

Introduction:

LEA: Plumas Lake Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Jeff Roberts, Superintendent, jroberts@plused.org, (530) 743-4428 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>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.</p> <p>1) To begin the dialogue, the District held seven input sessions in November</p>	<p>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.</p> <p>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,</p>

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 School Board 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 feedback 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 and the review the first draft of the LCAP.
- 6) After the changes were made to the draft LCAP after the April 23 School Board meeting the Superintendent and staff met with the four groups mandated by the law.
 - a. On May 20, the District convened an English Learner parent committee.
 - b. On May 20, the District convened a Parent Advisory Committee.
 - c. On May 12, the District met with the Plumas Lake Teachers Association.
 - d. On May 13, 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.
- 8) On June 19, 2014 the School Board held a public hearing on the draft of the LCAP and the Budget.

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.

<p>9) On June 24, 2014 the School Board approved the LCAP and the Budget.</p>	
<p>Annual Update: During the 2014-15 School year the Superintendent and staff reported on different aspects of the 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. Staff developed an LCAP Reporting Document that showed evidence for each of the Goals and Actions. The Reporting Document was shared with 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 on April 15, 2015, and classified staff on April 16, 2015. This input included a review of the Reporting Document and then input groups to discuss what went well, what we need to work on and what needs to be future focuses. On May 21, the Board reviewed a first draft of the 2015-16 LCAP and 2014-15 Annual Review.</p>	<p>Annual Update: The Board and public were able to share successes and struggles with some of the areas of implementation. The Board and public were presented with the input from all three 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.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready.</p> <p>a. PLESD will implement the California Common Core standards in ELA and Math for all grade levels.</p> <p>b. PLESD will develop and implement an assessment system that supports the California Common Core.</p> <p>c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity.</p> <p>d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning.</p> <p>e. PLESD teachers will plan and provide relevant, quality instruction that engages all students and causes learning.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Students will meet or exceed common core standards proficiency as measured by state and local assessments.</p> <p>Implementation will be measured through classroom observations as well as standard proficiency on district and state assessments.</p> <p>The implementation assessment system will be measured by anecdotal evidence collected showing creation, implementation, and utilization.</p> <p>Implementation will be measured through standard proficiency on district and state assessments.</p> <p>Student engagement and learning will be measured through classroom observations as well as standard proficiency on district and state assessments.</p> <p>Student engagement and learning will be measured through classroom observations as well as standard proficiency on district and state assessments.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>The baseline data will be analyzed and growth targets will be identified. District ELA and Math assessment data will be collected.</p> <p>Students will receive instruction with higher expectations for critical thinking, reasoning, and problem solving.</p> <p>Assessment system data will identify student needs and guide teachers in developing differentiated instruction in math and ELA.</p> <p>Students will use technology as a tool of learning and develop Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills.</p> <p>Teachers will develop the necessary skills to support student learning goals.</p> <p>Students will receive engaging cognitively planned instruction developed from the State standards.</p>
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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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Three additional teachers will be needed to meet mandated class sizes 1000-1999: Certificated Personnel Salaries
Goal 1a. PLESD will implement the California Common Core 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	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. Materials may be purchased if it is found appropriate.

<p>writing coach. 5. Continue staff development on implementing best instructional practices including developing 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.</p>			
<p>Goal 1b. PLESD will develop and implement an assessment system that supports the California Common Core. 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 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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. Contracting of the data system. Materials may be purchased if found appropriate.</p>
<p>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 increase student achievement. Trainings will be provided by technology</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. Student Technology will be purchased for sites and a small "makers lab" pilot. Networking infrastructure will need to be upgraded as part of the Technology Replacement Plan</p>

<p>coaches at each site, by Director of Innovation an Instructional Technology, and outside workshops and conferences</p> <p>3. By 2015-2016 PLESD will continue 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.</p> <p>4. Begin exploring the possibilities of creating a "makers lab" at each site. Starting with a small pilot program at one or two sites.</p> <p>5. Begin implementation of Technology Replacement Plan- first focusing on infrastructure in 2015-16.</p>			
<p>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.</p> <p>Trainings will include Common Core Standards, Essential Skills (also known as 21st Century Skills), Early Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices.</p>	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.</p>
<p>For low income and foster youth pupils:</p> <p>1. In grades K-5 all students are provided 1 hour of interventions or enrichments in ELA.</p> <p>2. In grades 6-8, students will be provided one period of either intervention or enrichment courses.</p> <p>3. PLESD staff will develop diagnostic assessments that will provide information in which strategic interventions can be implemented to meet individual student needs.</p> <p>4. Students who qualify for free and reduced lunch and live outside of walking distance to school will receive free bus transportation.</p> <p>5. All students will have the opportunity to attend field trips including a week long outdoor camp as sixth graders.</p> <p>6. After-school enrichment opportunities will be provided free of charge for low income students.</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Intervention Materials</p> <hr/> <p>Diagnostic Assessment</p> <hr/> <p>School Transportation for Free and Reduced students: 59% of budget totaling</p> <hr/> <p>Field trip fund:</p>
<p>For English learners:</p>	LEA-wide	<input type="checkbox"/> All	<p>Staff Development including consultants, substitutes, and</p>

<p>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.</p>		<p>OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>materials Academic Coach</p>
<p>For redesignated fluent English proficient pupils: 1. Students who are redesignated fluent will be continually monitored at academic conferences to ensure continued growth.</p>		<p><input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Academic Conferences includes substitutes:</p>
	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>The 2015-16 data will be analyzed and growth targets will be identified.</p> <p>Students will receive instruction with higher expectations for critical thinking, reasoning, and problem solving.</p> <p>Assessment system data will identify student needs and guide teachers in developing differentiated instruction in math and ELA.</p> <p>Students will use technology as a tool of learning and develop Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills.</p> <p>Teachers will develop the necessary skills to support student learning goals.</p> <p>Students will receive engaging cognitively planned instruction developed from the State standards.</p>
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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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom Teachers may need to be added.
Goal 1a. PLESD will implement the California Common Core standards in ELA and Math for all grade levels. 1. Revise math curriculum maps for each grade level. 2. Implement the K-5 Common Core Pacing guides. Review and make adjustments as the year progresses. 3. Implement the Next Generation Science Standards 4. 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. 5. Provide staff development on specific content knowledge. 6. Evaluate curriculum to supplement current curriculum. When appropriate curriculum is developed by publishers, look to purchase core curriculum when	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.

<p>needed and appropriate.</p>			
<p>Goal 1b. PLESD will develop and implement an assessment system that supports the California Common Core.</p> <ol style="list-style-type: none"> 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-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 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. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.</p> <hr/> <p>Materials may be purchased if it is found appropriate.</p> <hr/> <p>Contracting of the data system..</p>
<p>Goal 1c. Students will demonstrate application of the 21st century skills including collaboration, critical thinking, communication and creativity.</p> <ol style="list-style-type: none"> 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 Director of Innovation an Instructional Technology, and outside workshops and conferences 3. After 2015-2016 PLESD will determine additional student device needs 4. Evaluate the "makers lab' pilots and decide if it should be funded for all 3 sites. 5. Begin implementation of Technology Replacement Plan- beginning to focus on replacing student devices. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.</p> <hr/> <p>Technology will be purchased to refresh student devices and possibly to increase "makers lab' pilot.</p>

<p>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.</p> <p>Trainings will include Common Core Standards, Essential Skills (also known as 21st Century Skills), Early Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.</p>
<p>For low income pupils and foster youth:</p> <ol style="list-style-type: none"> In grades K-5 all students are provided 1 hour of interventions or enrichments in ELA. In grades 6-8, students will be provided one period of either intervention or enrichment courses. PLESD staff will develop diagnostic assessments that will provide information in which strategic interventions can be implemented to meet individual student needs. Students who qualify for free and reduced lunch and live outside of walking distance to school will receive free bus transportation. All students will have the opportunity to attend field trips including a week long outdoor camp as sixth graders. After-school enrichment opportunities will be provided free of charge for low income students. 	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Materials</p> <hr/> <p>Diagnostic Assessment</p> <hr/> <p>School Transportation for Free and Reduced students: 59% of budget totaling</p> <hr/> <p>Field trip fund:</p>
<p>For English learners:</p> <ol style="list-style-type: none"> EL students will be provided with 1 hour a day of ELD intensive intervention. (1 period grades 6-8) ELD teachers will be trained and coached by an ELD consultant. Academic Coach will provide support to all teachers and reinforce continual use of ELD strategies in the General Education Environment. 	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development including consultants, substitutes, and materials</p> <hr/> <p>Academic Coach</p>
<p>For redesignated fluent English proficient pupils:</p> <ol style="list-style-type: none"> Students who are redesignated fluent will be 	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR:</p>	<p>Academic Conferences includes substitutes.</p>

continually monitored at academic conferences to ensure continued growth.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Academic Coach.
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	The 2016-17 data will be analyzed and growth targets will be identified. Students will receive instruction with higher expectations for critical thinking, reasoning, and problem solving. Assessment system data will identify student needs and guide teachers in developing differentiated instruction in math and ELA. Students will use technology as a tool of learning and develop Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills. Teachers will develop the necessary skills to support student learning goals. Students will receive engaging cognitively planned instruction developed from the State standards.
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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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	May need to increase staffing due to growth.
Goal 1a. PLESD will implement the California Common Core standards in ELA and Math for all grade levels. 1. Revise math and ELA curriculum maps for each grade level. 2. Revise Next Generation Science Standard curriculum plans 3. Provide staff development on implementing best	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.

<p>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.</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Goal 1b. PLESD will develop and implement an assessment system that supports the California Common Core. 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-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 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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. <hr/> Materials may be purchased if it is found appropriate. <hr/> Contracting of the data system.</p>
<p>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 Director of Innovation an Instructional Technology, and outside workshops and conferences</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. <hr/> Technology will be purchased to refresh student devices and possibly to increase "makers lab' pilot.</p>

<p>3. After 2016-2017 PLESD will determine additional student device needs</p> <p>4. Continue implementation of Technology Replacement Plan- continued focus on replacing student devices.</p>			
<p>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.</p> <p>Trainings will include Common Core Standards, Essential Skills (also known as 21st Century Skills), Early Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.</p>
<p>For low income pupils:</p> <ol style="list-style-type: none"> In grades K-5 all students are provided 1 hour of interventions or enrichments in ELA. In grades 6-8, students will be provided one period of either intervention or enrichment courses. PLESD staff will develop diagnostic assessments that will provide information in which strategic interventions can be implemented to meet individual student needs. Students who qualify for free and reduced lunch and live outside of walking distance to school will receive free bus transportation. All students will have the opportunity to attend field trips including a week long outdoor camp as sixth graders. After-school enrichment opportunities will be provided free of charge for low income students. 	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Intervention Materials</p> <hr/> <p>Diagnostic Assessment</p> <hr/> <p>School Transportation for Free and Reduced students: 59% of budget totaling</p> <hr/> <p>Field trip fund:</p>
<p>For English learners:</p> <ol style="list-style-type: none"> EL students will be provided with 1 hour a day of ELD intensive intervention. (1 period grades 6-8) ELD teachers will be trained and coached by an ELD consultant. Academic Coach will provide support to all teachers and reinforce continual use of ELD strategies in the General Education Environment. 	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff Development including consultants, substitutes, and materials</p> <hr/> <p>Academic Coach</p>

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

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 opportunities outside of the core academic subjects.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Middle school students will have more enrichment courses during the school day.
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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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Half time Elementary P.E. Teachers will assist with meeting these minutes.
2. Students at the middle school level will be offered an enrichment wheel that includes foreign language, art, STEM and band.	Riverside Meadows	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The Middle School Enrichment wheel will be supported by 1.8 FTE split by a Foreign Language teacher, Art teacher and STEM teacher.
3. In 2015-16, an after school enrichment program will be implemented.	Rio Del Oro and	<input checked="" type="checkbox"/> All OR:	After school enrichment will be developed and offered by the District

	Cobblestone	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Middle school students will have more enrichment courses during the school day and Elementary students will have more enrichment opportunities after school..		
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)	Half time Elementary P.E. Teachers will assist with meeting these minutes.
2. Students at the middle school level will be offered an enrichment wheel that includes foreign language, art, and band.	Riverside Meadows	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The Middle School Enrichment wheel will be supported by 1.8 FTE split by a Foreign Language teacher, Art teacher and STEM 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	After school enrichment will be developed and offered by the District,

		_ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Middle school students will have more enrichment courses during the school day and Elementary students will have more enrichment opportunities after school..		
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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Half time Elementary P.E. Teachers will assist with meeting these minutes.
2. Students at the middle school level will be offered an enrichment wheel that includes foreign language, art, and band.	Riverside Meadows	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The Middle School Enrichment wheel will be supported by 1.8 FTE split by a Foreign Language teacher, Art teacher and STEM teacher.
3. Elementary students will be offered an after school enrichment program.	Rio Del Oro and Cobblestone	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : PLESD's ADA was 96.55% at P2 in 2014-15

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Students will benefit from more consistent attendance in an academic environment.

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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bus Transportation costs 181,741
2. Schools will create incentive programs to help assist in better attendance.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	School incentive programs. 3,000
3. Parent Communication- The district and school sites will create communication methods to better convey the		<input checked="" type="checkbox"/> All OR:	

importance of attendance.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. The District will create a District Attendance Review Committee to meet with families and provide supports to increase attendance.		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Students will benefit from more consistent attendance in an academic environment.

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	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bus Transportation costs 181,741
2. School incentive programs.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	School incentive programs. 3,000

		_ Other Subgroups: (Specify)	
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)	
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)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:			
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	School Incentive Programs

		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.	LEA-Wide	<input checked="" type="checkbox"/> 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.	LEA-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ 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 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students will benefit from increased parent involvement and additional programs paid through PTO's and the foundation
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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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent information night funds will include advertising, supplies, food, and presenters.
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.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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	LEA-wide	<input checked="" type="checkbox"/> All OR:	Parent communication software will be utilized through a contract.

communication survey.		_ 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.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students will benefit from increased parent involvement and additional programs paid through PTO's and the foundation
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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 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	Parent information night funds will include advertising, supplies, food, and presenters.

		_ Other Subgroups: (Specify)	
3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent communication software will be utilized through a contract.
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.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students will benefit from increased parent involvement and additional programs paid through PTO's and the foundation		
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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent information night funds will include advertising, supplies, food, and presenters.
2. PLESD will provide opportunities for parents to come	LEA-wide	<input checked="" type="checkbox"/> All	Parent information night funds will include advertising,

<p>together or provide information to learn strategies to support students academically, socially, and emotionally.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>supplies, food, and presenters.</p>
<p>3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent communication software will be utilized through a contract.</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students will benefit from a more positive school climate.
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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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support Services: School Counselor School Psychologist Nursing/Health Clerk Services Administrative staff including a VP or TSA at the middle school. Increased Behaviorist time could be needed.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Students will benefit from a more positive school climate.

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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Character Education implementation plan which will include costs from stipends and substitutes. Support Services: School Counselor School Psychologist Nursing/Health Clerk Services <hr/> Administrative staff including a VP or TSA at the middle school. Increase Behaviorist time could be needed.

LCAP Year 3: 2017-18

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 curriculum or materials needed.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Character Education implementation plan which will include costs from stipends and substitutes.

		_ 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 _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support Services: School Counselor School Psychologist Nursing/Health Clerk Services

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 and well maintained facilities.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Facilities will be clean and well maintained to ensure learning as a priority
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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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Custodial and Maintenance budget includes personnel, materials, and supplies. 1,107,930 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.
2. Continue to Fund deferred maintenance and implement 10 year maintenance plan	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Deferred Maintenance is funded to plan for maintenance of school sites.
3. Cobblestone Elementary Kindergarten playground needs to have an area paved that is currently unused.	Cobblestone	<input checked="" type="checkbox"/> All OR:	Cobblestone

This is needed due to the number of students in K-1.		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Facilities will be clean and well maintained to ensure learning as a priority
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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	<input checked="" type="checkbox"/> 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 maintenance plan	LEA-wide	<input checked="" type="checkbox"/> 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 especially at Rio Del Oro since work was done previously at Riverside Meadows and Cobblestone.	All Sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Possible upgrades

		_ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Facilities will be clean and well maintained to ensure learning as a priority		
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	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Custodial and Maintenance budget includes personnel, materials, and supplies.
2. Fund deferred maintenance and implement 10 year maintenance plan	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Deferred Maintenance is funded to plan for maintenance of school sites.
3. PLESD will evaluate any other school upgrade needs.	All sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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:	<p>1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready.</p> <p>a. PLESD will implement the California Common Core standards in ELA and Math for all grade levels.</p> <p>b. PLESD will develop and implement an assessment system that supports the California Common Core.</p> <p>c. Students will be proficient with 21st century tools in order to be college and career ready.</p> <p>d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning.</p> <p>e. PLESD teachers will plan and provide relevant, quality instruction that engages all students and causes learning.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to: Schools: All</p> <hr style="border-top: 1px dashed black;"/> <p>Applicable Pupil Subgroups: All</p>			
Expected Annual Measurable Outcomes:	<p>Baseline data will be collected on student achievement measured through the SBAC and District assessments in Math.</p> <p>Students will receive instruction with higher expectations for critical thinking, reasoning, and problem solving.</p> <p>Assessment system data will identify student needs and guide teachers in developing differentiated instruction in math.</p> <p>Students will use technology as a tool of learning and develop Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills.</p> <p>Teachers will develop the necessary skills to support student learning goals.</p> <p>Students will receive engaging cognitively planned instruction developed from the State standards.</p>	Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Meet mandated class sizes in K-3 and	To ensure class size compliance	All classrooms in K-3 are at 24:1 or	To ensure class size compliance and

4-8	and lack of combination classes an additional 2 teacher FTE will be added 128,024	less.	lack of combination classes an additional 2 teacher FTE will be added				
<table border="1"> <tr> <td data-bbox="96 232 243 310">Scope of Service</td> <td data-bbox="243 232 569 310">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide		<table border="1"> <tr> <td data-bbox="1031 232 1178 310">Scope of Service</td> <td data-bbox="1178 232 1514 310">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>Goal 1A PLESD will implement the California Common Core standards in ELA and Math for all grade levels.</p> <ol style="list-style-type: none"> 1. Develop a curriculum map for each grade level. 2014-15= Math K-8 and English Language Arts (ELA) 6-8. 2015-16 ELA K-5. 2. In English Language Arts a focus on writing, text dependent questions and text complexity will take place during the first two years of implementation. 3. In middle school Social Studies and Science will focus on embedded writing and technical text. 4. 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. 5. Provide staff development on specific content knowledge, with a focus on math and writing. 6. Evaluate curriculum to supplement current curriculum. When appropriate curriculum is developed by publishers, look to purchase core curriculum when 	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. 131,570</p>	<ol style="list-style-type: none"> 1. K-5 maps were worked on over the summer and initial roll out occurred during our in-service days before school started. Teachers are developing and sharing the activities in grade level meetings and during collaborative planning time. Scope and sequence for 6th, 7th and 8th grade are completed in Math. 2. All Riverside Meadows staff members have been trained in the UC Davis Writing Project including monthly professional Development sessions with classroom observations and feedback. Cobblestone employed Sarah Darnell to provide teacher and student instruction in the writing process with a focus on the new State writing standards. Rio Del Oro has reformatted the Universal Access hour to focus on writing strategies. Leveled readers were purchased with both fiction and non-fiction content. 3. All staff training on literacy across the grade levels (please see #2 above)- Amanda Garceau is providing ongoing coaching to Science and Social Studies teachers 					

<p>needed and appropriate.</p>		<p>4. Administrative Staff Development by consultant led to site principals providing staff development session focused on best instructional practices including 1) purposeful planning of objectives, questions and activities, 2) use of the three forms of comprehension. 5. Administration and school leadership teams have decided more time needed to be spent understanding the scope and sequence of the math curriculum and will begin to develop content needs in the coming months. 6. Math committee members (1 from each grade at each site) are currently meeting to review and revise the curriculum maps for the 2015-16 school year using feedback from grade level teachers. We believe this should continue to be the focus for 2015-16.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Goal 1B PLESD will develop and implement an assessment system that supports the California Common Core. 1. Develop benchmarks for each grade level for both Math and Language Arts. 2. Implement a pacing guide that allows students to be prepared for the</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. 131,570 Materials may be purchased if it is found appropriate.</p>	<p>1. District wide Literacy assessment binders have been developed and used by TK-2 grade teachers. 2. Tk-5 pacing guides for ELA and Math have been developed and implemented. 3. Purchased diagnostic reading assessments and have been</p>	

<p>scheduled assessments. 3. K-2 reading diagnostic assessments will be created/ purchased. Staff will receive training on diagnostic assessment including giving, analyzing and selecting interventions. 4. All District assessments will use the data system to gather and analyze results. 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.</p>	<p>Contracting of the data system. 6,100</p>	<p>implemented District-wide 1-2 grade and are being piloted TK-% at Cobblestone. 4. Math and ELA unit assessments are in Illuminate K-5. 5. 6 teachers are piloting the gradebook system this goal will need to be a carryover goal.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Goal 1C Students will be proficient with 21st century tools in order to be college and career ready. 1. The District will develop a common understanding of "21st Century Skills" and the importance of overtly teaching the skills. 2. By 2014-2015 teachers will have received comprehensive professional development on the use of relevant technologies that increase student achievement. 3. By 2015-2016 PLESD will reduce the technology to student ratio to 1:2..</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. 131,570 Student Technology will be purchased with 2013-14 Common Core funds 136,517 Networking infrastructure will need to be upgraded including but not limited to wireless nodes 37,635</p>	<p>1. At the beginning of the year all 3 staff's focused multiple collaboration sessions to define the behaviors of a "21st Century" student and the characteristics of a common core classroom. The new District K-5 report card assesses students on "21st Century Skills." 2. Teacher web page trainings- what are relevant. 8 teachers CUE Rockstar conference in Tahoe, 11 to CUE in Sacramento, 3 to the CUE conference in Petaluma and 12 teachers will be attending the CUE Rockstar in Tahoe</p>	

<p>4. By the end of the 2014-15 the network infrastructure will be capable of supporting 1:1-1:2 ratios</p>		<p>this summer. Teacher innovators have provided professional development on Google Classroom and other web 2.0 technologies. Riverside Meadows science teachers have been trained and are beginning the development of the “flipped classroom” pedagogy. Innovators have met multiple times throughout the year to discuss new ideas and tools to use in the classroom. 3. This goal was met by January 2015. 4. Currently 13 new wireless nodes have been installed to give coverage that meets the needs of the 1:2 ratio. An additional 5 nodes will be installed by the end of the year and will come close to meeting 1:1. New web filtering software and hardware were installed to monitor and strengthen the firewall and bringing us into CIPA compliance.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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. 1. Trainings will include Common Core Standards, Essential Skills (also known as 21st Century Skills), Early</p>		<p>1. Besides the trainings already discussed above, PLESD teachers have worked with our Academic Coach in 4 week intervals. ELD teachers have received training from our ELD consultant. Administration has worked with Marilyn Bates on providing staff training on planning and comprehension strategies.</p>	

<p>Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices.</p>			
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Goal 1E. PLESD teachers will plan and provide relevant, quality instruction that engages all students and causes learning.</p> <p>1. Continued work on developing instructional excellence through Principal Leadership. Including:</p> <p>a. Consultation focused on principal educational leadership</p> <p>b. Director of Curriculum and Instruction</p> <p>2. Staff Development for instructional staff including:</p> <p>a. Consultant focused on writing strategies</p> <p>b. Academic Coach</p> <p>c. Monday Early Release Days</p> <p>d. Academic Conferences</p> <p>e. Grade Level work days</p>	<p>Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. 131,570</p>	<p>1. Besides the trainings already discussed above, PLESD teachers have worked with our Academic Coach in 4 week intervals. ELD teachers have received training from our ELD consultant. Administration has worked with Marilyn Bates on providing staff training on planning and comprehension strategies.</p>	
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Intervention Materials 13,352 ----- Diagnostic Assessment 5,000 ----- School Transportation for Free and Reduced students: 59% of budget totaling 107,227 ----- Field trip fund: 5000</p>		
<p>Scope of Service LEA-wide ----- _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners</p>		<p>Scope of Service LEA-wide ----- _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Staff Development including consultants, substitutes, and materials 14,100 <hr/> Academic Coach 65,685</p>		
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For foster youth: Please see the low-income section above.</p>			
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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: 15,400 Academic Coach 65,685		
Scope of Service LEA-Wide <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-Wide <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> 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?			

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 opportunities outside of the core academic subjects.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Middle school students will have more enrichment courses during the school day.	Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
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 48,141	1. All students are receiving the mandated minutes.	
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Students at the middle school level will be offered an enrichment wheel that includes foreign language, art, and band.	The Middle School Enrichment wheel will be supported by 1.2 FTE split by a Foreign Language teacher	2. Hired a Spanish teacher, art teacher and continue to offer band.	

	and Art teacher. 76,814						
<table border="1"> <tr> <td>Scope of Service</td> <td>Riverside Meadows</td> </tr> </table>	Scope of Service	Riverside Meadows		<table border="1"> <tr> <td>Scope of Service</td> <td>Riverside Meadows</td> </tr> </table>	Scope of Service	Riverside Meadows	
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<p>3. Elementary students will be offered an after school enrichment program. In 2014-15, the District will develop a plan for after school enrichment including offering some pilot programs. In 2015-16, an after school enrichment program will be implemented.</p>		<p>3. A committee of staff members has been formed and will begin meeting to develop this plan</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>Rio Del Oro and Cobblestone</td> </tr> </table>	Scope of Service	Rio Del Oro and Cobblestone		<table border="1"> <tr> <td>Scope of Service</td> <td>Rio Del Oro and Cobblestone</td> </tr> </table>	Scope of Service	Rio Del Oro and Cobblestone	
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Original GOAL 3 from prior year LCAP:	3. PLESD will put in place programs that will attempt to keep Average Daily Attendance as measured by P2 data at 97.0% or above.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will benefit from more consistent attendance in an academic environment.	Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide bus transportation for all free and reduced students and charge nominal fee for other students.	Bus Transportation costs 181,741	1. This is being done and there are enough students needing bussing that an additional bus was purchased during the 2014-15 school year. Also an additional bus driver was needed to drive the third route.	
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>2. School incentive programs.</p>	<p>School incentive programs. 5,000</p>	<p>2. ADA has averaged over 97% for most of the year- over the last 2 months the amount of illness has brought that number below 97%. We are hoping that over the remainder of the year this improves to above 97% once again.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
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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 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify									
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All									
Expected Annual Measurable Outcomes:	Students will benefit from increased parent involvement and additional programs paid through PTO's and the foundation	Actual Annual Measurable Outcomes:									
LCAP Year: 2014-15											
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. This is an area that has not been a strong focus at a District Level. More communication has been done at the site levels.									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td colspan="2"> <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td></td> </tr> <tr> <td colspan="2"> <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service		<hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
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2. PLESD will provide opportunities for parents to come together to learn both educational and parental strategies to	Parent communication software will be utilized through a contract.										

<p>support students academically, socially, and emotionally.</p>	<p>3,740</p>		
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey.</p>			
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>			
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

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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 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Students will benefit from a more positive school climate.	Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15			
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 will include costs from stipends and substitutes.	1. Agreed on character traits that will be focused on each month Districtwide. Administration has begun discussion on an implementation plan over the next several years.	
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>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.</p>	<p>Support Services: School Counselor School Psychologist Nursing/Health Clerk Services</p> <hr/> <p>90,095</p> <p>Administrative staff Including an additional 3 hour office clerk 7,619</p>	<p>2. Hired a new psychologist- Data will be collected over the coming weeks on the numbers of students being served.</p>	
<p>Scope of Service: LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Riverside Meadows Intermediate School is being housed on a school built as a K-8. Some upgrades occurred in 2013-14 to enhance the middle school culture and climate. In 2014-15 the following upgrades will occur to further enhance the climate including upgrade to the multi-purpose room basketball court and murals.</p>	<p>Riverside Meadows Intermediate School upgrades including upgrade to the multi-purpose room basketball court 3000</p>	<p>3. Basketball court at Riverside Meadows was completed over the summer</p>	
<p>Scope of Service: Riverside Meadows</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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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 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Facilities will be clean and well maintained to ensure learning as a priority		Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
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. Including an additional .5 FTE. 1,107,930	1. An additional .5 FTE was added to begin the 2014-15 school year.		
Scope of Service		Scope of Service		
LEA-wide		LEA-wide		
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2. Fund deferred maintenance and implement 5 year maintenance plan	Deferred Maintenance is funded to plan for maintenance of school sites 38,000	2. A 10 year maintenance plan was developed the Board chose to fund Deferred Maintenance Fund 14 at half of what should have been set aside		

		during the 2009-2014 school years at a cost of \$236,000.									
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