

**Introduction:****LEA:** Springville Union School District    **Contact:** Connie Owens, Superintendent/Principal, [connies@ocsnet.net](mailto:connies@ocsnet.net), 559-539-2605**LCAP Year:** 2016-17***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans*

*(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>The Superintendent/Principal provided information to stakeholders that contained a clear description and requirements of the LCFF and the LCAP process, as well as, survey information relating to the eight state priorities. LCFF/LCAP information was reviewed and made available for all stakeholder groups. Presentations and corresponding materials were presented to the following groups:</p> <p>Springville Independent Teachers Associations/Staff (8/10, 9/14, 12/14, 2/8, 4/11, 5/9)</p> <p>Parents – Back to School Night, Open House (9/3, 4/28)</p> <p>School Site Council (12/10, 1/21, 4/7, 5/26)</p> <p>School Board Meetings (8/10, 9/14, 12/14, 2/8, 4/11, 5/9)</p> <p>Surveys for the collection of stakeholder input were distributed and collected regarding LCAP goals. Stakeholders were given a variety of opportunities to participate. The final draft was created including stakeholder feedback. Public comments were documented and</p>	<p>As a result of the input received from stakeholders, the District will continue to focus on the following:</p> <p>Continue to upgrade and modernize technology infrastructure including the purchase of new computers and classroom document camera/projectors campus wide. Pilot and purchase a program to assist EL students in accessing core curriculum.</p> <p>Continue ELA and Math Intervention/enrichment through increased opportunities on campus for students to receive additional academic support. Provide informational opportunities and assistance to parents to better support their child/children at home, as well as, review State attendance requirements already provided to find additional opportunities to promote and instill the importance of regular school</p>

<p>taken into consideration during the development of the LCAP document. All stakeholder input was considered and the final draft was presented to the governing board on June 27, 2016 and approved on June 29, 2016.</p>	<p>attendance and the negative impact absences have on student academic growth.</p>
<p><b>Annual Update:</b>                  This year, our data indicated improvement in student performance in English Language Arts and Mathematics as measured by Scholastic Reading and Math Inventories, AIMS web, and CELDT assessments. The District has increased efforts to reach out to stakeholders including parents, grandparents, students, staff, and community members. The LCAP process allowed for an increased opportunity to be involved in the input process. Data collection and target goals were clearly identified and adjusted to provide realistic implementation and monitoring with outcomes shared with stakeholders.</p>	<p><b>Annual Update:</b>                  This year’s input focused on ways to increase student academic growth, assuring that all students, (including EL, SES, FY, and Exceptional Needs) have access to instruction within the educational setting. On-going professional development was offered to support teachers in ELA, Writing, and Math in conjunction with the continued implementation of the new state standards across the curricular areas. In addition, the District continues efforts toward increasing student access to technology through additional infrastructure and equipment as reflected in the upcoming year’s LCAP. Last year, the District adjusted the metrics for data collection, omitting state testing scores as a measurement due to it being the first time the test was administered. With this year being the second opportunity for students to take the CAASP assessment, the District will use last year’s scores as a baseline and will provide an annual measurement for student achievement. Additionally, the District continues to develop goals based on the 8 state priorities in relationship to the feedback collected from stakeholder groups.</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).

**Actions/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 school sites 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 school sites?
- 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 school sites, 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?



<b>GOAL:</b>	#1 Improve Student Achievement of all Students and Sub Groups, in all subject areas through Pupil Engagement and Collaboration, including the implementation of State Standards in all subject areas and ELD.		Related State and/or Local Priorities: 1_ 2_x 3_ 4_x 5_ 6_ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	As a result of reviewing student data (report cards, local assessments, CELDT scores, SMI, SRI, and STAR scores) the District identified a need in student sub groups performing below basic in ELA and Mathematics which resulted in Program Improvement 1 status. A comparison of 2014-2015 Baseline for CAASPP State Assessments indicates 33% of our students tested are proficient or advanced in ELA and 39% of our students tested are proficient or advanced in Mathematics. Scholastic Math Inventory, indicated 73% of students tested are proficient or advanced in Mathematics and Scholastic Reading Inventory indicated 61% of students tested are proficient or advanced in Reading. The District believes that the information these assessments provide will assist teachers develop instructional practices to move our students towards proficiency. Student academic growth continues to be a priority.		
<b>Goal Applies to:</b>	<b>Schools:</b>	School Wide <b>Applicable Pupil Subgroups:</b> All students, including English Learners, SES, Foster Youth, and Exceptional Needs.	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	For all students and all sub groups: 1. Proficiency rates in English Language Arts and Mathematics on School based Assessments will increase in a positive direction. 2. Timeline to reflect EL Instruction/Support/Intervention throughout the grade levels, including technology, support across curricular areas. 3. State Objectives for EL will be assessed using EL curriculum and CELDT, working towards Reclassification. 4. Professional Development for all staff in ELA/ELD and Mathematics addressing all students inclusive of English Learners. 5. CAASPP assessment data collected on all students, inclusive of (EL, SES, FY, and Exceptional Needs) used to measure student progress towards proficiency.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 To increase academic achievement a highly qualified staff must be retained.	School Wide	<u>  </u> x ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Certificated Staff  \$1,654,698 LCFF Base
#2 Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall/tutoring, teacher observations and release time, as well as, on-going campus wide, staff development.	School Wide	<u>  </u> x ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Student Services Position \$119,084  LCFF Base \$36,187.55 Title I \$26,752.29

			Pathway \$26,752.29 EPA \$29,055.13 Title II \$336.90
#3 Provide English Learner Intervention support/measurable assessments	School Wide English Learners	_ALL  OR: __Low Income pupils <u>  x  </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental Materials \$1,000 LCFF/SC  Instructional Aides \$135,459 LCAP \$41,225 Title I \$22,348 Instruction \$48,602 REAP \$23,284
#4 Professional Development around English Learner support for all staff.	School Wide English Learners	__ALL OR: __Low Income pupils <u>  x  </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development \$2,000 LCFF Base Ed Effectiveness

**LCAP Year 2: 2017-18**

<b>Expected Annual Measurable Outcomes:</b>	For all students and all sub groups: 1. Proficiency rates in English Language Arts and Mathematics on School based Assessments will increase in a positive direction. 2. Timeline to reflect EL Instruction/Support/Intervention throughout the grade levels, including technology, support across curricular areas. 3. State Objectives for EL will be assessed using EL curriculum and CELDT, working towards Reclassification. 4. Professional Development for all staff in ELA/ELD and Mathematics addressing all students inclusive of English Learners. 5. CAASPP assessment data collected on all students, inclusive of (EL, SES, FY, and Exceptional Needs) used to measure student progress towards proficiency.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 To increase academic achievement a highly qualified staff must be retained.	School Wide	<u>  x  </u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Staff  \$1,654,698 LCFF Base

<p>#2 Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall/tutoring, teacher observations and release time, as well as, on-going campus wide, staff development.</p>	<p>School 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>Student Services Position \$119,084  LCFF Base \$36,187.59 Title I \$26,752.29 Pathway \$26,752.29 EPA \$29,055.13 Title II \$336.90</p>
<p>#3 Provide English Learner Intervention support/measurable assessments</p>	<p>School Wide English Learners</p>	<p>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>Supplemental Materials \$1,000 LCFF S/C  Instructional Aides \$135,459 LCAP \$41,225 Title I \$22,348 Instruction \$48,602 REAP \$23,284</p>
<p>#4 Professional Development around English Learner support for all staff.</p>	<p>School Wide English Learners</p>	<p>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>Professional Development \$2,000 LCFF Base Ed Effectiveness</p>

**LCAP Year 3: 2018-19**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>For all students and all sub groups:                      1. Proficiency rates in English Language Arts and Mathematics on School based Assessments will increase in a positive direction.                      2. Timeline to reflect EL Instruction/Support/Intervention throughout the grade levels, including technology, support across curricular areas.                      3. State Objectives for EL will be assessed using EL curriculum and CELDT, working towards Reclassification.                      4. Professional Development for all staff in ELA/ELD and Mathematics addressing all students inclusive of English Learners.                      5. CAASPP assessment data collected on all students, inclusive of (EL, SES, FY, and Exceptional Needs) used to measure progress towards proficiency.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>#1 To increase academic achievement a highly qualified staff must be retained.</p>	<p>School 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>Certificated Staff \$1,654,698 LCFF Base</p>
<p>#2 Maintain Student Services Position allowing student/staff opportunities for career counseling, study hall/tutoring, teacher observations and release time, as well as, on-going campus wide, staff development.</p>	<p>School 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>Student Services Position \$119,084 LCFF Base \$36,187.59 Title I \$26,752.29 Pathway \$26,752.29 EPA \$29,055.13 Title II \$336.90</p>
<p>#3 Provide English Learner Intervention support/measurable assessments</p>	<p>School Wide English Learners</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>Materials \$1,000 LCFF SC  Instructional Aides \$135,459 S/C \$41,225 Title I \$22,348 Instruction \$48,602 REAP \$23,284</p>
<p>#4 Professional Development around English Learner support for all staff.</p>	<p>School Wide English Learners</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>Professional Development \$2,000 LCFF Base Ed Effectiveness</p>

<b>GOAL:</b>	#2 Students benefit from a safe, clean, healthy environment, and improve average daily attendance as measured by Facility Inspection Sheets, Stakeholder Input, and Student Attendance Reports.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> _ 2_ 3_ <input checked="" type="checkbox"/> _ 4_ 5_ <input checked="" type="checkbox"/> _ 6_ <input checked="" type="checkbox"/> _ 7_ 8_ <input type="checkbox"/> COE only: 9_ 10_ <input type="checkbox"/> Local : Specify _____	
<b>Identified Need :</b>	As a result of the LCAP survey and Stakeholder input, measures will focus to improve academic support and intervention opportunities, student success through academic engagement, well-kept facilities, attendance, and transportation. The District will maintain Good ratings on FIT Reports, as well as, maintain a fleet of 6 school buses that will provide adequate transportation to the students in this rural community. The District desires to reduce suspensions and maintain 0% Expulsion rate. Metrics used: FIT, Attendance Reports, Suspension/Expulsion Reports, and Eighth grade graduation.		
<b>Goal Applies to:</b>	Schools: School Wide Applicable Pupil Subgroups: All, including English Learners, SES, Foster Youth, and Exceptional Needs.		
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. Increase use of Home to School Transportation provided for all students. 2. Facilities report of "Good" status on FIT. 3. Develop parent/student education to promote attendance and student achievement. 4. Increase student attendance rate by 1%, increase graduation rates, monitor/track student suspension. 5. Conduct parent and student survey. 6. Reduce Chronic Absenteeism rate by 1%		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 Ensuring students attend school and arrive to school on time.	School 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)_____	Transportation Costs \$186,944 LCFF Base
#2 Provide an environment where facilities and grounds are will maintained and student safety is a top priority.	School 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)_____	Maintenance and Operations Costs \$174,118 LCFF Base
#3 Provide parent engagement activities to increase attendance rate for all students including EL, SES, Foster Youth, and Exceptional Needs.	School 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 \$500 LCFF Base

<p>#4 Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, and Foster Youth to reduce student suspension/expulsion.</p>	<p>School 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>Student Recognition Awards \$100 Student Council Character Counts</p>
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**LCAP Year 2: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase use of Home to School Transportation provided for all students.</li> <li>2. Facilities report of "Good" status on FIT.</li> <li>3. Develop parent/student education to promote attendance and student achievement.</li> <li>4. Increase student attendance rate by 1% and increase graduation rates, monitor/track student suspension.</li> <li>5. Conduct parent and student survey.</li> <li>6. Reduce Chronic Absenteeism by 1%</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#1 Ensuring students attend school and arrive to school on time.</p>	<p>School 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>Transportation Costs \$187,145 LCFF Base</p>
<p>#2 Provide an environment where facilities and grounds are will maintained and student safety is a top priority.</p>	<p>School 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>Maintenance and Operations Costs \$178,053 LCFF Base</p>
<p>#3 Provide parent engagement activities to increase attendance rate for all students including EL, SES, Foster Youth, and Exceptional Needs.</p>	<p>School 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 \$500 LCFF Base</p>
<p>#4 Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, Foster Youth, and Exceptional Needs to reduce student suspension/expulsion.</p>	<p>School 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>Student Recognition Awards \$100 Student Council Character Counts</p>

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Increase use of Home to School Transportation provided for all students.</li> <li>2. Facilities report of "Good" status on FIT.</li> <li>3. Develop parent/student education to promote attendance and student achievement.</li> <li>4. Increase student attendance rate by 5% and increase graduation rates, and monitor/track student suspension.</li> <li>5. Conduct parent and student survey.</li> <li>6. Reduce Chronic Absenteeism by 1%</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Ensuring students attend school and arrive to school on time.	School 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) _____	Transportation Costs \$191,805 LCFF Base
#2 Provide an environment where facilities and grounds are will maintained and student safety is a top priority.	School 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) _____	Maintenance and Operations Costs \$182,486 LCFF Base
#3 Provide parent engagement activities to increase attendance rate for all students including EL, SES, Foster Youth, and Exceptional Needs.	School 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 \$500 LCFF Base
#4 Monthly Student Recognition for Attendance and Character Counts Pillars for all students including EL, SES, Foster Youth, and Exceptional Needs, to reduce student suspension/expulsion.	School 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) _____	Student Recognition Awards \$100 Student Council Character Counts

<b>GOAL:</b>	#3 All students and subgroups will receive rigorous, research based instruction by Highly Qualified certificated teachers, using state adopted curriculum, in combination with CCSS materials and resources to ensure that state standards are met within the daily instruction of core curricular areas including English, Math, Science, History, and Physical Education. Certificated Staff are assigned to grade levels based on their specific credential, grade level experience, and their knowledge of subject matter. Certificated Staff will receive on-going Professional Development opportunities in well maintained facilities both on and off campus.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ 4_ <input checked="" type="checkbox"/> 5_ 6_ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ 10_ Local : Specify _____	
<b>Identified Need :</b>	As a result of Stakeholder Input, the District will continue to: 1. Implement CCSS instructional strategies, 2. Provide supplemental resources as applicable, 3. Provide on-going technology support.		
<b>Goal Applies to:</b>	<b>Schools:</b> School Wide		
	<b>Applicable Pupil Subgroups:</b>	All student populations including English Learners, SES, Foster Youth, and Exceptional Needs.	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. All students will receive instructional materials and resources, inclusive of CCSS. 2. All certificated staff will receive Professional Development support to ensure CCSS implementation is on-going in all classrooms, as well as, demonstrate growth in CCSS implementation and rigorous instruction within their classrooms. 3. Technology support via Technology Coordinator Support for all staff and students.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
#1 Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology infrastructure upgrade with additional computers added for students and staff.	School 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)_____	Instructional Materials and Supplies \$5,000 LCFF Base
#2 Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.	School 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)_____	Professional Development \$44,959 LCFF Base \$5,318 S/C \$7,000 Ed Effectiveness \$13,635 Pathways \$19,006 Supplemental Instructional Materials \$26,671 Lottery \$12,321 S/C \$500 Pathway \$13,850



#3 Continue contract with Technology Coordinator for Technology Support.	School Wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Technology Support \$48,925  S/C \$48,925
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**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

1. All students will receive instructional materials and resources, inclusive of CCSS.
2. All certificated staff will receive Professional Development support to ensure CCSS implementation is on-going in all classrooms, as well as, demonstrate growth in CCSS implementation and rigorous instruction within their classrooms.
3. Technology support for all staff and students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology infrastructure upgrade with additional computers added for students and staff.	School Wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Instructional Materials and Supplies \$5,000 LCFF Base
#2 Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.	School Wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Professional Development \$44,959  LCFF Base \$5,318 S/C \$7,000 Ed Effectiveness \$13,635 Pathway \$19,006  Supplemental Instructional Materials \$26,671 Lottery \$12,321 S/C \$500 Pathway \$13,850
#3 Continue contract with Technology Coordinator for Technology Support.	School Wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Technology Support \$48,925  S/C \$48,925

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	1. All students will receive instructional materials and resources, inclusive of CCSS. 2. All certificated staff will receive Professional Development support to ensure CCSS implementation is on-going in all classrooms, as well as, demonstrate growth in CCSS implementation and rigorous instruction within their classrooms. 3. Technology support for all staff and students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to implement new state standards through Project Based Learning in English, Math, Science, History, and Physical Education. Purchase new state adopted curriculum in English and Mathematics, instructional resources and supplies, as well as, continue progress on technology infrastructure upgrade with additional computers added for students and staff.	School 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) _____	Instructional Materials and Supplies \$5,000 LCFF Base
#2 Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.	School 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) _____	Professional Development \$44,959 LCFF \$5,318 S/C \$7,000 Ed Effectiveness \$13,635 Pathway \$19,006  Supplemental Instructional Materials \$1,000 LCFF Base S/C
#3 Continue contract with Technology Coordinator for Technology Support.	School 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) _____	Technology Support \$52,379  S/C \$52,379

<b>GOAL:</b>	#4 Although Stakeholders did not deem Parent Involvement as a priority for our District, the District will continue to develop ways to improve on opportunities for Parents/Guardians to be involved in the educational decisions affecting our students.	Related State and/or Local Priorities: 1_ 2_x 3_x 4_x 5_ 6_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** Through Teacher Observation and Parent/Stakeholder input, there is a need to provide service and encourage, all parents/families attending Springville School, including EL, SES, FY, and Exceptional Needs, to become involved in school activities as evidenced by Parent Teacher Conference sign-in sheets and volunteer opportunity sign-up sheets. Parental support is instrumental in the successful development of our ever changing educational process.

**Goal Applies to:** **Schools:** School Wide

**Applicable Pupil Subgroups:** All students/families, including English Learners, SES, and Foster Youth.

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:**

- All Administrators and support staff will continue implementation of CCSS.
- Increase parent/guardian involvement by providing outreach to all families, inclusive of EL, SES, FY, and Exceptional Needs, on a monthly basis, in addition to continuing to provide parental involvement opportunities..

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Administration and support staff are required to continue implementation of CCSS, support positive behavioral interventions, and involve parents/guardians in the educational process.	School Wide	_x_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Administration and Support Staff \$263,646 LCFF Base  Materials for Parent Involvement \$500 LCFF Base
#2 To increase parental involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students.	School Wide	_x_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Administration Support Staff \$100 LCFF Base Ed Effectiveness

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

- All Administrators and support staff will continue implementation of CCSS.
- Increase parent/guardian involvement by providing outreach to all families, inclusive of EL, SES, FY, and Exceptional Needs, on a monthly basis, in addition to continuing to provide parental involvement opportunities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>#1 Administration and support staff are required to continue implementation of CCSS, support positive behavioral interventions, and involve parents/guardians in the educational process.</p>	<p>School 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>Administration and Support Staff \$269,604 LCFF Base  Materials for Parent Involvement \$500 LCFF Base</p>
<p>#2 To increase parental involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students.</p>	<p>School 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>Administration Support Staff \$100 LCFF Base</p>

**LCAP Year 3: 2018-19**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. All Administrators and support staff will continue implementation of CCSS. 2. Increase parent/guardian involvement by providing outreach to all families, inclusive of EL, SES, FY, and Exceptional Needs, on a monthly basis, in addition to continuing to provide parental involvement opportunities.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>#1 Administration and support staff are required to continue implementation of CCSS, support positive behavioral interventions, and involve parents/guardians in the educational process.</p>	<p>School 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>Administration and Support Staff \$276,318 LCFF Base  Materials for Parent Involvement \$500 LCFF Base</p>
<p>#2 To increase parental involvement, District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students.</p>	<p>School 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>Administration Support Staff \$100 LCFF Base</p>

**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 school sites 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 from prior year LCAP:	#1 Improve student achievement of all Students and Sub Groups, in all subject areas through pupil engagement and collaboration, including the implementation of State Standards in all subject areas and ELD.	Related State and/or Local Priorities: 1__ 2_x 3_ 4_x 5_ 6_ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Single School District	Applicable Pupil Subgroups: All students including English Learners, SES, Foster Youth, and Exceptional Needs.

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>For all students and all sub groups:</p> <ol style="list-style-type: none"> <li>1. Proficiency rates in English Language Arts and Mathematics on School based Assessments will increase in a positive direction.</li> <li>2. Timeline to reflect EL Instruction/Support/Intervention throughout the grade levels, including technology, support through curriculum.</li> <li>3. State Objectives for English Learners will be assessed using EL curriculum and CELDT, working towards Reclassification.</li> <li>4. Professional Development for all staff in ELA and Mathematics addressing all students inclusive of English Learners.</li> <li>5. CAASPP assessment scores will show positive academic growth and drive instruction to enable students to achieve proficiency.</li> </ol>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. For 2015/2016, the Curriculum embedded assessments for ELA indicate that 25% of all students scored Advanced and 48% of all students scored Proficient. An increase of 9% Advanced and 8% Proficient from the beginning of the school year as measured by Scholastic Reading Inventory. For 2015/2016, the Curriculum embedded assessments for Mathematics indicate that 21% of all students scored Advanced and 33% of all students scored Proficient. An increase of 16% Advanced and 5% Proficient from the beginning of the school year as measured by Scholastic Mathematics Inventory.</li> <li>2. The District does not have data available to separate out individual subgroups within these particular areas.</li> <li>3. EL students received daily small group pull-out instruction in ELD in addition to whole group and small group lessons within the classroom.</li> <li>4. The District has 5 English Learners. All are making positive progress towards redesignation as measured by the CELDT assessment.</li> <li>5. All certificated staff are CLAD or SDAIE certified. No additional EL training was attended by certificated staff this year.</li> <li>6. CAASPP 2014/2015 baseline indicated that 39% of our students tested were proficient or advanced in ELA and 33% were proficient or advanced in Mathematics. We anticipate receiving CAASPP 2015/2016 scores.</li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>#1 To increase academic achievement a highly qualified staff must be retained.</p>	<p>Certificated Staff \$1,368,687 LCFF Base</p>	<p>Certificated Staff roster included 15 full time classroom teachers, 1 full time Certificated Student Service position, and 1 full time Music Instructor</p>	<p>Certificated Staff \$1,679,393</p>

Scope of service: School Wide ___x___ ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____		Scope of service: School Wide ___x___ ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	
#2 Retain English teacher to allow for Student Service Position making available career counseling, study hall/tutoring opportunities, teacher observation and release time, as well as, on-going campus wide staff development opportunities.	New Hire \$89,671 LCFF S/C	Continue to maintain Student Services position to facilitate Planned Actions/Services by adding an additional certificated position.	New Hire \$92,891
Scope of service: School Wide ___x___ ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____		Scope of service: School Wide ___x___ ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	
#3 Provide English Learner intervention support/measurable assessments	Supplemental Materials \$1,000 S/C Instructional Aides \$25,004 LCFF S/C	EL Intervention and support is provided, in addition to whole class and small group instruction, through daily pull-out for individual and small group instruction.	Supplemental Materials S/C \$500 Instructional Aides \$25,004 LCFF S/C
Scope of service: School Wide ___x___ ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____		Scope of service: School Wide ___x___ ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	
#4 Professional Development around English Learner support for all staff.	Professional Development \$2,000 LCFF Base	Professional Development was provided on campus with ELA/ELD consultants for certificated staff members.	Professional Development \$2,000 TQ

Scope of service: School Wide	Scope of service: School Wide
<input checked="" type="checkbox"/> ALL	<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	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) _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to maintain the English position to benefit from the student/staff opportunities made available by the Student Services position. is looking into benchmark assessments for the upcoming 2016/2017 school year. The District will continue to provide EL support, intervention, and supplemental curriculum as needed. No additional expenditures are foreseen at this time.
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Original GOAL from prior year LCAP:	#2 Students will benefit from a safe, clean, healthy learning environment, and improve average daily attendance as measured by Facility Inspections Sheets, Stakeholder Input, and Student Attendance Reports.	Related State and/or Local Priorities: 1__ 2_ 3_x 4_ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Single School District	Applicable Pupil Subgroups: All students including English Learners, SES, and Foster Youth
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Increase use of Home to School Transportation provided for all students.</li> <li>Facilities report of "Good" status on the FIT.</li> <li>Develop parent/student education to promote attendance and student achievement.</li> <li>Increase student attendance rate by 1% and graduation rates.</li> <li>Conduct a parent and student survey.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Home to School Transportation increased from the previous year as noted by School Bus Drivers. In the future, drivers will count students daily to get an actual percentage of riders.</li> <li>Facility Inspection Reports continue to maintain "Good" status</li> <li>Parents were given information on attendance at the beginning of the schoolyear on the importance of regular school attendance and its relationship to student achievement. Additional contact regarding attendance and academic success was made by office personnel when students were absent and classroom teachers during parent teacher conferences.</li> <li>We had an increase of .69% in student attendance bringing our overall attendance percentage to 93.96%. We will continue to educate parents and students on the importance of regular attendance. Our 8<sup>th</sup> grade Graduation rate dropped from the previous 21/22 at 95.45% to 32/34 at 94.12%. Graduation rates will vary yearly due to student numbers and the fact that we are such a small school.</li> <li>We plan to develop and conduct a student survey in the coming year.</li> </ol>
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LCAP Year: 2015-16



Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1 Ensure students take advantage of available rural home to school transportation ensuring students attend school.	Transportation Costs \$214,315 LCFF Base	Springville School provides transportation within its 91 square mile boundary. Parents were encouraged to use school transportation in an effort to increase ADA.	Transportation 182,454 LCFF
Scope of service: School Wide		Scope of service: School Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
#2 To provide an environment where facilities and grounds are well maintained and student safety is a top priority.	Maintenance and Operations Costs \$162,469 LCFF Base	Springville School continues to have "Good" rating as measured by the FIT reports. The grounds are well maintained and the campus is clean and safe for students and staff.	Maintenance and Operations \$150,114
Scope of service: School Wide		Scope of service: School Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
#3 Provide parent engagement activities to increase attendance rate for all students including EL, Foster Youth, and Low Income Pupils.	Staff \$500 LCFF Base	Springville School provides parents with a variety of activities during the year. Parents are given opportunities to participate with their children. Back to School Night and Parent Teacher conferences are used as a one to one opportunity to encourage and inform parents of the importance of regular attendance for all students.	Staff \$500 LCFF

Scope of service: School Wide			Scope of service: School Wide		
<u>X</u> ALL			<u>X</u> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____		
#4 Student Recognition for Attendance and Character Counts Pillars, on a monthly basis for all students including EL, Foster Youth, and Low Income Pupils, ensuring student are not suspended and expelled.		Student Recognition Awards \$100 Student Council Character Counts	Monthly Student Recognition Assemblies were held in recognition of students who have shown good character. The Six Pillars of Character from the Character Counts program are the model Springville School uses.		Student Recognition Awards \$100 Student Council Character Counts
Scope of service: School Wide			Scope of service: School Wide		
<u>X</u> ALL			<u>X</u> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue monitoring home to school transportation. Continue to monitor facility using FIT inspection sheets to ensure that students have a clean and safe environment for learning. Continue with Character Counts Assemblies to recognize students for good character, attendance, and academic performance. The District believes the practices put in place have proven effective in increasing attendance, providing a safe, and clean learning environment, and providing positive recognition for our staff and students.			
Original GOAL from prior year LCAP:	#3 All students and subgroups will receive rigorous research based instruction, by highly qualified certificated teachers using the current curriculum, in combination with CCSS materials and resources to ensure that CCSS are met within daily instruction of core subject matter. Highly Qualified Certificated Staff will receive on-going CCSS Professional Development opportunities in a well maintained facility.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 ___ 6 ___ 7 <u>x</u> 8 <u>x</u> COE only: 9 ___ 10 ___ Local : Specify _____			
Goal Applies to:	Schools: Single School District	Applicable Pupil Subgroups: All students including English Learners, SES, and Foster Youth			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>All students will receive instructional materials and resources inclusive of CCSS.</li> <li>All certificated teaching staff will receive Professional Development support in CCSS implementation in all classrooms, as well as, demonstrate growth in CCSS implementation and rigorous instruction within their classrooms.</li> </ol>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>CCSS materials and resources were available for all students.</li> <li>All certificated teachers have received CCSS Professional Development and received continued Professional Development in ELA/ELD and Mathematics. Teacher growth in instruction and rigor was measured by lesson planning and observations.</li> </ol>
<p><b>LCAP Year: 2015-16</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	
	<p><b>Budgeted Expenditures</b></p>		<p><b>Estimated Actual Annual Expenditures</b></p>
<p>#1 Continue to implement new standards through Project Based Learning in all core subjects. Purchase instructional materials, resources &amp; supplies, as well as, continue progress on technology infrastructure upgrade and the addition of computers for students and staff.</p>	<p>Instructional Materials and Supplies \$5,000 LCFF Base</p>	<p>Students received rigorous instruction using state standards across the curriculum. Teachers implemented Project Based Learning strategies, as well as, implemented Lucy Calkins Writing strategies within their instruction. Students benefitted from these newly introduced instructional opportunities. Students were given additional opportunities to use technology with the increase in number of computers available to our students.</p>	<p>Instructional Materials and Supplies \$5,000</p>
<p>Scope of service:</p>	<p>School Wide</p>	<p>Scope of service:</p>	<p>School Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</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>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>#2 Staff will continue to develop and use CCSS instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure the student academic needs are met.</p>	<p>Professional Development \$6,000 LCFF S/C  Supplemental Instructional Materials \$1,000 LCFF S/C</p>	<p>Staff participated in monthly staff development using CCSS instructional strategies. Teacher collaboration is on-going and provided multiple opportunities for teachers to share instructional practices across grade levels. Springville teachers strive to meet the academic needs of all students.</p>	<p>Professional Development \$4,938 LCFF Supplemental Instructional Materials \$500 S/C</p>

<b>Scope of service:</b> School 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) _____		<b>Scope of service:</b> School 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) _____	
#3 Continue contract with Technology Coordinator for Technology Support.	Technology Support \$47,500 S/C	Continued Technology Support is advantageous to the success of our technology program on campus.	Technology Support \$48,925 S/C
<b>Scope of service:</b> School 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) _____		<b>Scope of service:</b> School 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) _____	
<b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>	The District has implemented CCSS State Standards within the current curriculum being used. Supplemental resource materials are added to assure student's needs are being met. Professional Development will continue to enable teachers to build on the Professional Development they received last year. Students are engaged and excited about learning. Springville teachers continue to provide the necessary strategies and techniques to assist students with academic success from their individual developmental level. The District will continue with Technology Support to assist our students and staff as we continue to upgrade technology services.		

<b>Original GOAL from prior year LCAP:</b>	#4 Although Stakeholders did not deem Parent Involvement as a priority for our District, the District will continue to develop ways to improve on opportunities for Parents to be involved in the educational decisions affecting our students.	<b>Related State and/or Local Priorities:</b> 1__ 2__ 3_x 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Goal Applies to:</b>	<b>Schools:</b> Single School District <b>Applicable Pupil Subgroups:</b> All students including English Learners, SES, and Foster Youth	

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>All Administrators and support staff will continue to support positive behavior interventions and involve parents in the educational process.</li> <li>Increase parent involvement by providing outreach to all families attending our District on a monthly basis.</li> </ol>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>Parent Involvement is a key component to the success of our students. Springville School has great Parent Involvement and that is attributed to the open invitation for parent participation that has been long standing at Springville School. This year we noted at a couple of our events that, while there were many families attending, we lacked in volunteers to help the operation of the activities. We will work to inform parents that there is a need and make sure that all parents interested in helping out have that opportunity.</p>
<p><b>LCAP Year: 2015-16</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	
	<p><b>Budgeted Expenditures</b></p>		<p><b>Estimated Actual Annual Expenditures</b></p>
<p>#1 Administration and support staff are required to continue to support positive behavioral interventions, and involve parents in the educational process. Administration will monitor and provide feedback and professional development to further the implementation of CCSS.</p>	<p>Administration and Support Staff \$508,884  LCFF Base  Materials for Parent Involvement \$500 LCFF Base</p>	<p>Administration and support staff continued to provide positive behavioral interventions as needed. Parents received information throughout the year on Parental Involvement and the role it plays in student success. Classroom teachers were observed and given feedback on CCSS and their implementation of Project Based Learning, Eureka Math, and Writing Strategies. Professional Development was provided monthly on campus and throughout the year through TCOE.</p>	<p>Administration and Support Staff \$167,6672</p>
<p>Scope of service:</p>	<p>School Wide</p>	<p>Scope of service:</p>	<p>School Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</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>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>#2 To increase parental involvement District Staff will provide informational in-service to parents on regular attendance and the role attendance plays in the academic success of students.</p>	<p>Administration Support Staff \$100 LCFF Base</p>	<p>In addition to the Student Handbook sent home the first day of school, District Staff added e-mail notifications, in addition to, notifications being sent home with students, to assure parents were informed. Students with irregular attendance received conferences with office staff on the importance of regular attendance and the role it plays on student success.</p>	<p>Administration Support Staff \$100 LCFF</p>

Scope of service:	School Wide		Scope of service:	School Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			Offering the option of e-mailing information to parents has proven to be an excellent way of getting information directly in the hands of parents. Daily contact with parents of students by office personnel has opened up an opportunity to speak with parents, reminding them of the impact regular daily attendance has on student achievement. Positive progress has been made with the implementation of CCSS and the use of Eureka Math. As the need to further our student's access to knowledge grows, Staff members are piloting additional CCSS curriculum to meet those needs for the upcoming 2016/2017 schoolyear.		

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

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 173,958
<p>Details of these expenditures are itemized in section 2 of this plan and include a certificated new hire, professional development, technology upgrades, the purchase of new curriculum, and supplemental materials to better serve our targeted populations. All of these actions and services are rooted in best practices and research-based methods for improving student achievement. Taking into account that our school is in a Single School District with an unduplicated student population of 45.8%, school wide implementation is believed to be the most effective delivery of services to all students, principally directed towards our unduplicated population. Staff will continue to develop and use CCSS Instructional strategies, participate in monthly Professional Development and Teacher Collaboration, as well as, have opportunities to share instructional practices across grade levels that will ensure that student academic needs are met. All of these actions and services are rooted in best practices and research-based methods for improving student achievement.</p>	

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

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

8.24	%
<p>The minimum proportionality calculation tool provided by the State of California indicates that Springville Union School District will receive \$173,958 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool, the minimum proportionality percentage has been calculated at 8.24%. The services provided to the unduplicated count are listed in the LCAP which enables students to achieve through interventions received from qualified staff in K – 8<sup>th</sup> grades throughout the district. These services also include clean and safe facilities. In addition to the district-wide services described in Section 3A, unduplicated students receive the following directed or focused support at SUESD: 1. Career counseling/pathways 2. EL Intervention Support 3. Small group instructional support for unduplicated students 4. Staff training to support EL 5. Home to School Transportation for low income students/families 6. Technology access for low income students/families 7. Parent Involvement activities to ensure involvement of parents of EL, SES, FY, and Exceptional Needs. By providing these services, in addition to, the District-wide services that are principally directed at unduplicated pupils, SUESD has demonstrated that the District is meeting its minimum proportionality requirement of the total 2016-2017 Supplemental and Concentration Grant funding for qualifying purposes.</p>	

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is



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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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