Introduction:

LEA: Plumas Lake Elementary School District   **Contact (Name, Title, Email, Phone Number):** Dr. Jeff Roberts, Superintendent, jroberts@plusd.org, (530) 743-4428   **LCAP Year:** 2016--17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Plumas Lake Elementary School District (PLESD) began a strategic planning initiative in the Fall of 2013 in anticipation of the State of California's requirements to create a Local Control Accountability Plan (LCAP). PLESD believes in creating opportunities for both staff and the Plumas Lake community to be involved in the strategic planning process. Here are the different opportunities people were able to take part in during the planning process or to give input into the final product. 1) To begin the dialogue, the District held seven input sessions in November	The input sessions were designed to be meaningful and productive. Below is an explanation of how the input sessions described on the left impacted the final LCAP document. 1) These seven input sessions focused on gathering input on the strengths and weaknesses of the District in the areas of student achievement/ engagement, school climate, parent involvement, district services, and programs. This input was collated and organized into a single document (see Appendix A). This document, previous staff and parent surveys, test scores, achievement data,

2013 meant to give input to the District's strengths, areas of growth, and possible areas to focus on in the future:

a. On November 4, 2013 the Riverside Meadows and Rio Del Oro staff met separately.

b. On November 5, 2013 an open forum was held for Cobblestone Parents and Community

c. On November 12, 2013 an open forum was held for Rio Del Oro Parents and Community

d. On November 18, 2013 the Cobblestone staff met

e. On November 19, 2013 the Riverside Parents and Community and the Riverside Leadership students met separately to provide input.

2) On January 16, 2014 the results from the input sessions (Appendix A) were presented in an open session of the Board meeting.

3) The District Leadership Team developed draft goals and actions with input from the School Board at the February 20, 2014 and March 12, 2014 regular meetings.

4) On March 26, 2014 the School Board held a Board Workshop dedicated to gathering input from staff, parents, and community members on the proposed draft goals and actions. After a brief explanation of the goals and actions the audience members were asked to join one of three groups to give feedback that was recorded on chart paper. Several parents also gave feed back to the staff through email when they couldn't attend the meeting and/or had additional thoughts after the meeting.

5) On April 23, 2014 the School Board met to discuss the input received on March 26, 2014 and the review the first draft of the LCAP.

6) After the changes were made to the draft LCAP after the April 23, 2014 School Board meeting the Superintendent and staff met with the four groups mandated by the law.

a. On May 20, 2014 the District convened an English Learner parent committee.

b. On May 20, 2014 the District convened a Parent Advisory Committee.

c. On May 12, 2014 the District met with the Plumas Lake Teachers Association.

d. On May 13, 2014 the District met with the California School Employees Association.

7) On May 27, 2014 the School Board met to discuss the input received in May, took input from the audience, and made final recommendations for change to the LCAP.

attendance data, and others were used to create the goals seen in the LCAP.

2) Conversations about the data impacted the draft goals.

3) The School Board held an open conversation about the goals and actions asking input from audience members and giving their own feedback to staff.

4) The feedback was gathered and put together in a document that included comments from the Superintendent. The document was then distributed by email, Facebook, and the District website the week of April 7, 2014. The feedback influenced the goals, action steps and the 2014-15 budget. Please see Appendix B for the document.

5) Conversations about the data and input from both the School Board and the audience impacted the goals, actions, and draft LCAP.

6) There was very little direct feedback. Much of the conversations consisted of clarifying questions. CSEA did request more custodial help to bring the District back to pre-2009 levels. PLTA requested that more enrichment/PE was added to provide more preparation time for teachers, and both parent groups were interested in trying to increase the amount of parent participation.

7) Feedback was provided at and before the School Board meeting. A community member and a Board Member both provided some typographical/wording corrections that were incorporated into the document

8) The School Board held a public hearing on the LCAP and the Budget. At this public hearing no comments or questions were made by the public.

9) The School Board met to approve the LCAP and the Budget.

8) On June 19, 2014 the School Board held a public hearing on the draft of the LCAP and the Budget.

9) On June 24, 2014 the School Board approved the LCAP and the Budget.

During the 2014-15 School year the Superintendent and staff reported on different aspects of the LCAP. Twice the Board was given updates on the LCAP as a whole and at each regular meeting a curriculum, technology or FMOT update was given to keep the public and the Board informed on the progress towards the goals.	The Board and public were able to share successes and struggles with some of the areas of implementation.
Staff developed an LCAP Reporting Document that showed evidence for each of the Goals and Actions. The Reporting Document was shared with the Board at the March 12, 2015 Board Meeting. The Board was given the opportunity to give feedback both to the document and the plan for gaining feedback from the stakeholders. Three meetings were established to receive input from parents/community (April 2, 2015), teachers (April 15, 2015), and classified staff (April 16, 2015). This input included a review of the Reporting Document and then input groups to discuss what went well, what we needed to work on and what needs to be a future focus. On May 21, the Board reviewed a first draft of the 2015-16 LCAP and 2014-15 Annual Review. A draft of the LCAP and an executive summary was sent to all stakeholders. Another input session was scheduled for the May 26, 2015 Board Meeting. The County Office gave assistance and suggestions to ensure compliance. Both unions were offered additional input meetings but decided no additional input was needed. Representative parent groups were given the opportunity to give input including the PTO's, Parent Advisory Committee and an English Learner Parent committee. On June 18, 2015 the Board held the final public hearing on the LCAP and budget. Both were passed at the June 23, 2015 Board Meeting.	The Board and public were presented with the input from all three of the initial groups. Both the public and the Board were given the opportunity to give input and direction to staff prior to the actions for 2015-16 were developed. The input from all of the stakeholder groups and the Board was used by the leadership team to draft the updates for 2015-16 and the future. The input given by the County Office brought about changes in the Needs Assessments and Measurable goals sections of the document. No written response by the superintendent was required due to the lack of public comments or questions during the final input stages.
Annual Update:	**Annual Update:**
During the 2015-16 School year the Superintendent and staff reported on different aspects of the LCAP. The Board was given updates on the LCAP as a whole and at regular meetings curriculum, technology and FMOT updates were given to keep the public and the Board informed on the progress towards the goals.	The Board and public were able to share successes and struggles with some of the areas of implementation.
The Board and staff decided to try to gather more input to the LCAP process by designing a survey tool that gave far more stakeholders the opportunity to give	The survey data from both teachers and parents drove the decision making process for many items in the 2016-17 LCAP. The input given at the Board

input on the strengths, weakness and future priorities for the District. The surveys were sent to all parents and staff members. 191 parents responded and 78 staff members responded. On April 7, 2016 a board workshop was held to discuss the LCAP and Budget priorities for the 2016-17 school year. On April 22, 2016 the Superintendent met with the presidents of both Unions to discuss the new staffing that the Board was considering for the 2016-17 school year. The May 5, 2016 Board meeting was a workshop on possible expenditures that could be added to the LCAP and Budget along with a decision to gather more input from the parent community. A second survey was created and distributed. The second survey received 215 responses. Prior to the May 17, 2016 Board Meeting, an email was sent to all stakeholders encouraging input from staff and parents at the the meeting. Three parents gave their input. On May 20, 2016 an executive summary and a first draft of the LCAP were emailed to all parents and staff asking for input. On June 2, the completed LCAP was sent to all stakeholders including all parents and staff members for final input. Both union presidents were contacted and offered additional input meetings Representative parent groups were given the opportunity to give input including the PTO's, Parent Advisory Committee and an English Learner Parent committee. On June 16, 2016 the Board held the final public hearing on the LCAP and budget. Both were passed at the June 23, 2016 Board Meeting.

Meetings and surveys was used to create the 2016-17 goals and action plan.

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:	1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be on the path for college and career readiness. a. PLESD will implement the California State standards in ELA and Math for all grade levels. b. PLESD will develop and implement an assessment system that supports the California Standards. c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity. d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	The State standards are new and bring about a shift in pedagogy that needs planning, implementation, new and revised assessments, evaluation of curriculum and instruction, and staff development to meet these needs. Students need a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Students will be taught by Highly Qualified teachers using standards aligned instructional materials in classes that meet mandated class sizes. CAASPP 2016 will be analyzed to inform needed adjustments on local assessments and curriculum maps. Baseline data from CAASPP 2015 and 2016 will be compared to the end of the year CAASPP data in 2017. English learners will make at least 1 level growth on at least 1 sub test of the CELDT. English learners will reclassify within 4 years of receiving intense ELD interventions. Assessments will be analyzed and modified to continue monitor student achievement. State and local assessments will be used to measure all aspects of goal 1.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Meet mandated class sizes in TK-3 and have all 4-8 grade classrooms at 28:1.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Classroom Teachers may need to be added as enrollment grows. To lower class sizes to 28:1 in the 4th through 5th grade, PLESD may need to add an elementary teacher. To lower class sizes at the middle school a science and a social studies teacher will need to be added. 1000-1999: Certificated Personnel Salaries $211,000

		(Specify)	
Goal 1a. PLESD will implement the California standards in ELA and Math for all grade levels. 1. Adopt math curriculum for all grades and provide staff development that will help teachers continue to plan lessons that are rigorous. 2. Continue to implement writing curriculum and staff development. 3. Implement the Next Generation Science Standards for 6th grade. 4. Provide staff development on implementing best instructional practices that we have been studying and monitoring, feedback and motivation that provide students with the opportunity to think at deeper levels. 5. Provide staff development on math content knowledge. 6. Evaluate English Language Arts curriculum to purchase in 2017-18. 7. A reading comprehension cohort will receive professional development and coaching.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. This includes Math coaching, math curriculum PD, reading comprehension cohort, ELD training, and writing training. . $95,917 K-8 Math Curriculum will be purchased. $139,700 Materials will be purchased that are aligned to the State Standards including leveled readers, common core materials, and intervention materials 37,000
Goal 1b. PLESD will develop and implement an assessment system that supports the California Standards. 1. Analyze both State and local data along with teacher feedback to adjust benchmarks for each grade level for Language Arts. 2. Adopt the math pacing guides and assessments with the new math curriculum. 3. Analyze and refine the implementation of the reading assessments that will help guide instruction for students including but not limited to TK-2 District Phonemic Awareness/ Phonics assessment, K-8 Running Records, 3-5 BPST and for 6-8 BPST and reading assessments for students struggling or behind. 4. All District assessments will use the data system to gather and analyze results when assessment data can be easily captured electronically. 5. Train staff to utilize the data system to its fullest to ensure the influence of student assessment data on both the short and long term lesson planning and instruction of all students.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials for academic conferences, department meetings, and shorten Monday's collaboration planning. $20,647 Contracting of the data system.. $7,700 Reading and math online assessment and instructional interventions including Lexia, Reading A-Z, and Tenmarks 31,900

Goal 1c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity. 1. The District will continue to develop a common understanding of "21st Century Skills" and the importance of overtly teaching the skills. Including specific curriculum from Common Sense Media to address digital citizenship and cyber bullying. 2. Teachers will continue to receive comprehensive professional development on the use of relevant technologies that increase student achievement. Trainings will be provided by technology coaches at each site, by Director of Innovation and Instructional Technology, and outside workshops and conferences 3. District will purchase additional devices to continue to lower our student to device ratio. 4. Continue to pilot and create makers labs at each site. 5. Begin implementation of Technology Replacement Plan- beginning to focus on replacing student devices and projectors/Smartboards. 6. A Project Based Learning cohort will begin work in the district as a pilot. 7. A technology/innovation grant will be made available for teachers to apply as individuals or teams.	LEA-wide	X All _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff development for 21st Century Skills will include Project Based Learning Staff Development, CUE Conferences and CEPTA conferences. PBL will include providing of 3 staff development days, paying teachers to participate, incentivizing teachers to develop projects and to provide materials for the projects. $77,504 Technology will be purchased to refresh student devices, replace projectors, add LCD monitors, laptops for new teachers and possibly to increase "makers lab' pilot. $58,200 Technology and Innovation Grant $25,000 Technology Infrastructure will be updated and improved. $51,700
Goal 1d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning. Trainings will include California Standards, Essential Skills (also known as 21st Century Skills),Project Based Learning, Early Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices.	LEA-wide	X All _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. These include New Teacher Cohort 1 and 2 trainings, Best Instructional Practices, and new teacher induction program. $82,606
For low income pupils and foster youth: 1. In grades TK-5 all students are provided 1 hour of interventions or enrichments in ELA.	LEA-wide	_ All _ _ _ _ _ _ _ _ _ OR: X Low Income pupils	After school Interventions and support $55,822 Additional para-professional support for Foster youths $36,559

2. In grades 6-8, students will be provided one period of either intervention or enrichment courses. 3. PLESD staff will develop diagnostic assessments that will provide information in which strategic interventions can be implemented to meet individual student needs. 4. Students who qualify for free and reduced lunch and live outside of walking distance to school will receive free bus transportation. 5. All students will have the opportunity to attend field trips including a week long outdoor camp as sixth graders.		_ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Transportation for Free and Reduced students: Total cost of transportation minus fees collected for nonreduced students. $205,437 Field trip fund: $2,500 Additional behaviorist and outside assessments $14,015
For English learners: 1. EL students will be provided with 1 hour a day of ELD intensive intervention. (1 period grades 6-8) 2. ELD teachers will be trained and coached by an ELD consultant. 3. Academic Coach will provide support to all teachers and reinforce continual use of ELD strategies in the General Education Environment.	LEA-wide	_ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development including consultants, substitutes, and materials. $10,000 Academic Coach $88,380
For redesignated fluent English proficient pupils: 1. Students who are redesignated fluent will be continually monitored at academic conferences to ensure continued growth.	LEA-wide	_ All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Academic Conferences includes substitutes. Academic Coach. $88,380

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	CAASPP 2017 will be analyzed to inform needed adjustments on local assessments. Baseline data from CAASPP 2015, 2016, and 2017 will be compared to the end of the year CAASPP data in 2018. Assessments will be analyzed and modified to continue monitor student achievement. State and local assessments will be used to measure all aspects of goal 1. Students will be taught by Highly Qualified teachers using standards aligned instructional materials in classes that meet mandated class sizes. CAASPP 2016 will be analyzed to inform needed adjustments on local assessments and curriculum maps. Baseline data from CAASPP 2015 and 2016 will be compared to the end of the year CAASPP data in 2017. English learners will make at least 1 level growth on at least 1 sub test of the CELDT. English learners will reclassify within 4 years of receiving intense ELD interventions. Assessments will be analyzed and modified to continue monitor student achievement. State and local assessments will be used to measure all aspects of goal 1.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Meet mandated class sizes in K-3 and 4-8	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	May need to increase staffing due to growth.
Goal 1a. PLESD will implement the California standards in ELA and Math for all grade levels. 1. Revise math and ELA curriculum scope and sequence for each grade level. 2. Revise Next Generation Science Standard curriculum plans 3. Provide staff development on implementing best instructional practices including developing objectives, questions and activities that provide students with the opportunity to think at deeper levels. 4. Provide staff development on specific content knowledge. 5. Evaluate curriculum to supplement current curriculum. When appropriate curriculum is developed by publishers, look to purchase core curriculum when needed and appropriate.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.

Goal 1b. PLESD will develop and implement an assessment system that supports the California standards. 1. Analyze both State and local data along with teacher feedback to adjust benchmarks for each grade level for both Math and Language Arts. 2. Refine the pacing guide that allows students to be prepared for the scheduled assessments. 3. Analyze and refine the implementation of the reading assessments that will help guide instruction for students including but not limited to K-2 District Phonemic Awareness/ Phonics assessment, K-8 Running Records, 3-5 BPST and for 6-8 BPST and reading assessments for students struggling or behind. 4. All District assessments will use the data system to gather and analyze results when assessment data can be easily captured electronically. 5. Train staff to utilize the data system to its fullest to ensure the influence of student assessment data on both the short and long term lesson planning and instruction of all students.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. Materials may be purchased if it is found appropriate. Contracting of the data system.
Goal 1c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity. 1. The District will develop a common understanding of "21st Century Skills" and the importance of overtly teaching the skills. 2. Teachers will continue to receive comprehensive professional development on the use of relevant technologies that increase student achievement. Trainings will be provided by technology coaches at each site, by the Director of Innovation and Instructional Technology, and outside workshops and conferences 3. After 2016-2017 PLESD will determine additional student device needs. 4. Continue implementation of Technology Replacement Plan- continued focus on replacing student devices.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. Technology will be purchased to refresh student devices and possibly to increase "makers lab' pilot.
Goal 1d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.

Trainings will include California Standards, Essential Skills (also known as 21st Century Skills), Early Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils: 1. In grades K-5 all students are provided 1 hour of interventions or enrichments in ELA. 2. In grades 6-8, students will be provided one period of either intervention or enrichment courses. 3. PLESD staff will develop diagnostic assessments that will provide information in which strategic interventions can be implemented to meet individual student needs. 4. Students who qualify for free and reduced lunch and live outside of walking distance to school will receive free bus transportation. 5. All students will have the opportunity to attend field trips including a week long outdoor camp as sixth graders. 6. After-school enrichment opportunities will be provided free of charge for low income students.	LEA-wide	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Materials Diagnostic Assessment Materials School Transportation for Free and Reduced students Field trip fund:
For English learners: 1. EL students will be provided with 1 hour a day of ELD intensive intervention. (1 period grades 6-8) 2. ELD teachers will be trained and coached by an ELD consultant. 3. Academic Coach will provide support to all teachers and reinforce continual use of ELD strategies in the General Education Environment.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development including consultants, substitutes, and materials. Academic Coach
For foster youth: Please see the low-income section above.	LEA-wide	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Academic Coach Staff Development including consultants, substitutes, and materials

| For redesignated fluent English proficient pupils:
1. Students who are redesignated fluent will be continually monitored at academic conferences to ensure continued growth. | LEA-wide | _ All
– – – – – – – – – – –
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Staff Development including consultants, substitutes, and materials

Academic Coach |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	CAASPP 2017 will be analyzed to inform needed adjustments on local assessments. Data from previous CAASPP years will be compared to the end of the year CAASPP data in 2019. Assessments will be analyzed and modified to continue monitor student achievement. State and local assessments will be used to measure all aspects of goal 1. Students will be taught by Highly Qualified teachers using standards aligned instructional materials in classes that meet mandated class sizes. CAASPP 2016 will be analyzed to inform needed adjustments on local assessments and curriculum maps. Baseline data from CAASPP 2015 and 2016 will be compared to the end of the year CAASPP data in 2017. English learners will make at least 1 level growth on at least 1 sub test of the CELDT. English learners will reclassify within 4 years of receiving intense ELD interventions. Assessments will be analyzed and modified to continue monitor student achievement. State and local assessments will be used to measure all aspects of goal 1.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Meet mandated class sizes in K-3 and 4-8	LEA-wide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	May need to increase staffing due to growth.
Goal 1a. PLESD will implement the California standards in ELA and Math for all grade levels. 1. Revise math and ELA curriculum scope and sequence for each grade level. 2. Revise Next Generation Science Standard curriculum plans	LEA-wide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.

3. Provide staff development on implementing best instructional practices including developing objectives, questions and activities that provide students with the opportunity to think at deeper levels. 4. Provide staff development on specific content knowledge. 5. Evaluate curriculum to supplement current curriculum. When appropriate curriculum is developed by publishers, look to purchase core curriculum when needed and appropriate.		English proficient _ Other Subgroups: (Specify)	
Goal 1b. PLESD will develop and implement an assessment system that supports the California standards. 1. Analyze both State and local data along with teacher feedback to adjust benchmarks for each grade level for both Math and Language Arts. 2. Refine the pacing guide that allows students to be prepared for the scheduled assessments. 3. Analyze and refine the implementation of the reading assessments that will help guide instruction for students including but not limited to K-2 District Phonemic Awareness/ Phonics assessment, K-8 Running Records, 3-5 BPST and for 6-8 BPST and reading assessments for students struggling or behind. 4. All District assessments will use the data system to gather and analyze results when assessment data can be easily captured electronically. 5. Train staff to utilize the data system to its fullest to ensure the influence of student assessment data on both the short and long term lesson planning and instruction of all students.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. Materials may be purchased if it is found appropriate. Contracting of the data system.
Goal 1c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity. 1. The District will develop a common understanding of "21st Century Skills" and the importance of overtly teaching the skills. 2. Teachers will continue to receive comprehensive professional development on the use of relevant technologies that increase student achievement. Trainings will be provided by technology coaches at each site, by the Director of Innovation and Instructional	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. Technology will be purchased.

Technology, and outside workshops and conferences 3. After 2016-2017 PLESD will determine additional student device needs. 4. Continue implementation of Technology Replacement Plan- continued focus on replacing student devices.			
Goal 1d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning. Trainings will include California Standards, Essential Skills (also known as 21st Century Skills), Early Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.
For low income pupils: 1. In grades K-5 all students are provided 1 hour of interventions or enrichments in ELA. 2. In grades 6-8, students will be provided one period of either intervention or enrichment courses. 3. PLESD staff will develop diagnostic assessments that will provide information in which strategic interventions can be implemented to meet individual student needs. 4. Students who qualify for free and reduced lunch and live outside of walking distance to school will receive free bus transportation. 5. All students will have the opportunity to attend field trips including a week long outdoor camp as sixth graders. 6. After-school enrichment opportunities will be provided free of charge for low income students.	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Intervention Materials Diagnostic Assessment Materials School Transportation for Free and Reduced students Field trip fund
For English learners: 1. EL students will be provided with 1 hour a day of ELD intensive intervention. (1 period grades 6-8) 2. ELD teachers will be trained and coached by an ELD consultant. 3. Academic Coach will provide support to all teachers and reinforce continual use of ELD strategies in the General Education Environment.	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development including consultants, substitutes, and materials. Academic Coach

For foster youth: Please see the low-income section above.	LEA-wide	_ All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development including consultants, substitutes, and materials. Academic Coach
For redesignated fluent English proficient pupils: 1. Students who are redesignated fluent will be continually monitored at academic conferences to ensure continued growth.	LEA-wide	_ All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Development including consultants, substitutes, and materials. Academic Coach

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

GOAL 2:	2. PLESD will provide students multiple enrichment or intervention opportunities outside of the core academic subjects.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Research indicates that when students have opportunities in the arts, foreign language and STEAM supports their academic learning. The community has expressed this area as a priority.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Every middle school students will have more enrichment and intervention courses during the school day. An after school enrichment program will be in place for elementary students. Students who are identified as needing additional interventions will be provided the opportunity to receive targeted interventions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Students will be provided with the State mandated minutes in Physical Education.	LEA-wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5 Full time P.E. Teachers (3 Middle School and 2 Elementary) will assist with meeting these minutes. $367,945
2. Students at the middle school level will be offered an enrichment wheel that includes foreign language, art, band, STEM and several year long electives will be offered to 8th graders.	Riverside Meadows	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	The Middle School Enrichment wheel and year long programs will be supported by Foreign Language teacher, Art teacher, STEM, Band, and Sports Fitness elective teacher. $153,993

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		(Specify)	
3. Elementary students will be offered art and music during the school day.	Rio Del Oro and Cobblestone	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Art and Music teachers and materials and supplies. $133,590
4. PLESD will explore an after school enrichment program with possible courses including STEM, Spanish, drama, and others.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Every middle school students will have more enrichment and intervention courses during the school day. An after school enrichment program will be in place for elementary students. Students who are identified as needing additional interventions will be provided the opportunity to receive targeted interventions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Students will be provided with the State mandated minutes in Physical Education.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Full time Elementary P.E. Teachers will assist with meeting these minutes.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2. Students at the middle school level will be offered an enrichment wheel.	Riverside Meadows	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The Middle School Enrichment wheel and year long programs will be supported by Foreign Language teacher, Art teacher, STEM, Band, and Sports Fitness elective teacher.
3. Elementary students will be offered an after school enrichment program.	Rio Del Oro and Cobblestone	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	After school enrichment will be developed and offered by the District.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Every middle school students will have more enrichment and intervention courses during the school day. An after school enrichment program will be in place for elementary students. Students who are identified as needing additional interventions will be provided the opportunity to receive targeted interventions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Students will be provided with the State mandated minutes in Physical Education.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Full time Elementary P.E. Teachers will assist with meeting these minutes.
2. Students at the middle school level will be offered an enrichment wheel.	Riverside Meadows	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	The Middle School Enrichment wheel and year long programs will be supported by Foreign Language teacher, Art teacher, STEM, Band, and Sports Fitness elective teacher.

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Elementary students will be offered an after school enrichment program.	Rio Del Oro and Cobblestone	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	After school enrichment will be developed and offered by the District.

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

GOAL 3:	3. PLESD will put in place programs that will attempt to increase Average Daily Attendance as measured by P2 data at 97.0% or above.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	In 2014-15 average daily attendance fell from above 97% to 96.55%. Students will benefit from more consistent attendance in an academic environment.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	In 2016-17 average daily attendance will increase from 96.68%. The goal is 97% Decrease the Chronically Absentee Rate (18 or more absences) from 3.5% (44/1241.3 Average Daily enrollment) to 2.5%. The Middle School Dropout rate will continue to be 0%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide bus transportation for all free and reduced students and charge nominal fee for other students.	LEA-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bus Transportation costs $218,437
2. School incentive programs.	LEA-wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School behavior and attendance incentive programs. 3,500

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3. Parent Communication- The district and school sites will create communication methods to better convey the importance of attendance.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Blackboard Connect $7,000
4. PLESD will hire a DIrector of Student Services to provide support for families with attendance issues.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Director of Student Services $157,906
5. The Director of Student Services will create a District Attendance Review Committee to meet with families and provide supports to increase attendance.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Director of Student Services

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Average daily attendance will be 97% or above. Decrease the Chronically Absentee Rate (18 or more absences) from 4.1% to 2.5%. The Middle School Dropout rate will continue to be 0%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide bus transportation for all free and reduced students and charge nominal fee for other students.	LEA-Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR:	Bus Transportation Costs

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. School incentive programs.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Incentive Programs
3. Parent Communication- The district and school sites will create communication methods to better convey the importance of attendance.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
4. The District will create a District Attendance Review Committee to meet with families and provide supports to increase attendance.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Director of Student Services

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Average daily attendance will be 97% or above. Decrease the Chronically Absentee Rate (18 or more absences) from 4.1% to 2.5%. The Middle School Dropout rate will continue to be 0%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide bus transportation for all free and reduced students and charge nominal fee for other students.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bus Transportation costs
2. School incentive programs.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School Incentive Programs
3. Parent Communication- The district and school sites will create communication methods to better convey the importance of attendance.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost
4. The District will create a District Attendance Review Committee to meet with families and provide supports to increase attendance.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners	Director of Student Services

| | | _ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |

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

GOAL 4:	4. PLESD will develop shared relationships with both parents and the community in order to ensure the academic, social and emotional success of PLESD students.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Students will benefit from increased parent involvement and additional funding to support the goals of the District and schools. The LCAP process requires authentic input from all stakeholders.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Parent communication survey data will be analyzed for strengths and areas of growth. Parents will have multiple opportunities to give input into the planning and evaluation process of the LCAP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Parents will have the opportunity to give meaningful input to the District decision making processes including the LCAP planning and implementation and the PLESD budget.	LEA-wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent information night funds will include advertising, supplies, food, and presenters. $500
2. PLESD will provide opportunities for parents to come together to learn both educational and parental strategies to support students academically, socially, and emotionally.	LEA-wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent information night funds will include advertising, supplies, food, and presenters. $500

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey.	LEA-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent communication software will be utilized through a contract. $7,000
4. PLESD will develop partnerships with the school parent teacher groups to raise money to supplement the educational system for students.	LEA-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Parent communication survey data will be analyzed for strengths and areas of growth. Parents will have multiple opportunities to give input into the planning and evaluation process of the LCAP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Parents will have the opportunity to give meaningful input to the District decision making processes including the LCAP planning and implementation and the PLESD budget.	LEA-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent information night funds will include advertising, supplies, food, and presenters.
2. PLESD will provide opportunities for parents to come together or provide information to learn strategies to support students academically, socially, and emotionally.	LEA-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth	Parent information night funds will include advertising, supplies, food, and presenters.

	_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent communication software will be utilized through a contract.
4. PLESD will develop partnerships with the school parent teacher groups to raise money to supplement the educational system for students.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Parent communication survey data will be analyzed for strengths and areas of growth. Parents will have multiple opportunities to give input into the planning and evaluation process of the LCAP.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent communication survey data will be analyzed for strengths and areas of growth. Parents will have multiple opportunities to give input into the planning and evaluation process of the LCAP.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent information night funds will include advertising, supplies, food, and presenters.

2. PLESD will provide opportunities for parents to come together or provide information to learn strategies to support students academically, socially, and emotionally.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent information night funds will include advertising, supplies, food, and presenters.
3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent communication software will be utilized through a contract.
4. PLESD will develop partnerships with the school parent teacher groups to raise money to supplement the educational system for students.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

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

GOAL 5:	5. PLESD will be proactive in fostering a safe and healthy learning environment, and will assist students and families with social and emotional distress by providing multiple prevention and intervention programs.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	As the student population has increased and become more diverse additional needs have been identified for pupil support services to ensure a safe learning environment for all students. Students will benefit from a more positive school climate.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	The Suspension rate will continue to decrease. The Expulsion rate will continue to stay very low. Programs will be in place to support student's social and emotional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The District will develop a Character Education implementation plan which will include common language to be used at all schools, themes to be addressed at specific age levels, and if necessary any curriculum or materials needed. This will include Common Sense Media's digital citizenship and cyber bullying curriculum.	LEA-wide	X All _____ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Character Education implementation plan which will include costs from stipends and substitutes. $1,000
2. Support Services will be in place for students and families in need including: a) A School Counselor b) A School Psychologist c) Nursing/Health Clerk Services d) Appropriate levels of administrative staff at each school site.	LEA-wide	X All _____ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Support Services include: School Counselor School Psychologist Nursing/Health Clerk Services $282,818 Administrative staff including a Teacher on Special Assignment at the middle school. $85,145

| | | | (Specify) | Additional Behaviorist time could be needed. $8,000 |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The Suspension rate will continue to decrease. The Expulsion rate will continue to stay very low. Programs will be in place to support student's social and emotional needs.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The District will develop a Character Education implementation plan which will include common language to be used at all schools, themes to be addressed at specific age levels, and if necessary any curriculum or materials needed.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Character Education implementation plan which will include costs from stipends and substitutes.
2. Support Services will be in place for students and families in need including: a) A School Counselor b) A School Psychologist c) Nursing/Health Clerk Services d) Appropriate levels of administrative staff at each school site.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support Services: School Counselor School Psychologist Nursing/Health Clerk Services Administrative staff including a Teacher on Special Assignment at the middle school. Additional Behaviorist time may be needed.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:				

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. The District will develop a Character Education implementation plan which will include common language to be used at all schools, themes to be addressed at specific age levels, and if necessary any	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	Character Education implementation plan which will include costs from stipends and substitutes.

curriculum or materials needed.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Support Services will be in place for students and families in need including: a) A School Counselor b) A School Psychologist c) Nursing/Health Clerk Services d) Appropriate levels of administrative staff at each school site.	LEA-wide	X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support Services: School Counselor School Psychologist Nursing/Health Clerk Services Administrative staff including a Teacher on Special Assignment at the middle school. Additional Behaviorist time may be needed.

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

GOAL 6:	6. PLESD will provide students and staff with clean, well maintained, and safe facilities.			Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Facilities need to be clean and well maintained to ensure student safety and learning as a priority.			
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	All sites will perform and document all required safety drills. Site custodial and maintenance inspection data will be analyzed to identify areas of need.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate staffing for maintenance and custodial services.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Custodial and Maintenance budget includes personnel, materials, and supplies. $1,351,714
2. Fund deferred maintenance and implement 10 year maintenance plan.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Deferred Maintenance is funded to plan for maintenance of school sites at 1% of total expenditures. $119,293
3. PLESD will implement energy saving programs including Proposition 39 lighting projects and solar at all	All Sites	X All OR:	Proposition 39 $309,780

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
three sites.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. PLESD will replace the phone system.	All Sites	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Phone System $12,000
5. PLESD will fund an emergency communication system.	All Sites	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Catapult Emergency Communication System $1,200

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All sites will perform and document all required safety drills. Site custodial and maintenance inspection data will be analyzed to identify areas of need.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate staffing for maintenance and custodial services.	LEA-Wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Custodial and Maintenance budget includes personnel, materials, and supplies.

		_ Other Subgroups: (Specify)	
2. Fund deferred maintenance and implement 10 year maintenance plan.	LEA-Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Deferred Maintenance is funded to plan for maintenance of school sites.
3. PLESD will evaluate any other school upgrade needs.	LEA-Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Possible upgrades

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	All sites will perform and document all required safety drills. Site custodial and maintenance inspection data will be analyzed to identify areas of need.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate staffing for maintenance and custodial services.	LEA-Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Custodial and Maintenance budget includes personnel, materials, and supplies.
2. Fund deferred maintenance and implement 10 year	LEA-Wide	X All ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒ ‒	Deferred Maintenance is funded to plan for maintenance of

maintenance plan.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	school sites.
3. PLESD will evaluate any other school upgrade needs.	LEA-Wide	X All — — — — — — — — — — — OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Possible upgrades

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:	1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready. a. PLESD will implement the California State standards in ELA and Math for all grade levels. b. PLESD will develop and implement an assessment system that supports the California Standards. c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity. d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning. e. PLESD teachers will plan and provide relevant, quality instruction that engages all students and causes learning.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Common Core implementation will be measured through observation and CAASPP test data. Students will be taught by Highly Qualified teachers using standards aligned instructional materials in classes that are a broad based course of study and meet mandated class sizes. CAASPP 2015 will be analyzed to inform needed adjustments on local assessments and curriculum maps. Baseline data from CAASPP 2015 will be compared to the end of the year CAASPP data in 2016. English learners will make at least 1 level growth on at least 1 sub test of the CELDT. English learners will reclassify within 4 years of receiving intense ELD interventions. District Assessments will be developed to monitor student achievement. State and local assessments will be used to measure all aspects of goal 1.	Actual Annual Measurable Outcomes:	Common Core implementation was measured through observation and CAASPP test data. All Students were taught by Highly Qualified teachers except for 8th grade science and 7th grade math using standards aligned instructional materials in classes that are a broad based course of study and meet mandated class sizes. CAASPP 2015 as analyzed and was used to make adjustments on the curriculum maps. Baseline data from CAASPP 2015 will be compared to the end of the year CAASPP data in 2016. 90% of English learners made at least 1 level growth on at least 1 sub test of the CELDT. 60% made at least 1 level growth on the overall proficiency. English learners will reclassify within 4 years of receiving intense ELD interventions- 8 students have not reclassified as 72 current students have been reclassified. District Assessments were developed to monitor student achievement.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Meet mandated class sizes in K-3 and 4-8.	Three additional teachers will be needed to meet mandated class sizes 1000-1999: Certificated Personnel Salaries $205,200	Meet mandated class sizes in K-3 and 4-8.	Three additional teachers will be needed to meet mandated class sizes 1000-1999: Certificated Personnel Salaries $174,870
Scope of Service: LEA-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Goal 1a. PLESD will implement the California standards in ELA and Math for all grade levels. 1. Refine and adjust curriculum maps that were implemented for the first time in 2014-15 for each grade level using testing data and teacher feedback to guide any changes. Math K-8 and English Language Arts (ELA) 6-8. 2015-16 ELA K-5. 2. In English Language Arts, PLESD will continue to focus on writing, text dependent questions and text complexity during the first two years of implementation. 3. English Language Arts curriculum maps for K-5 will be developed in 2015-16 for implementation in 2016-17 4. In middle school, Social Studies and Science will focus on embedded writing and technical text through a writing coach. 5. Continue staff development on implementing best instructional practices including developing	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. $92,223 Materials may be purchased if they are found appropriate including leveled readers. 4000-4999: Books And Supplies $33,100 Intervention materials and programs will be researched, purchased and evaluated. 5000-5999: Services And Other Operating Expenditures $19,400	Goal 1a. PLESD will implement the California standards in ELA and Math for all grade levels. 1. Refined and adjusted curriculum maps that were implemented for the first time in 2014-15 for each grade level using testing data and teacher feedback to guide any changes. Math K-8 and English Language Arts (ELA) 6-8. 2015-16 ELA K-5. 2. In English Language Arts, PLESD focused on writing and text complexity during the first two years of implementation. 3. ELA committee decided to pilot multiple ne curriculum to purchase and implement in 17-18. 4. In middle school, Social Studies and Science focused on embedded writing and technical text through a writing coach. 5. Continued staff development on implementing best instructional practices including developing objectives, questions and activities that provide students with the opportunity to	Staff Development and curriculum development. $118,889 Materials were purchased including leveled readers and 6-8 math intervention. 4000-4999: Books And Supplies $17,950

objectives, questions and activities that provide students with the opportunity to think at deeper levels. Also, focus on the monitoring of students and the giving of feedback. 6. Provide staff development on specific content knowledge; with a focus on math and writing. 7. Evaluate curriculum to supplement current curriculum. When appropriate curriculum is developed by publishers, look to purchase core curriculum when needed and appropriate.		think at deeper levels. Also, focused on the monitoring of students and the giving of feedback. 6. Provided staff development on specific content knowledge; with a focus on writing. 7. Evaluated math curriculum to adopt for 2016-17.	
Scope of Service LEA-wide X All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Goal 1b. PLESD will develop and implement an assessment system that supports the California standards. 1. Analyze both State and local data along with teacher feedback to adjust benchmarks for each grade level for both Math and Language Arts. 2. Implement reading assessments that will help guide instruction for students including but not limited to K-2 District Phonemic Awareness/ Phonics assessment, K-5 Running Records, 3-5 BPST and for 6-8 BPST and reading assessments for students struggling or behind. 4. All District assessments will use the	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. $92,223 Contracting of the data system. 5000-5999: Services And Other Operating Expenditures $7,650 Materials may be purchased if they are found appropriate including leveled readers.	Goal 1b. PLESD will develop and implement an assessment system that supports the California standards. 1. Analyzed both State and local data along with teacher feedback to adjust benchmarks for each grade level for Math. 2. Implemented reading assessments that helped guide instruction for students including but not limited to K-2 District Phonemic Awareness/ Phonics assessment, TK-8 Running Records, 3-5 BPST and for 6-8 BPST. 3. The District created assessments that could be taken by students on line through the data system.	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. $118,889 Contracted the data system. $7,650

data system to gather and analyze results when assessment data can be easily captured electronically. 5. Train staff to utilize the data system to its fullest to ensure the influence of student assessment data on both the short and long term lesson planning and instruction of all students.			
Scope of Service ┊ LEA-wide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA-wide X All - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Goal 1c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity. 1. The District will develop a common understanding of "21st Century Skills" and the importance of overtly teaching the skills. 2. In 2015-2016 teachers will continue to receive comprehensive professional development on the use of relevant technologies that increases student achievement. Trainings will be provided by technology coaches at each site, by Director of Innovation and Instructional Technology, and outside workshops and conferences 3. By 2015-2016 PLESD will continue to reduce the technology to student ratio closer to 1:1 at the middle school	Technology Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. $49,164 Student Technology will be purchased for sites and a small "makers lab" pilot. $57,600 Networking infrastructure will need to be upgraded as part of the Technology Replacement Plan $40,000	Goal 1c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity. 1. Not implemented 2. Teachers received professional development on the use of relevant technologies that increases student achievement. Trainings will be provided by technology coaches at each site, by Director of Innovation and Instructional Technology, and outside workshops and conferences 3. PLESD continued to reduce the technology to student ratio closer to 1:1 at the middle school and closer to 1:1.5 at the elementary sites. 4. Began exploring the possibilities of creating a "makers lab" at each site. Started with a small pilot program at	Technology Staff Development and curriculum development. $34,295 Student Technology was purchased for sites and a small "makers lab" pilot. $156,853 Networking infrastructure was upgraded as part of the Technology Replacement Plan $36,736

and closer to 1:1.5 at the elementary sites. 4. Begin exploring the possibilities of creating a "makers lab" at each site. Starting with a small pilot program at one or two sites. 5. Begin implementation of Technology Replacement Plan- first focusing on infrastructure in 2015-16.		two sites. 5. Began implementation of Technology Replacement Plan- by upgrading several infrastructure pieces.	
Scope of Service ┊ LEA-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA-wide X All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Goal 1d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning. Trainings will include Caliofornia Standards, Essential Skills (also known as 21st Century Skills), Early Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices.	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. This total is the sum of staff development in 1a and 1c. $141,387	Goal 1d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning. Trainings included Caliofornia Standards, Essential Skills (also known as 21st Century Skills), Early Literacy and Reading Instruction, Writing, Math, English Language Development, and Best Instructional Practices.	Staff Development and curriculum development included costs from stipends, substitutes, presenters/consultants, and materials. This total is the sum of staff development in 1a and 1c. $153,184
Scope of Service ┊ LEA-wide X All - - - - - - - - - - - - - - - - OR:		Scope of Service ┊ LEA-wide X All - - - - - - - - - - - - - - - - OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income and foster youth pupils: 1. In grades K-5 all students are provided 1 hour of interventions or enrichments in ELA. 2. In grades 6-8, students will be provided one period of either intervention or enrichment courses. 3. PLESD staff will develop diagnostic assessments that will provide information in which strategic interventions can be implemented to meet individual student needs. 4. Students who qualify for free and reduced lunch and live outside of walking distance to school will receive free bus transportation. 5. All students will have the opportunity to attend field trips including a week long outdoor camp as sixth graders. 6. After-school enrichment opportunities will be provided free of charge for low income students.	Intervention Materials $26,400 After school Intervention teacher time $85,788 School Transportation for Free and Reduced students: 51% of bus riders are free or reduced. $121,920 Field trip fund: $3,440	For low income and foster youth pupils: 1. In grades TK-5 all students were provided 1 hour of interventions or enrichments in ELA. 2. In grades 6-8, students were provided one period of either intervention or enrichment courses. 3. PLESD staff developed and implemented diagnostic assessments to identify strategic interventions and monitor student progress to meet individual student learning needs. 4. Students who qualified for free and reduced lunch and lived outside of walking distance to school received free bus transportation. 5. All students had the opportunity to attend field trips including a week long outdoor camp as sixth graders, The sites were able to fundraise or get scholarships for all of the students.	Intervention Materials After school Intervention teacher time $55,807 School Transportation for Free and Reduced students. $241,861 Field trip fund. $5000
Scope of Service LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient		Scope of Service LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
For English learners: 1. EL students will be provided with 1 hour a day of ELD intensive intervention. (1 period grades 6-8) 2. ELD teachers will be trained and coached by an ELD consultant. 3. Academic Coach will provide support to all teachers and reinforce continual use of ELD strategies in the General Education Environment.	Staff Development including consultants, substitutes, and materials $11,558 Academic Coach $70,222 English Language Development $49,208	For English learners: 1. EL students were provided with 1 hour a day of ELD intensive intervention. (1 period grades 6-8 of pullout out and then push in support from a credentialed teacher.) 2. ELD teachers were trained and coached by an ELD consultant. 3. Academic Coaches provided support to all teachers and reinforce continual use of ELD strategies in the General Education Environment.	Staff Development including consultants, substitutes, and materials 11,558 Academic Coaches 102,273
Scope of Service ┊ LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesignated fluent English proficient pupils: 1. Students who are redesignated fluent will be continually monitored at academic conferences to ensure continued growth.	Academic Conferences includes substitutes: $19,757	For redesignated fluent English proficient pupils: 1. Students who were redesignated fluent were monitored at academic conferences to ensure continued growth.	Academic Conferences includes substitutes: $19,757
Scope of Service ┊ _ All OR: _ Low Income pupils _ English Learners		Scope of Service ┊ _ All OR: _ Low Income pupils _ English Learners	

_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service LEA-wide _ All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide _ All - - - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The major changes that are occurring from the previous plans come in the areas of curriculum adoption, technology, and staff development. First , the District's math committees have decided to adopt new curriculum for the 2016-17 school year. PLESD had planned to continue to use our teacher created curriculum but after teacher input and analyzing the data the District has chosen to implement a new curriculum. In the area of technology, the district is spending less on replacement technology than planned due to the durability of the current devices. The District has chosen to spend some additional funds on new devices and to offer a $25,000 innovation grant for teachers. Finally, the District is changing the depth of staff development in writing to be more extensive. Also, PLESD will be including a Project Based Learning staff development opportunity.

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:	2. PLESD will provide students multiple enrichment or intervention opportunities outside of the core academic subjects.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Every middle school students will have an enrichment and/or intervention courses during the school day. An after school enrichment program will be in place for elementary students. Students who are identified as needing additional interventions will be provided the opportunity to receive targeted interventions.	Actual Annual Measurable Outcomes:	Every middle school students had an enrichment and/or intervention courses during the school day. An after school enrichment program was not put in place for elementary students. Students who were identified as needing additional interventions were provided the opportunity to receive targeted interventions.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Students will be provided with the State mandated minutes in Physical Education	Half time Elementary P.E. Teachers will assist with meeting these minutes. $56,351	1. Students were provided with the State mandated minutes in Physical Education	2.6 FTE middle school and 2 half time elementary P.E. Teachers assisted with meeting these minutes. $256,844
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

2. Students at the middle school level will be offered an enrichment wheel that includes foreign language, art, STEM and band.	The Middle School Enrichment wheel will be supported by 1.8 FTE split by a Foreign Language teacher, Art teacher and STEM teacher. $141,377	2. Students at the middle school level were offered an enrichment wheel that included foreign language, art, STEM and band.	Middle school students received electives in Foreign Language, Art, Band, and STEM. $212,574
Scope of Service Riverside Meadows X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Riverside Meadows X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. In 2015-16, an after school enrichment program will be implemented.	After school enrichment will be developed and offered by the District.		Not implemented
Scope of Service Rio Del Oro and Cobblestone X All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service NA _ 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?	The District once again had a strong focus on adding enrichment activities for the middle school. Students had the opportunity to take art, band, STEM, and spanish. PLESD was not able to get an after school enrichment program started for the second year. For 2016-17, PLESD has decided to implement more enrichment time during the school day at the elementary schools by offering PE, Art and Music courses.		

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

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

Original GOAL 3 from prior year LCAP:	3. PLESD will put in place programs that will attempt to increase Average Daily Attendance as measured by P2 data at 97.0% or above.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Increase average daily attendance from to 96.55% to 97% or above. Decrease the Chronically Absentee Rate (18 or more absences) from 4.1% to 2.5%. The Middle School Dropout rate will continue to be 0%.	Actual Annual Measurable Outcomes:	Increased average daily attendance from 96.55% to 96.68%. Decreased the Chronically Absentee Rate (18 or more absences) from 4.1% to 3.5% (44/1241.3 Average Daily enrollment) The Middle School Dropout rate continued to be 0%.

<table>
<tr><td colspan="4" align="center">LCAP Year: 2015-16</td></tr>
<tr><td colspan="2" align="center">Planned Actions/Services</td><td colspan="2" align="center">Actual Actions/Services</td></tr>
<tr><td></td><td align="center">Budgeted Expenditures</td><td></td><td align="center">Estimated Actual Annual Expenditures</td></tr>
<tr><td>1. Provide bus transportation for all free and reduced students and charge nominal fee for other students.</td><td>Bus Transportation costs $239,060</td><td>1. Provided bus transportation for all free and reduced students and charge nominal fee for other students.</td><td>Bus Transportation costs $241,861</td></tr>
<tr><td>Scope of Service | LEA-wide

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

_ All
OR:
X Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td><td></td></tr>
<tr><td>2. Schools will create incentive programs to help assist in better attendance.</td><td>School incentive programs. $3,000</td><td>2. Schools created incentive programs to help assist in better attendance.</td><td>School incentive programs. $1246</td></tr>
</table>

Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Parent Communication- The district and school sites will create communication methods to better convey the importance of attendance.	The District will use multiple ways to communicate with parents including Blackboard Connect and the web page. $6,800	3. Parent Communication- The district and school sites created communication methods to better convey the importance of attendance.	The District will use multiple ways to communicate with parents including Blackboard Connect and the web page. $6,600
Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. The District will create a District Attendance Review Committee to meet with families and provide supports to increase attendance.		Not Completed	
Scope of Service X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service NA _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	PLESD increased ADA this year but did not hit the 97% goal. The DIstrict is adding a Director of Student Services position for 2016-17 to continue to help families that are struggling with attendance. The new position will be charged with implementing the District Attendance Review Committee.		

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

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

Original GOAL 4 from prior year LCAP:	4. PLESD will develop shared relationships with both parents and the community in order to ensure the academic, social and emotional success of PLESD students.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Parent communication survey data will be analyzed for strengths and areas of growth. Parents will have multiple opportunities to give input into the planning and evaluation process of the LCAP.	Actual Annual Measurable Outcomes:	Parent communication survey data showed 89% of parents were agreed or strongly agreed that communication was effective from the school and 88% stated the same about the District. Parents will have multiple opportunities to give input into the planning and evaluation process of the LCAP.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Parents will have the opportunity to give meaningful input to the District decision making processes including the LCAP planning and implementation and the PLESD budget.	Parent information night funds will include advertising, supplies, food, and presenters.	1. Parents had the opportunity to give meaningful input to the District decision making processes including the LCAP planning and implementation and the PLESD budget.	Parent information night funds will include advertising, supplies, food, and presenters. $0
Scope of Service	LEA-wide	Scope of Service	LEA-wide
X All		X All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

2. PLESD will provide opportunities for parents to come together and/or provide information through various models to help parents with strategies to support students academically, socially, and emotionally.	Parent information night funds will include advertising, supplies, food, and presenters.		
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey.	Parent communication software will be utilized through a contract. 5000-5999: Services And Other Operating Expenditures $6,800	3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey.	Parent communication software will be utilized through a contract. $6,600
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. PLESD will develop partnerships with the school parent teacher groups and the Plumas Lake Education Foundation to raise money to supplement the educational system for students.		4. PLESD will develop partnerships with the school parent teacher groups and the Plumas Lake Education Foundation to raise money to supplement the educational system for students.	

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
X All _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All _ _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	89% of parents responding to the survey stated that they strongly agreed or agreed with the statement "Communication from my child's school is effective." The same was true for 87.5% of parents when rating the District's communication. PLESD will continue many of these same means of communication.

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

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

Original GOAL 5 from prior year LCAP:	5. PLESD will be proactive in fostering a safe and healthy learning environment, and will assist students and families with social and emotional distress by providing multiple prevention and intervention programs.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	A Character Education Plan will be in place by the end of the year. The Suspension rate will decrease from 4.7% in 2014-15 (a drop from 6.2% in 13-14) to 4.0% in 2015-16. The Expulsion rate will continue to stay very low. (Less than .1% in 2014-15) Programs will be in place to support student's social and emotional needs.	Actual Annual Measurable Outcomes:	A Character Education Plan was not in place by the end of the year. The Suspension rate was 4.5% There were 0 expulsions in 2015-16 Programs will be in place to support student's social and emotional needs.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. The District will develop a Character Education implementation plan which will include common language to be used at all schools, themes to be addressed at specific age levels, and if necessary any curriculum or materials needed.	Character Education implementation plan which may include costs from stipends and substitutes. $1,000	1. The District agreed upon common character traits that would be focused on throughout the school year.	No Cost
Scope of Service	LEA-wide	Scope of Service	LEA-wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	

2. Support Services will be in place for students and families in need including:
a) A School Counselor
b) A School Psychologist
c) Nursing/Health Clerk Services
d) Appropriate levels of administrative staff at each school site.
	Support Services:
	School Counselor
	School Psychologist
	Nursing/Health Clerk Services
	Occupational Therapist
	   $326,545
	
	Administrative staff including a Teacher on Special Assignment at the middle school. $68,400
	
	Additional Behaviorist time could be needed. $31,926
		2. Support Services will be in place for students and families in need including:
		a) A School Counselor
		b) A School Psychologist
		c) Nursing/Health Clerk Services
		d) Appropriate levels of administrative staff at each school site.
		e) Behaviorist
			Support Services included:
			School Counselor
			School Psychologist
			Nursing/Health Clerk Services
			Occupational Therapist
			   $328,181
			
			Administrative staff including a Teacher on Special Assignment at the middle school. $80,102
			
			Additional Behaviorist time could be needed. $22,247

Scope of Service ┊ LEA-wide X All – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA-wide X All – – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As PLESD once again saw a drop in suspension rate, there is still concerns about the depth of anti bullying (with an emphasis on cyber-bullying) and digital citizenship training that we are giving our students. These both will be focus areas next year.		

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

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 6 from prior year LCAP:	6. PLESD will provide students and staff with clean and well maintained facilities.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	All sites will perform and document all required safety drills. Site custodial and maintenance inspection data will be analyzed to identify areas of need.	Actual Annual Measurable Outcomes:	All sites performed and documented all required safety drills and a new communication system was purchased and implemented. Site custodial and maintenance inspection data was analyzed.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide adequate staffing for maintenance and custodial services.	Custodial and Maintenance budget includes personnel, materials, and supplies. 1,250,033 Create a second Maintenance/Mechanic position and move our grounds position and a custodian/bus driver position to 12 month employees from 11 and 10 month employees respectfully. $33,733	Provided adequate staffing for maintenance and custodial services by creating a second Maintenance/Mechanic position and move our grounds position and a custodian/bus driver position to 12 month employees from 11 and 10 month employees respectfully.	Custodial and Maintenance budget includes personnel, materials, and supplies. $1,286,361
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
2. Continue to fund deferred maintenance and implement 10 year maintenance plan.	Deferred Maintenance is funded to plan for maintenance of school sites. The contribution will be: $106,000 Deferred Maintenance Projects $57,500	2. Continued to fund deferred maintenance and implement 10 year maintenance plan.	Deferred Maintenance is funded to plan for maintenance of school sites. The contribution will be: $108,879 Deferred Maintenance Projects $47,994
Scope of Service : LEA-wide X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : LEA-Wide X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Cobblestone Elementary Kindergarten playground needs to have an area paved that is currently unused. This is needed due to the number of students in K-1.	Cobblestone $7,400	3. Cobblestone Elementary Kindergarten playground paved an area that was previously unused.	Cobblestone project $7,400
Scope of Service : Cobblestone X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : Cobblestone X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2016-17, the major projects will include solar and replacing all of the light fixtures in the District.		

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:	$410,783

Plumas Lake Elementary School District believes that best first instruction is the most critical factor in student success. After first best instruction, appropriate and specific interventions must be tailored to the needs of each individual student. Much of the LCAP spending plan is focused on staff development in these two areas. The belief is that this will be the most successful method of intervention for our low income, foster youth, and English Learners. We have developed a specific ELD intervention program that our EL students will receive that focuses on teaching students English as a second language. Students will also receive interventions through online programs, additional para-professional supports to help lower adult to student ratios in intervention groups, reading diagnostics, leveled reading programs and after school interventions.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.37	%

The Minimum Proportionality Percentage that has been calculated for Plumas Lake Elementary School District shows an increase of 4.37% of money needing to be spent on our English Learner, low income, and foster youth. In the base year PLESD spent $27,594 of EIA funds on these students. The 2016-17 LCAP continues to grow programs and trainings for teachers that will help ensure these students success. Additional expenditures in the 2016-17 budget and LCAP include $16,071 for new teacher trainings being provided on top of the TCIP trainings, $15,200 for Lexia Reading, $4,500 for Reading A-Z, $10,000 for the TenMark math program, and Leveled readers costing $5,500 to name a few of the additional programs.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Funding Sources	3,462,165.00	3,862,461.00	4,561,288.00	0.00	0.00	4,561,288.00
	3,462,165.00	3,862,461.00	4,561,288.00	0.00	0.00	4,561,288.00

Total Expenditures by Object Type						
Object Type	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Expenditure Types	3,462,165.00	3,862,461.00	4,561,288.00	0.00	0.00	4,561,288.00
	3,190,015.00	3,669,641.00	4,350,288.00	0.00	0.00	4,350,288.00
1000-1999: Certificated Personnel Salaries	205,200.00	174,870.00	211,000.00	0.00	0.00	211,000.00
4000-4999: Books And Supplies	33,100.00	17,950.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	33,850.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Expenditure Types	All Funding Sources	3,462,165.00	3,862,461.00	4,561,288.00	0.00	0.00	4,561,288.00
		3,190,015.00	3,669,641.00	4,350,288.00	0.00	0.00	4,350,288.00
1000-1999: Certificated Personnel Salaries		205,200.00	174,870.00	211,000.00	0.00	0.00	211,000.00
4000-4999: Books And Supplies		33,100.00	17,950.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures		33,850.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

01-13-15 [California Department of Education]