GOAL 2:	Johnstonville School will utilize a rigorous and challenging educational program to increase proficiency in core academic areas and provide every student a broad course of study so they will be college and career ready.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	Need: Priority 4: A percentage of our students are below grade level in ELA, Science, Social Studies, and Mathematics. Priority 8: Students need to achieve passing grades in all required subject areas Metric: MAP, I-Station, STAR Reading & Math District Assessments State Assessments NWEA MAP assessments Weekly Classroom Observation Protocol English Learner enrollment and data School demographics Weekly written objectives SFA solutions and component team meeting summaries Approved written curriculum and pacing guides Student grades		
Goal Applies to:	Schools:	Johnstonville Elementary School <hr/> Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Pupil Outcomes:</p> <p>Priority 4: Pupil Achievement</p> <p>a. Performance on Standardized tests: Since two years of data is needed to determine growth targets, the 2014-15 and 2015-16 CAASPP ELA and Math scores will be used to determine targets.</p> <p>b. Score on Academic Performance Index: Multiple measure replacement for the API under development.</p> <p>c. % of pupils that are college and career ready: Not relevant since we are a K-8 district.</p> <p>d. English Proficiency: Our measurable outcome is that their language proficiency level will increase by one each school year. During the 2015-16 school year our English Proficiency rate was 28%.</p> <p>e. EL reclassification rate: Continue to increase the number of English learners that are reclassified.</p> <p>f. Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 district.</p> <p>g. Share of students participating in the Early Assessment Program (EAP): Not relevant since we are a K-8 district.</p> <p>Priority 8: Other Pupil Outcomes in a Broad Course of Study</p> <p>a. The percentage of 8th grade students eligible for enrollment in an A-G four year, academic high school plan at the end of 8th grade will increase by 3% annually.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide differentiated instruction and the use of a multi-tiered system of support	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00
Provide additional support through focused learning and intervention groups	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund part of 2 reading paraprofessionals to provide focused learning groups. 2000-2999: Classified Personnel Salaries Supplemental \$10,025.00 Fixed costs for part of 2 reading paraprofessionals 3000-3999: Employee Benefits Supplemental \$1,070.00
Provide additional academic support using I-Station and	district	<input checked="" type="checkbox"/> All	Cost of I-station included in Goal 1 \$0.00

Khan Academy	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide ELD specific instruction daily for EL students	district wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00
Provide enhanced coursework online through programs such as BYU or Fuel Education	district wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Estimated enrollment costs 4000-4999: Books And Supplies Supplemental \$2,500.00
Provide access and use of Interim CAASPP Assessment System	district wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase of 2 laptop carts and additional wireless capability in prior years. No current year cost. \$0.00
Provide a focus on problem-solving and data-based decision-making for EL students in a PLC conducted monthly to ensure academic progress and create an action plan	district wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners	Part of monthly meetings. No cost \$0.00

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide a focus on problem-solving and data-based decision-making for students with a disability in a PLC conducted monthly to ensure academic progress and create an action plan	district wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>students with disabilities</u>	Part of monthly meetings. No cost \$0.00
Provide a focus on problem-solving and data-based decision-making for homeless and foster youth in a PLC conducted monthly to ensure academic progress and create an action plan	district wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Homeless</u>	Part of monthly meetings. No cost \$0.00
Provide academic support through the use of paraprofessionals after the school day on early release Mondays	district wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Pupil Outcomes:</p> <p>Priority 4: Pupil Achievement</p> <p>a. Performance on Standardized tests: 2016-2017 school year data from CAASPP will increase by 10% in ELA and by 5% in Mathematics.</p> <p>b. Score on Academic Performance Index: Multiple measure replacement for the API under development.</p> <p>c. % of pupils that are college and career ready: Not relevant since we are a K-8 district.</p> <p>d. English Proficiency: Our measurable outcome is that their language proficiency level will increase by one each school year. During the 2015-16 school year our English Proficiency rate was 28%.</p> <p>e. EL reclassification rate: Continue to increase the number of English learners that are reclassified.</p> <p>f. Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 district.</p> <p>g. Share of students participating in the Early Assessment Program (EAP): Not relevant since we are a K-8 district.</p> <p>Priority 8: Other Pupil Outcomes in a Broad Course of Study</p> <p>a. The percentage of 8th grade students eligible for enrollment in an A-G four year, academic high school plan at the end of 8th grade will increase by 3% annually.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide differentiated instruction and the use of a multi-tiered system of support	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00
Provide additional support through focused learning and intervention groups	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund part of 2 reading paraprofessionals to provide focused learning groups. 2000-2999: Classified Personnel Salaries Supplemental \$10,429.00 Fixed costs for part of 2 reading paraprofessionals 3000-3999: Employee Benefits Supplemental \$1,113.00
Provide additional academic support using I-Station and Khan Academy	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Cost of I-station included in Goal 1 \$0.00

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide ELD specific instruction daily for EL students	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00
Provide enhanced coursework online through programs such as BYU or Fuel Education	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Estimated enrollment costs 4000-4999: Books And Supplies Supplemental \$2500.00
Provide access and use of Interim CAASP Assessment System	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of 2 laptop carts and additional wireless capability in prior years. No current year cost. \$0.00
Provide a focus on problem-solving and data-based decision-making for students with a disability in a PLC conducted monthly to ensure academic progress and create an action plan	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Part of monthly meetings. No cost \$0.00

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with a disability	
Provide a focus on problem-solving and data-based decision-making for homeless and foster youth in a PLC conducted monthly to ensure academic progress and create an action plan	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Part of monthly meetings. No cost \$0.00
Provide academic support through the use of paraprofessionals after the school day on early release Mondays	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Pupil Outcomes:</p> <p>Priority 4: Pupil Achievement</p> <p>a. Performance on Standardized tests: 2017-2018 school year data from CAASPP will increase by 10% in ELA and by 5% in Mathematics.</p> <p>b. Score on Academic Performance Index: Multiple measure replacement for the API under development.</p> <p>c. % of pupils that are college and career ready: Not relevant since we are a K-8 district.</p> <p>d. English Proficiency: Our measurable outcome is that their language proficiency level will increase by one each school year. During the 2015-16 school year our English Proficiency rate was 28%.</p> <p>e. EL reclassification rate: Continue to increase the number of English learners that are reclassified.</p> <p>f. Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 district.</p> <p>g. Share of students participating in the Early Assessment Program (EAP): Not relevant since we are a K-8 district.</p> <p>Priority 8: Other Pupil Outcomes in a Broad Course of Study</p> <p>a. The percentage of 8th grade students eligible for enrollment in an A-G four year, academic high school plan at the end of 8th grade will increase by 3% annually.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide differentiated instruction and the use of a multi-tiered system of support	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00
Provide additional support through focused learning and intervention groups	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Fund part of 2 reading paraprofessionals to provide focused learning groups. 2000-2999: Classified Personnel Salaries Supplemental \$10,840.00 Fixed costs for part of 2 reading paraprofessionals 3000-3999: Employee Benefits Supplemental \$1,157.00
Provide additional academic support using I-Station and Khan Academy	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Cost of I-station included in Goal 1 \$0.00

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide ELD specific instruction daily for EL students	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00
Provide enhanced coursework online through programs such as BYU or Fuel Education	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Estimated enrollment costs 4000-4999: Books And Supplies Supplemental \$2500.00
Provide access and use of Interim CAASPP Assessment System	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of 2 laptop carts and additional wireless capability in prior years. No current year cost. \$0.00
Provide a focus on problem-solving and data-based decision-making for students with a disability in a PLC conducted monthly to ensure academic progress and create an action plan	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Part of monthly meetings. No cost \$0.00

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with a disability	
Provide a focus on problem-solving and data-based decision-making for homeless and foster youth in a PLC conducted monthly to ensure academic progress and create an action plan	district wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Part of monthly meetings. No cost \$0.00
Provide academic support through the use of paraprofessionals after the school day on early release Mondays	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilizing current staff. No additional cost. \$0.00

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

GOAL 3:	3. Johnstonville School will provide a safe, bully free, and effective learning environment for every student by engaging parents, students, and staff through increased teacher-parent and school-parent communication and participation.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	There is a need: 1. increase parent and community involvement at SSC and other meetings, functions and events. 2. increase participation of parents with special needs at school meetings, functions, and events. 3. increase EL parents participation at school meetings, functions and events. 4. increase parent involvement in parent education training classes. 5. increase school wide PBIS & Getting Along Together. 6. increase counseling/social emotional services for students and families 7. decrease office referrals for student behavior 8. there is a need to reduce students that are chronically absent Metrics: Agendas and sign in documents Office Referrals Suspension & expulsion rates Parent/student surveys FIT reports	
Goal Applies to:	Schools: Johnstonville Elementary School Applicable Pupil Subgroups: All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Engagement:</p> <p>Priority 3: Parent Involvement</p> <ul style="list-style-type: none"> a. Increase the percentage of parents attending school functions and other participation by at least 10% as measured by attendance records, etc at school function. b. Increase the percentage of EL parents participating at school functions/meetings. c. Increase the percentage of parents of students with special needs participating in school functions and meetings. <p>Priority 5: Student Engagement</p> <ul style="list-style-type: none"> a. Student attendance rates will increase from 94% to 95%. b. Students that are chronically absent will be reduced by 3% from the current 13.18%.. c. Middle school dropout rates will continue to be 0% from the current 0%. d. High school dropout rate--Not relevant since we are a K-8 district. e. High school graduation rate-Not relevant since we are a K-8 district. <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> a. We will reduce the student suspension rate by 10%. b. We will continue to have an expulsion rate of 0%. c. We will increase the feeling of safety and security as measured by Parent/Student surveys and the California Healthy Kids Survey. d. Reduce need for office referrals by 10% as compared to last years total number
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Positive Behavior Intervention and Supports for all students	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PBIS purchased through Lassen COE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000.00
Provide school-based social emotional counseling for general education students	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 day of General Education counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000.00

		(Specify)	
Connect students, parents and families to community agencies	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. \$0.00
Survey students, parents and staff two times per year to determine level of safety and security on school campus	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost.
Provide positive incentives for increased student attendance	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Minimal cost for incentives. 4000-4999: Books And Supplies Supplemental \$1,000.00
Provide positive rewards through use of the Grizzly Store at least four times per year	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Grizzly store items 4000-4999: Books And Supplies Supplemental \$1000.00

Provide parent training and education to increase student success and increase parent participation	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. \$0.00
Provide "second cup of coffee" to increase parent engagement at morning drop off	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Coffee and snacks 4000-4999: Books And Supplies Supplemental \$100.00
Mail out attendance letters when students reach 10% absences on a monthly basis and increase use of SARB	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Postage 4000-4999: Books And Supplies Base \$250.00
Provide a staffing schedule to maintain effective supervision and safety of playgrounds, bathrooms, and cafeteria	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Current staff will be utilized. No additional cost. \$0.00
Increase participation of all parents at school related functions by using a variety of strategies: Thursday folders, blackboard, personal calls and email, website	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Minimal cost \$0.00

announcements		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide use of class dojo or similar strategy to increase student engagement and communicate with parents	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. \$0.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Engagement:</p> <p>Priority 3: Parent Involvement</p> <ul style="list-style-type: none"> a. Increase the percentage of parents attending school functions and other participation by at least 10% as measured by attendance records, etc at school function. b. Increase the percentage of EL parents participating at school functions/meetings. c. Increase the percentage of parents of students with special needs participating in school functions and meetings. <p>Priority 5: Student Engagement</p> <ul style="list-style-type: none"> a. Student attendance rates will increase from 95% to 96%. b. Students that are chronically absent will be reduced by 3%. c. Middle school dropout rates will continue to be 0% from the current 0%. d. High school dropout rate--Not relevant since we are a K-8 district. e. High school graduation rate-Not relevant since we are a K-8 district. <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> a. We will reduce the student suspension rate by 10%. b. We will continue to have an expulsion rate of 0%. c. We will increase the feeling of safety and security as measured by Parent/Student surveys and the California Healthy Kids Survey. d. Reduce need for office referrals by 10% as compared to prior years total number
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Positive Behavior Intervention and Supports for all students	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PBIS purchased through Lassen COE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000.00
Provide school-based social emotional counseling for general education students	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 day of General Education counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$16,000.00

		(Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Connect students, parents and families to community agencies	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
Survey students, parents and staff two times per year to determine level of safety and security on school campus	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
Provide positive incentives for increased student attendance	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Minimal cost for incentives. 4000-4999: Books And Supplies Supplemental \$1,000.00

Provide positive rewards through use of the Grizzly Store at least four times per year	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Grizzly store items 4000-4999: Books And Supplies Supplemental \$1000.00
Provide parent training and education to increase student success and increase parent participation	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. \$0.00
Provide "second cup of coffee" to increase parent engagement at morning drop off	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Coffee and snacks 4000-4999: Books And Supplies Supplemental \$100.00
Mail out attendance letters when students reach 10% absences on a monthly basis and increase use of SARB	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Postage 4000-4999: Books And Supplies Base \$250.00
Increase participation of all parents at school related functions by using a variety of strategies: Thursday folders, blackboard, personal calls and email, website	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Minimal cost \$0.00

announcements		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide use of class dojo or similar strategy to increase student engagement and communicate with parents	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
Provide a staffing schedule to maintain effective supervision and safety of playgrounds, bathrooms, and cafeteria	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Current staff will be utilized. No additional cost. \$0.00
Provide a staffing schedule to maintain effective supervision and safety of playgrounds, bathrooms, and cafeteria	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Current staff will be utilized. No additional cost.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Engagement:</p> <p>Priority 3: Parent Involvement</p> <ul style="list-style-type: none"> a. Increase the percentage of parents attending school functions and other participation by at least 10% as measured by attendance records, etc at school function. b. Increase the percentage of EL parents participating at school functions/meetings. c. Increase the percentage of parents of students with special needs participating in school functions and meetings. <p>Priority 5: Student Engagement</p> <ul style="list-style-type: none"> a. Student attendance rates will increase from 96% to 97%. b. Students that are chronically absent will be reduced by 3%. c. Middle school dropout rates will continue to be 0% from the current 0%. d. High school dropout rate--Not relevant since we are a K-8 district. e. High school graduation rate-Not relevant since we are a K-8 district. <p>Priority 6: School Climate</p> <ul style="list-style-type: none"> a. We will reduce the student suspension rate by 10%. b. We will continue to have an expulsion rate of 0%. c. We will increase the feeling of safety and security as measured by Parent/Student surveys and the California Healthy Kids Survey. d. Reduce need for office referrals by 10% as compared to prior year total number
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Positive Behavior Intervention and Supports for all students	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PBIS purchased through Lassen COE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000.00
Provide school-based social emotional counseling for general education students	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1 day of General Education counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$17,000.00

		(Specify)	
Connect students, parents and families to community agencies	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
Survey students, parents and staff two times per year to determine level of safety and security on school campus	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost \$0.00
Provide positive incentives for increased student attendance	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Minimal cost for incentives. 4000-4999: Books And Supplies Supplemental \$1,000.00
Provide positive rewards through use of the Grizzly Store at least four times per year	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Grizzly store items 4000-4999: Books And Supplies Supplemental \$1000.00

Provide parent training and education to increase student success and increase parent participation	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost. \$0.00
Provide "second cup of coffee" to increase parent engagement at morning drop off	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Coffee and snacks 4000-4999: Books And Supplies Supplemental \$100.00
Mail out attendance letters when students reach 10% absences on a monthly basis and increase use of SARB	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Postage 4000-4999: Books And Supplies Base \$250.00
Increase participation of all parents at school related functions by using a variety of strategies: Thursday folders, blackboard, personal calls and email, website announcements	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Minimal cost \$0.00
Provide use of class dojo or similar strategy to increase student engagement and communicate with parents	district wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No cost \$0.00

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide a staffing schedule to maintain effective supervision and safety of playgrounds, bathrooms, and cafeteria	district wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Current staff will be utilized. No additional cost. \$0.00
Provide a staffing schedule to maintain effective supervision and safety of playgrounds, bathrooms, and cafeteria	district wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Current staff will be utilized. No additional cost. \$0.00

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase proficiency in student academic performance in the core areas of English language Arts (reading & writing), science, social studies, and mathematics. Ensure that all students have access to curriculum, books, materials and other resources as identified in the Williams Act. (Unduplicated students) CCSS, PA, OSO		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Johnstonville Elementary School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1) Continue with the implementation of the SFA program and math program. 2) Assess all students using the MAP assessment in reading, language usage, mathematics, and science (appropriate grade levels). 2a) All Students - MAP - Spring = 58%; Reading proficient; 40% Math proficient; 2b) Free & Reduced: Reading 38% proficient; Math 31% proficient; 2c) 3rd Grade: Reading 56% proficient; 2d) 8th Grade Reading 67% proficient. 3) Assess all students using STAR District assessment for proper placement in reading and to extend and intervene academically. 3a) All Students - STAR - June = Reading 75% proficient; Math 62% proficient 3b) Free & Reduced: Reading 62% proficient; Math 68% proficient 4) Greater focus on the implementation of effective instructional practices with an emphasis on formative assessment and student engagement. 5) Include a coaching/mentoring model with the adoption of the new CCSS curriculum and materials in ELA and mathematics. Continuation of the "Getting Along Together" curriculum.	Actual Annual Measurable Outcomes:	Priority 2: Implementation of State Standards a. 100% of the lessons taught use the California State Standards. We currently have 100% of our teachers using California State Standards based lessons. b. 80% of our teachers have attended California State Standards training that include the ELA/ELD standards. Priority 4: Pupil Achievement a. Performance on Standardized test: 2015 CAASP data: English Language Arts: Grade 3: 28% met or exceeded Grade 4: 20% met or exceeded Grade 5: 37% met or exceeded Grade 6: 25% met or exceeded Grade 7: 48% met or exceeded Grade 8: 39% met or exceeded Mathematics: Grade 3: 8% met or exceeded Grade 4: 24% met or exceeded Grade 5: 15% met or exceeded Grade 6: 25% met or exceeded Grade 7: 45% met or exceeded Grade 8: 30% met or exceeded b. Score on Academic Performance Index: Multiple measure replacement for the API under development. c. % of pupils that are college and career ready: Not relevant since we are a K-8 district. d. English Proficiency: Our measureable outcome is that their language proficiency level will increase by one level each school

6) Develop and adopt guides and curriculum will support teachers teaching accordingly.

7) A coach/mentor and an administrator will be better able to monitor the progress of the implementation of the CCSS and the New Generation Science Standards.

8) State Assessment

8a) Spring CST English Language Arts: 3rd Grade = 15% proficient; 8th Grade = 40% proficient

8b) Spring CST Mathematics: 3rd Grade = 37% proficient; 8th Grade = 44% proficient

9) API: = 781 ; Non-Weighted 3-year API Average = 788

year. This year 100% of our EL students grew by one level.

e. EL reclassification rate: Our rate of reclassified EL students will increase by 25% compared to this years 0%.

f. Share of students that pass AP exams: Not relevant since we are a K-8 district.

g. Share of students participating in the Early Assessment Program: Not relevant since we are a K-8 district.

Other Assessment Data:

English Language Arts school-wide NWEA MAP (winter): 50% at national norm (percentages at grade level by national norm)

K=61%

1st=61%

2nd=29%

3rd=36%

4th=50%

5th=55%

6th=44%

7th=34%

8th=80%

Mathematics school-wide NWEA MAP (winter): 50% at national norm (percentages at grade level by national norm)

K=66.6%

1st=61.1%

2nd=23.8%

3rd=30.7%

4th=27.7%

5th=42.8%

6th=30%

7th=20.8%

8th=68%

I Station March, 2016 English Language Arts: School-wide: 75% on grade level

K=94%

1st=70%

2nd=71%

3rd=76%

4th=100%

5th=70%

6th=69%

7th=52%

8th=80%

STAR Math-Quarter 3: 65.3% at or above grade level

			Priority 8: Other Pupil Outcomes The percentage of 8th grade students eligible for enrollment in an A-G four-year, academic high school plan at the end of 8th grade this year is at 92.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase additional CCSS and other curricular materials (textbook & resources) (Unduplicated students) CCSS	Textbook and supplemental material. 4000-4999: Books And Supplies Base \$3,000.00	Action Met: Purchase additional CCSS and other curricular materials (textbooks & resources for SFA local adoption and ELA/ELD State-adopted curriculum.	Additional Math textbooks to ensure each student has access to all textbooks 4000-4999: Books And Supplies Lottery \$1,590.00
			Additional science books and social studies books purchased to ensure each student has access to textbooks 4000-4999: Books And Supplies Lottery \$2,024.00
			Additional supplemental materials purchased in support of the Success for All Program 4000-4999: Books And Supplies Base \$1,870.00
			Professional Development for SFA teachers 5000-5999: Services And Other Operating Expenditures Base \$2,000.00
Scope of Service district wide		Scope of Service district 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)	
Continue to provide a flexible math grouping for	No cost. \$0	Action Not Met: This action and service was found to be ineffective in the prior	No Cost. \$0

students similar to reading. Accelerate and remediate students in mathematics. (Unduplicated students) CCSS		year so was not continued.	
<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>-----</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>X All</div> <div>-----</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
Continue to provide a tiered computer-based reading intervention. Tier II (Unduplicated students) CCSS	<div>Purchase I-Station, STAR Renaissance and MAP software. 4000-4999: Books And Supplies Base \$14,298</div> <div>Year 3 of Success For All Implementation. 4000-4999: Books And Supplies Base \$2,000.00</div>	Action Met: Continue to provide a Multi-Tiered System of Support using a tiered computer-based reading intervention as well as teacher driven tiered focus groups to provide additional student support.	<div>Purchase I-Station, STAR and MAP for assessment. 4000-4999: Books And Supplies Base \$14,298.00</div> <div>Technology cost for 3rd year implementation of SFA 5000-5999: Services And Other Operating Expenditures Base \$1,000.00</div>
<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>-----</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>		<div>X All</div> <div>-----</div> <div>OR:</div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div>	
Continue to contract with a professional services provider to support teacher learning of effective instructional practice for the implementation of the CCSS. (Unduplicated students) CCSS	Purchase professional development services. 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000.00	Action Met: Continue to contract with professional service providers (SFA Coaches & Teach4Success) to support teacher learning of effective instructional practices, student engagement, and deeper level	Effective Instructional Practices Training for all staff. 5000-5999: Services And Other Operating Expenditures Other \$16,132.00

		questioning for the implementation of the the CCSS. (Unduplicated students)	
<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Create a calendar for professional development and collaboration to analyze student data and meet as SFA teams. (Unduplicated students) CCSS	Collaboration time. Substitute pay. Teacher stipends for SFA. 1000-1999: Certificated Personnel Salaries Base \$2,395.00 Fixed costs for certificated pay. 3000-3999: Employee Benefits Base \$362.00	Action Met: Create a calendar for professional development and collaboration to analyze student data and meet as SFA teams. (Unduplicated students) CCSS	No cost. \$0
<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Continue to employ an Academic Coach to support the SFA program and the mathematics implementation. (Unduplicated students) CCSS	1 FTE certificated teacher.(partially funded from supplemental funding). 1000-1999: Certificated Personnel Salaries Supplemental \$18,672 Benefits and Fixed costs for certificated. 3000-3999: Employee Benefits Supplemental \$7,766	Action Met: Continue to employ an instructional coach/facilitator half time to support SFA adoption.	Academic Coach/Facilitator partial 1000-1999: Certificated Personnel Salaries Supplemental \$18,672.00 Academic Coach/Facilitator benefits and fixed costs 3000-3999: Employee Benefits Supplemental \$7,766.00 Academic Coach/Facilitator partial

	1 FTE certificated teacher.(partially funded from base funding). 1000-1999: Certificated Personnel Salaries Base \$33,196 Benefits and Fixed costs for certificated. (partially funded from base funding). 3000-3999: Employee Benefits Base \$13,806		1000-1999: Certificated Personnel Salaries Base \$33,196.00 Academic Coach/Facilitator benefits and fixed costs 3000-3999: Employee Benefits Base \$13,806.00
Scope of Service district wide X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service district wide X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to provide for student academic supports (summer school, before/after school tutoring, intervention classes). (Unduplicated students). CCSS	Learning materials. 4000-4999: Books And Supplies Supplemental \$6,000 Teacher stipend. 1000-1999: Certificated Personnel Salaries Supplemental \$2,000 Fixed costs for teacher stipend. 3000-3999: Employee Benefits Supplemental \$302	Action partially Met: Tutoring and intervention classes were utilized throughout the year.	Purchased learning materials to support Special Education Resource teacher. 4000-4999: Books And Supplies Base \$500 Implement focus groups throughout the school day. No cost \$0
Scope of Service district wide X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service district wide X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Increase the number of teacher-parent communications pertaining to student success and the implementation of the CCSS. CCSS	No cost. Completed after school. \$0	Action Met: Continue to increase and improve school to home and home to school communications to increase student success and parent engagement.	No cost. Completed after school.
<div>Scope of Service</div> <div>district wide</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>district wide</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
In order to attract and retain new teachers to the district the district will provide beginning mentoring/supporting services (Beginning Teacher Support & Assessment) program. CCSS.	BTSA costs. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,625 BTSA costs 5800: Professional/Consulting Services And Operating Expenditures Base \$5,019	Action Met: All teachers will be provided effective professional development in curriculum implementation, student engagement, and effective instructional practices.	Pay for BTSA for 2 teachers. 5000-5999: Services And Other Operating Expenditures Base \$5,019.00 Pay for BTSA for 2 teachers. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,625.00
<div>Scope of Service</div> <div>district wide</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>district wide</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Create a solid collaboration with local agencies to provide academic support of our foster youth students.	No cost. \$0	Action Not Met: Continue to create a collaboration with local agencies to provide academic and social-emotional support for our students.	No cost. \$0

Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>For the 2016-2017 school year Goal 1 will be rewritten to align with Conditions of Learning (Priorities 1, 2, and 7): New Goal 1: Johnstonville School will implement the California State Standards (CSS) for every student with instruction provided by a highly qualified credentialed teacher within a broad course of study.</p> <p>Conditions for Learning:</p> <p>Priority 1: Basic</p> <ul style="list-style-type: none"> a. District will strive to attain 100% of teachers and staff appropriately assigned and credentialed. b. 100% of our classrooms will continue to have sufficient instructional materials as verified by district board resolution and the Williams report. c. District will continue to have the school in good or exemplary condition as measured by the Facility Inspection Tool(FIT) and Williams report. <p>Priority 2: Implementation of State Standards</p> <ul style="list-style-type: none"> a. 100% of the lessons taught will use the California State Standards. b. 100% of our teachers will attend California State Standards trainings that include ELA/ELD and Math . c. District will use a needs assessment to gather data on the areas of PD needs. <p>Priority 7: Course Access(Broad Course of Study)</p> <ul style="list-style-type: none"> a. All of our students will have access to visual, performing arts, computer, technology, foreign language, and electives. b. All of our unduplicated pupils will have access to visual, performing arts, computer, technology, foreign language, and electives. c. All of our students with exceptional needs will have access to visual, performing arts, computer, technology, foreign language, and electives. <p>Actions and Services for Goal 1 have been met for the 2015-2016 school year.</p> <p>New Actions/Services:</p> <ul style="list-style-type: none"> 1. Purchase additional curricular materials to support local SFA adoption and and another ELA/ELD state adopted curriculum that is in process of being selected. 2. Continue and expand our contracting with professional service providers to support curriculum, effective teaching practices, and student engagement. 3. Provide a full time instructional coach/facilitator to support ELA/ELD, Math, Social Studies, and Science. 		

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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.

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:	Provide a safe and bully-free campus. SC, BS		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Johnstonville Elementary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1) Safer environment utilizing follow up investigations through interviews and monitoring of the camera tapes. 2) Suspension Rate: 2.0% (CDE) Expulsion Rate: 0.0% Truancy Rate: 0.0% Unexcused Absences: 155 Excessive Absences: 9.0% 3) FIT Report : Good		Actual Annual Measurable Outcomes:	Priority 1: Basic a. 100% of the district's teachers and staff are appropriately assigned. Currently 77.7% of classes in core academic subjects are taught by highly qualified teachers. b. 100% of our classrooms have sufficient instructional materials as verified by a district board resolution and Williams report. c. District has 100% of the school in good or exemplary condition as measured by the Facility Inspection Tool (FIT) and Williams report. Priority 6: School Climate a. The suspension rate is 0.0345%. b. The expulsion rate is 0%. c. The school has a feeling of safety as measured by parent and student surveys.
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue implementation of a plan for facilities upgrade to ensure safety. See summer project list and the latest FIT inspection report. SC & BS	Deferred Maintenance Monies 5000-5999: Services And Other Operating Expenditures Other \$2,000	Action Met: 1. Continued use of the Facility Inspection Tool to ensure that facility is maintained properly. 2. Develop an ongoing project list during school year and a summer project list to maintain and improve facility.	Paint and paint supplies to re-paint most areas of the school 4000-4999: Books And Supplies Base \$2,480.00 Signs for safety 4000-4999: Books And Supplies Base \$125.00	

<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>	
Complete any additional upgrades of facilities to ensure safety. SC & BS	Deferred maintenance monies. 6000-6999: Capital Outlay Other \$8,000	Action Met: Complete any upgrades to facilities to improve efficiency and ensure safety.	Purchase new lighting system for gym. 6000-6999: Capital Outlay Other \$34,000
<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>	
Continue implementation of positive culture programs (e.g. bullying prevention, restorative justice, positive behavior interventions & supports).SC	Purchase additional PBIS materials. 4000-4999: Books And Supplies Supplemental \$250	Action Ongoing: Continue and expand implementation of positive school culture (e.g. bullying prevention, restorative justice, positive behavior interventions and supports).	Purchase materials for the Grizzly Store which provides positive reinforcement for good behavior 4000-4999: Books And Supplies Base \$500.00
<div>Scope of Service</div> <div></div>		<div>Scope of Service</div> <div></div>	
<div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English</div> </div>		<div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> </div>	

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?	<p>For the 2016-2017 school year Goal 1 will be rewritten to align with Pupil Outcomes (Priorities 4 and 8):</p> <p>New Goal 2: Johnstonville School will utilize a rigorous and challenging educational program to increase proficiency in core academic areas and provide every student a broad course of study so they will be college and career ready.</p> <p>Pupil Outcomes:</p> <p>Priority 4: Pupil Achievement</p> <p>a. Performance on Standardized tests: 2015-2016 school year data from CAASPP will increase by 10% in both ELA and Mathematics.</p> <p>b. Score on Academic Performance Index: Multiple measure replacement for the API under development.</p> <p>c. % of pupils that are college and career ready: Not relevant since we are a K-8 district.</p> <p>d. English Proficiency: Our measureable outcome is that their language proficiency level will increase by one each school year. This year 28% of our EL students grew by one level.</p> <p>e. EL reclassification rate: Our rate of reclassified EL students will increase by 10% compared to this year's 28%.</p> <p>f. Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 district.</p> <p>g. Share of students participating in the Early Assessment Program (EAP): Not relevant since we are a K-8 district.</p> <p>Priority 8: Other Pupil Outcomes in a Broad Course of Study</p> <p>a. The percentage of 8th grade students eligible for enrollment in an A-G four year, academic high school plan at the end of 8th grade will increase by 5%.</p>		

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Original GOAL 3 from prior year LCAP:	Transform the current GATE program into a more viable enrichment program offering mini-courses based on student academic proficiency and interest. CCSS, CA, PE		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Johnstonville Elementary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1) On-line Courses: BYU Algebra Course; Spanish Course 2) Extra Academic and Team Building Opportunities: Spelling Bee, Geography Bowl, 6th Grade Team Building, Music/Band Program		Actual Annual Measurable Outcomes:	Priority 2: Implementation of State Standards a. 100% of the lessons taught use the California State Standards. We currently have 100% of our teachers using California State Standards based lessons. b. 80% of our teachers have attended California State Standards training that include the ELA/ELD standards. Priority 5: Pupil Engagement a. Student attendance rate is 94% b. Chronic absenteeism rate is 13.18% c. The middle school dropout rate is at 0%. d. High school cohort dropout rates: Not relevant since we are a K-8 district. e. High school cohort graduation rates: Not relevant since we are a K-8 district. Priority 7: Course Access (Broad Course of Study) a. All of our students have access to visual, performing arts, computer, technology, foreign language, and electives. b. All of our unduplicated pupils have access to visual, performing arts, computer, technology, foreign language, and electives. c. All of our students with exceptional needs have access to visual, performing arts, computer, technology, foreign language, and electives.
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		

<p>Access to specialized programs (academic criteria-based, interest-based). (Unduplicated students) and continue to offer enrichment activities as well as continue support for enrichment activities. CA</p>	<p>Purchase curriculum, materials and supplies. 4000-4999: Books And Supplies Supplemental \$5,183.00</p> <p>Teacher stipends. 1000-1999: Certificated Personnel Salaries Supplemental \$4,360.00</p> <p>Fixed costs for teacher stipends. 3000-3999: Employee Benefits Supplemental \$659.00</p>	<p>Action Met: Provide a music teacher for 1 hour per day to teach chorus to all 4th and 5th grade students and provide band class to 6-8 grade students</p>	<p>Music services provided by Lassen UHSD 5000-5999: Services And Other Operating Expenditures Base \$15,357.00</p> <p>Purchase college courses through BYU for students for additional high school and college readiness. (Creative Writing) 4000-4999: Books And Supplies Base \$1,232.00</p> <p>Provide Rosetta Stone Spanish courses to students. 3 year agreement purchased in 2014/15. 0000: Unrestricted \$0.00</p> <p>Purchase materials for music 4000-4999: Books And Supplies Supplemental \$336.00</p> <p>Geography Bowl, Spelling Bee stipends for teachers 1000-1999: Certificated Personnel Salaries Base \$504.00</p> <p>Fixed costs for Geography Bowl, Spelling Bee stipends for teachers 3000-3999: Employee Benefits Base \$77.00</p> <p>Sixth grade camp team building trip (Stipend for 6th grade teacher) 1000-1999: Certificated Personnel Salaries Base \$500.00</p> <p>Fixed costs for Sixth grade camp team building trip (Stipend for 6th grade teacher) 3000-3999: Employee Benefits Base \$76.00</p>
<p>Scope of Service</p> <p>____ All _____</p> <p>OR:</p> <p>____ Low Income pupils _____</p> <p>____ English Learners _____</p> <p>____ Foster Youth _____</p> <p>____ Redesignated fluent English _____</p>		<p>Scope of Service</p> <p>____ All _____</p> <p>OR:</p> <p>____ Low Income pupils _____</p> <p>____ English Learners _____</p> <p>____ Foster Youth _____</p> <p>____ Redesignated fluent English proficient _____</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For the 2016-2017 school year Goal 3 will be rewritten to align with Engagement(Priorities 3, 5, and 6)</p> <p>New Goal 3: Johnstonville School will provide a safe bully-free, and effective learning environment for every student by engaging parent, students, and staff through increased teacher-parent and school parent communication and participation.</p> <p>Engagement:</p> <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> Increase the percentage of parents attending school functions and other participation by at least 10% as measured by attendance records, etc at school function. Increase the percentage of EL parents participating at school functions/meetings. Increase the percentage of parents of students with special needs participating in school functions and meetings. <p>Priority 5: Student Engagement</p> <ol style="list-style-type: none"> Student attendance rates will increase from 94% to 97%. Student chronic absenteeism will be reduced by 3% from the current 13.18%.. Middle school dropout rates will continue to be 0% from the current 0%. High school dropout rate--Not relevant since we are a K-8 district. High school graduation rate-Not relevant since we are a K-8 district. <p>Priority 6: School Climate</p> <ol style="list-style-type: none"> We will reduce the student suspension rate by 10%. We will continue to have an expulsion rate of 0%. We will increase the feeling of safety and security as measured by Parent/Student surveys and the California Healthy Kids Survey. <p>Actions and Services for this Goal have been met for the 2015-2016 school year.</p> <p>New Actions/Services:</p> <ol style="list-style-type: none"> Provide Positive Behavior Intervention and Supports for all students. Continue and expand services to provide social-emotional counseling services for all students. Continue and expand services to connect students, parents, and families to community agencies. Provide parent education and training to support student success. 		

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

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Original GOAL 4 from prior year LCAP:	Increase teacher-parent communication and school-parent communication. (Unduplicated Students) PI, PE		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Johnstonville Elementary School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1) Increase the number of formal parent conference periods: 4 1a) Presentation quarterly to Site Council and PTSA 1b) Mandated Teacher Communication Logs: 10 Teachers 1c) Implement Thursday Communication Folders (including information on CCSS and State/District testing) and Principal/Superintendent Messages: Weekly 1d) Update Website: Weekly updates to Site 1e) Quarterly Site Council & PTSA Meetings to review and request input on LCAP		Actual Annual Measurable Outcomes:	Priority 3: Parental Involvement a. No baseline has been established for attendance of parents at school functions or events. Parent surveys were mailed out and a total of 50 surveys were returned completed representing 75 current students. This will be the baseline year for this data. b. No baseline data has been established for the participation of EL parents at ELAC or DELAC meetings. c. No baseline data has been established for the participation of parents of students with exceptional needs at school events, meetings, or functions. Currently, parents of students with exceptional meetings have attended every scheduled IEP meeting. Priority 5: Pupil Engagement a. Student attendance rate is 94% b. Chronic absenteeism is 13.18% c. The middle school dropout rate is at 0%. d. High school cohort dropout rates: Not relevant since we are a K-8 district. e. High school cohort graduation rates: Not relevant since we are a K-8 district.
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue maintenance of the school website. (Unduplicated	No cost. \$0	Action Met: Continue maintenance of the school website. (Unduplicated	Refresh website 5000-5999: Services	

students) PI		students) PI	And Other Operating Expenditures Supplemental \$405.00
<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>	
Continue a quarterly teacher-parent conference schedule. Priority is given to unduplicated students.	No cost. \$0	Action Met: Continue a quarterly teacher-parent conference schedule. Priority is given to unduplicated students.	No cost \$0
<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div>	
Continue to provide for counseling services for students and parents.	Contract services. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$13,680	Action Met: Continue to provide social-emotional counseling services to general education and special education students and parents.	Provide general education counselor for 1/2 day per week. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,840.00
<div>Scope of Service</div> <div>district wide</div>		<div>Scope of Service</div> <div>district wide</div>	
<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> </div>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to connect parents and families with community services. (Unduplicated students) PI	No cost. \$0	Action not Met: Continue and expand services to connect parents, students, and families to community agencies. (Unduplicated students) PI	No cost \$0
Scope of Service: district wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: district wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue parent training in decision making and support for their children learning CCSS. (Unduplicated students) PI	Expert training consultant fee. 5800: Professional/Consulting Services And Operating Expenditures Other \$422 Materials and supplies. 4000-4999: Books And Supplies Other \$250	Action not Met: Continue to provide parent education and training to support students. Unduplicated students) PI	Provide 4 parent meetings to assist parents in Special Education law and other parenting classes. 0000: Unrestricted No cost
Scope of Service: <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, There will only be three goals that encompass all of the actions and services. The priorities are addressed in the first three			

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

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:	\$98,106
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The Johnstonville Elementary School District, under the Local Control Funding Formula (LCFF), estimates the Supplemental funding will be approximately \$98,106, to support the 86 unduplicated pupils: 9 English learners, 11 Students with Disabilities, and 85 Low Income, which equals approximately 42.16% unduplicated count districtwide. Currently, there is 1 Foster Youth student and 0 Homeless students. Due to the percentage of unduplicated pupils, this increase of funds will be used on a Districtwide basis to support all students, including the unduplicated population. Johnstonville Elementary School District is dedicated to the goals specified in this LCAP and intends to improve student achievement by targeting all students, including the specified subgroups. The Supplemental funds will be used to implement districtwide services such as: Signing stipends to recruit and retain fully credentialed teachers and training support for both new hires (district adopted materials and Alliance for Teacher Excellence training) as well as training for existing staff (Goal 1). Tiered instructional support and materials for all significant subgroups including new English language development materials (Goal 1). Music instruction and online coursework will be provided to provide a Broad Course of Study for all students, including unduplicated pupils (Goals 1 and 2). Additional support will be provided during focused learning and intervention groups (Goal 2). To increase the engagement of students, parents, and staff, Positive Behavior Intervention and Supports will be provided (Goal 3). To provide school-based social emotional counseling, a Behavioral Counselor will be hired for 1 day per/week (Goal 3). Positive incentives and rewards will be provided to impact daily attendance rates and positive daily behavior (Goal 3). A "Second Cup of Coffee" will be provided to support parent engagement (Goal 3). These Actions/Services will be achieved through base line assessment, formative assessment, blended learning models, and personalized learning experiences. The Johnstonville Elementary School District believes that the services provided in this LCAP are the most effective use of funds to meet the district's Annual Measurable Outcomes for all pupils, including the unduplicated pupils. The above activities and funds will be used to implement districtwide services that are principally directed towards all unduplicated students, with the goal to increase the percentage of students reaching proficiency on the CELDT/ELPAC, CAASPP, and other locally determined measures.

- 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.

6.67	%
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To meet the minimum proportionality percentage, the Johnstonville Elementary School District will need to increase the services for all unduplicated pupils by approximately 6.67%. There are approximately 204 students in the district and 86 students are classified as unduplicated: 85 Low Income, 9 English learners, 11 Students with Disabilities, 1 Foster Youth, and 0 Homeless. Through the community involvement process input was gathered from meetings and surveys on areas of focus for the 2016-17 school year: Signing stipends to recruit and retain fully credentialed teachers and training support for both new hires (district adopted materials and Alliance for Teacher Excellence training) as well as training for existing staff (Goal 1) will be offered during the 2016-17 school year. Tiered instructional support and materials for all significant subgroups including new English language development materials (Goal 1) will be provided. Music instruction and online coursework will be provided to provide a Broad Course of Study for all students, including unduplicated pupils (Goals 1 and 2). Additional instructional supports will be provided during focused learning and intervention groups (Goal 2). To increase the engagement of students, parents, and staff Positive Behavior Intervention and Supports will be provided (Goal 3). Additionally, school-based social emotional counseling, provided from a Behavioral Counselor, will be in place 1 day per/week (Goal 3). Students will have the opportunity to gain positive incentives and rewards which will positively impact daily attendance rates and behavior (Goal 3). A "Second Cup of Coffee" will be provided to support parent engagement (Goal 3). The Johnstonville Elementary School District believes that the services provided in this LCAP are the most effective use of funds, and are principally directed toward increasing/improving services for all its unduplicated pupils. Additionally, these actions/services will support the District in meeting its Annual Measurable Outcomes for all pupils, including the unduplicated pupils. Due to the district's percentage of unduplicated pupils, the minimum proportionality percentage will be met through the above actions and services, on a districtwide basis. By implementing signing stipends to recruit and retain fully credentialed teachers and training support for both new hires (district adopted materials and Alliance for Teacher Excellence training) as well as training for existing staff, this action/service will increase the services for all unduplicated pupils (Goal 1). Providing a tiered instructional support and materials for all significant subgroups including new English language development materials, will improve the quality of daily instruction for all students, including all significant subgroups of students (Goal 1). Ensuring students have access to a Broad Course of Study, including music instruction and online coursework, access to differentiated learning supports, services will be increased for the unduplicated student population (Goals 1 and 2). By promoting a positive school culture, providing social emotional support for students, will increase the daily attendance rates and decrease the referral and suspension rate for all students, including unduplicated pupils (Goal 3). These actions/services will support meeting the district's goal to raise the academic achievement of all of its unduplicated significant subgroups and improve the outcomes in the intended priority areas and associated metrics.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	147,245.00	181,930.00	233,208.00	174,129.00	166,215.00	573,552.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	76,076.00	92,540.00	133,102.00	120,602.00	103,920.00	357,624.00
Lottery	0.00	3,614.00	0.00	0.00	0.00	0.00
Other	10,672.00	50,132.00	0.00	0.00	0.00	0.00
Supplemental	60,497.00	35,644.00	98,106.00	53,527.00	62,295.00	213,928.00
Title I	0.00	0.00	2,000.00	0.00	0.00	2,000.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	147,245.00	181,930.00	233,208.00	174,129.00	166,215.00	573,552.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	60,623.00	52,872.00	76,427.00	63,969.00	64,755.00	205,151.00
2000-2999: Classified Personnel Salaries	0.00	0.00	10,025.00	10,429.00	10,840.00	31,294.00
3000-3999: Employee Benefits	22,895.00	21,725.00	27,841.00	24,583.00	27,072.00	79,496.00
4000-4999: Books And Supplies	30,981.00	24,955.00	62,948.00	32,148.00	32,148.00	127,244.00
5000-5999: Services And Other Operating Expenditures	2,000.00	41,538.00	11,250.00	22,000.00	9,400.00	42,650.00
5800: Professional/Consulting Services And Operating Expenditures	22,746.00	6,840.00	44,717.00	21,000.00	22,000.00	87,717.00
6000-6999: Capital Outlay	8,000.00	34,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	147,245.00	181,930.00	233,208.00	174,129.00	166,215.00	573,552.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	35,591.00	34,200.00	72,427.00	63,969.00	64,755.00	201,151.00
1000-1999: Certificated Personnel Salaries	Supplemental	25,032.00	18,672.00	4,000.00	0.00	0.00	4,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	10,025.00	10,429.00	10,840.00	31,294.00
3000-3999: Employee Benefits	Base	14,168.00	13,959.00	26,089.00	24,583.00	25,915.00	76,587.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
3000-3999: Employee Benefits	Supplemental	8,727.00	7,766.00	1,752.00	0.00	1,157.00	2,909.00
4000-4999: Books And Supplies	Base	19,298.00	21,005.00	27,050.00	13,250.00	13,250.00	53,550.00
4000-4999: Books And Supplies	Lottery	0.00	3,614.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	250.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	11,433.00	336.00	33,898.00	18,898.00	18,898.00	71,694.00
4000-4999: Books And Supplies	Title I	0.00	0.00	2,000.00	0.00	0.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	23,376.00	0.00	18,800.00	0.00	18,800.00
5000-5999: Services And Other Operating Expenditures	Other	2,000.00	16,132.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	2,030.00	11,250.00	3,200.00	9,400.00	23,850.00
5800: Professional/Consulting Services And Operating Expenditures	Base	7,019.00	0.00	7,536.00	0.00	0.00	7,536.00
5800: Professional/Consulting Services And Operating Expenditures	Other	422.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	15,305.00	6,840.00	37,181.00	21,000.00	22,000.00	80,181.00
6000-6999: Capital Outlay	Other	8,000.00	34,000.00	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).