

Introduction:

LEA: Bonny Doon Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Stephanie Siddens, Superintendent/Principal, ssiddens@bduesd.org, 831-427-2300 **LCAP Year:** 2016/2017

Local Control and Accountability Plan and Annual Update Template

Bonny Doon Union Elementary School District is a single-school, Basic Aid district. Bonny Doon School is a high performing school with an API of 927 in 2011/2012 and 905 in 2012/2013. The school benefits from a supportive and involved community of parents, students, staff, and Bonny Doon residents.

Student enrollment in 2015/2016 is 165 students, with 171 expected for the 2016/2017 school year. There has been a 66% jump in enrollment in the last five years, necessitating conversation among staff, the community, and the school board as we navigate the changes this dramatic increase will have on our school and on our budget moving forward. We are committed to continue providing our students with a well-rounded, high quality academic program, even during this time of extreme student population growth.

Bonny Doon School has no statistically significant subgroups. In the 2015/2016 school year, the school had five English Learners (all of whom were redesignated as Fluent English Proficient during the school year). The school had no Foster Youth. The superintendent is a member of the Foster Youth Services Local Advisory Board and has signed the Foster Education Initiative MOU agreeing to collaborate with that team whenever one or more Foster Youth enrolls in the school. Any other subgroups (Special Education, for example) are included in all goals and services related to pupil outcomes, pupil engagement, and conditions for learning.

In 2013/2014, goals were created to meet the needs of all students, including Special Education students with identified learning targets on their Individualized Educational Plans. In 2015/2016, the LCAP goals were reviewed and analyzed. For 2016/2107, based on research and district needs, the goals were consolidated to create three new goals. All state priorities are included in those goals and in the actions for the goals. All required metrics have been included with the exception of those listed that do not apply to our TK-6 district (A-G course access and high school graduation rates).

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>1. Parents/guardians and students: All parents/guardians were given the opportunity to complete a comprehensive online school survey at the end of May, 2016 aligned to the LCAP goals which asked for input on the educational program offered by Bonny Doon School. 102 out of 118 parents/guardians completed the survey, which is the largest number we've had. All students in grades K - 6th took a survey as well.</p>	<p>1. Parent input has reaffirmed our direction and mission. Our annual school parent survey showed that more than 95% of parents feel very positive about the performance of the school in the majority of areas. They want us to sustain programs in the arts, science, and Life Lab at our school. Several parents asked that the school consider adding a foreign language to the curriculum. Students are generally happy with the school program. Homework is the area of greatest concern for students, as 37% of 3rd - 6th grade students don't believe that homework helps them do better in class (K-2nd grade students were not</p>

2. Parents who participated in the Parent Buddy Program were contacted by email on May 23rd, 2016 with questions about the effectiveness of the program.

3. The Superintendent/Principal discussed the LCAP and gathered input from parents and staff members during School Site Council (9/17/15, 12/3/15, 1/7/16, 2/18/16, 3/24/16, 4/28/16, and 5/19/16) and Parents' Club meetings (10/6/15/5/16, and 4/12/16)).

Members of the School Site Council participated in the review of the draft LCAP (4/28/16), providing additional input before it is brought to the school board for approval. The LCAP has built in a process to encourage continual parent involvement. Updates, changes, and outcomes were discussed at board meetings, Parents' Club meetings, faculty meetings, and Site Council meetings. Parent and student survey results helped the LCAP team (School Site Council)

asked the same question about homework). The areas of greatest parent concern are homework and recess supervision. Homework is always an area of contention for some parents. Parents seem to want more homework or less homework. Because of the input regarding homework, the teachers collaborated to completely rethink our approach to homework. In study groups, the teachers and the superintendent principal read research articles on the value of homework in schools. We read articles from several points of view. Based on what we learned two teachers took on a leadership role and put together a proposal for a program to replace the current homework program. This new program, called STARS, will be piloted in the 2016/2017 school year. During Summer, 2016, two teachers will create parent communication regarding the STARS program, plan the first rally, which will be a kick-off rally, and begin to determine appropriate classroom activities at the different grade levels.

2. The implementation of the Parent Buddy program was a success. The district served 13 new families, and each family was matched with a parent buddy, for a total of 26 program participants. An emailed survey was sent out to parent participants on May 23rd, 20016, and the majority of parents who participated said that they felt welcomed to the school. Some parents wished for more clarification about the purpose of the buddy program as well as follow up with their designated Parent Buddy. Two parents indicated that they wished they had more prior notice about school activities. Because of this feedback, the program will have more formal guidelines for the 2016/2017 school year with more frequent contact from the Parent Buddies.

3. Based on input from all stakeholders, the School Site Council made a number of changes to the LCAP, the most significant of which was to reduce the number of goals from nine to three, while keeping the majority of actions. Some actions were revised and some were kept the same. For 2016/2017, the Site Council will again review and change/add/delete questions on the school survey to gain further information about stakeholder satisfaction with the school program.

with their revisions and updates. In the fall, all families in the school will have the opportunity to review the results of both the parent and student school surveys. We strongly believe in sharing this information with families so that we can work together as a whole community to monitor progress, work on improvements, and celebrate successes. The results of these meetings are shared in superintendent/principal reports to the school board and other school groups.

4. Bargaining Units:

Staff members were asked to provide input about the LCAP at regularly scheduled staff meetings. Teacher representatives participated in the Site Council/LCAP writing team and reviewed the draft LCAP to refine goals and activities and make any final recommendations for changes.

5. Community:

Community members had the opportunity to provide input at the regularly scheduled school board meetings when the LCAP was discussed and reviewed. The LCAP will be discussed at a Public Hearing on June 15th, 2016, offering parents and community members additional opportunities for questions and to provide input. School board members reviewed the LCAP at a regularly scheduled board meeting to review goals, ask questions and provide input.

6. Other Opportunities for Involvement:

A public hearing will be held on June 15th, 2016 at 5:30pm in the school library. The Governing Board will further discuss and approve the LCAP at a board meeting to be held on June 22nd, 2016 in the school conference room.

4. Bargaining units been regularly updated and consulted through the LCAP development process. The faculty wants the LCAP to include goals related to implementation of the CCSS and further professional development related to technology and mathematics. All but one teacher will participate in the Silicon Valley Math Initiative training over the summer. Goals in these areas were refined to meet the teachers' needs. They are particularly interested in continuing collaboration with the three other smalls. Teachers implemented a more formal local assessment process for reading, mathematics, and writing, and they kept track of student improvement throughout the school year. At the end of the year, all teachers turned in the results of their assessments for use in the LCAP. Only the results in reading and mathematics were used for comparison purposes. Teachers also agreed to pursue changes to the homework policy.

5. As in the previous year, very little input was received from the community. The district will need to reach out to encourage community members to provide input. Because of this lack of input, a school board goal was revised, with specific ideas for improvement. The superintendent principal will spend at least one hour per month on Thursdays at the local community gathering place, Higher Grounds, with the goal of increasing the communities knowledge of and connection to the school as well as directly solicit input from community members about the LCAP.

6. Any additional input provided during the Public Hearing on June 15th, 2016 will help refine the LCAP goals and activities and ensure that the document is relevant and reflective of the needs of the school and community. Overall, input from all stakeholders has reaffirmed our direction and goals for the year.

Annual Update:

BDUESD continued to feature an open and inclusive LCAP development process. Key stakeholders, including parents, staff, and the board, were involved in every aspect of update development, including the following activities: review of student attendance and discipline data from our Student Information System, student performance data from the CAASPP and from local assessments, parent survey data (past and current), and program review in multiple settings: Board Meetings, Faculty meetings, Foundation meetings, and School Site Council (see dates listed above).

In reviewing expected outcomes with each key stakeholder group, efforts are made to ensure we review multiple forms of meaningful data, including qualitative data (e.g. anecdotal observation, faculty consultation, case studies, parent surveys, student surveys, etc.) and fixed targeted measures (e.g, attendance rates, discipline referrals, course access percentages, local benchmark performance, etc.)

Annual Update:

In the third year of LCAP implementation, BDUESD demonstrated a clear commitment to inclusive plan development and articulation. In an effort to promote added stakeholder access to evaluating LCAP goal progress, the 2016 parent survey was revised to include LCAP-related questions and content. Results will be reviewed this summer for team analysis in Fall, 2016.

A careful analysis of expenditures have been conducted by the superintendent/principal. Expenditures have been adjusted based on financial activity reports to reflect actual costs in each goal area. Now that we are completing our third year in LCAP planning and service delivery, we have seen improvement in facility quality, academic progress (as measured by benchmark and CAASPP performance), student behavior and attendance, and increasing parent participation.

As an outcome of our review of the prior year LCAP and stakeholder input, we have restructured the current LCAP to include three goals with corresponding actions.

Goals 1, 2,4,and 7 were met. Goals #5, 8, and 9 were exceeded. Goals 3 and 6 were partially met. Only partial data is available for Goal 6. The missing data will be added to the LCAP as soon as it's available.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Bonny Doon School students will have access to high quality staff and instructional materials and a safe, efficient environment conducive to learning.	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 checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	1. All students need full access to a quality education including highly qualified teachers. 2. Students need full access to Common Core aligned instructional materials. 3. A safe, comfortable environment is necessary for optimal teaching and learning.
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Goal Applies to:	Schools: All: Single School District <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: Schoolwide: No Significant Subgroups
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LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:	1. Bonny Doon School will maintain a staff where 100% of teachers are fully qualified 2. Bonny Doon School will maintain 100% student access to Common Core aligned instructional materials in mathematics. 3. The second phase of energy efficiency work and lighting upgrades will be 100% complete.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Edjoin Administrative Account (in a consortium with Pacific Elementary School District) 5800 OTHER SVCS & OPER EXPENDITURES Base \$225 <hr/> 4200 BOOKS OTHER THAN TEXTBOOKS Base
Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Books 4100 TEXTBOOKS Lottery \$5,000

		(Specify)	
The Superintendent will work with a contractor to complete a plan to further increase energy efficiency at the school site.	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Energy efficiency improvements to school plant 5800 OTHER SVCS & OPER EXPENDITURES Other \$83,000

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes:	1. Bonny Doon School will maintain a staff where 100% of teachers are fully qualified 2. Bonny Doon School will maintain 100% student access to Common Core aligned instructional materials in mathematics and pilot Common Core aligned materials in science. 3. The third phase of energy efficiency work and lighting upgrades will be 100% complete.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Edjoin Administrative Account (in a consortium with Pacific Elementary School District) 5800 OTHER SVCS & OPER EXPENDITURES Base \$225 <hr/> 4200 BOOKS OTHER THAN TEXTBOOKS Base
Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books 4100 TEXTBOOKS Lottery \$5,000

<p>Teachers will review and pilot Common Core-aligned curriculum materials in science.</p>	<p>All: Single School District</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>Curriculum Materials 4100 TEXTBOOKS Base \$ 2,000</p>
<p>The Superintendent will work with a contractor to complete a plan to further increase energy efficiency at the school site.</p>	<p>All: Single School District</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>Energy efficiency improvements to school plant 5800 OTHER SVCS & OPER EXPENDITURES Other \$100,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Bonny Doon School will maintain a staff where 100% of teachers are fully qualified 2. Bonny Doon School will maintain 100% student access to Common Core aligned instructional materials in mathematics and science.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.</p>	<p>Single School District</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>Edjoin Administrative Account (in a consortium with Pacific Elementary School District) 5800 OTHER SVCS & OPER EXPENDITURES Base \$225 4200 BOOKS OTHER THAN TEXTBOOKS Base</p>
<p>Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials</p>	<p>Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Books 4100 TEXTBOOKS Lottery \$5,000</p>

will be purchased as needed.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The staff will adopt and purchase a quality, CCSS-aligned curriculum for science.	Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks 4100 TEXTBOOKS Base \$5,000

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

GOAL 2:	Staff will utilize best practices to improve student achievement.	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need : 1. Not all students are meeting or exceeding academic standards.

Goal Applies to: Schools: All: Single School District
 Applicable Pupil Subgroups: Schoowide: No significant subgroups

LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes: 1. For use as baseline data in the out years, in 2015, 40% of students Met or Exceeded Standard in Mathematics, and 46% of students Met or Exceeded Standard in English/Language Arts. In the out years, the percentage of students meeting and exceeding standards in English/Language Arts and Mathematics on the CAASPP will increase 5% or more from the baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Supplemental 32,997.17 Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Title I \$14,144.80 Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Other \$27,786.30
An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.	All: Single School District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.3892 Teacher Salary 1120 TEACHER SALARIES-PART TIME Title I \$17,697
Results from local and state assessments will be used to guide and individualize instruction for all students.	All: Single School	<input checked="" type="checkbox"/> All OR:	No Fiscal Impact

	District	<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 district will maintain the addition of one extra professional development day to the calendar for teachers to collaborate and share Common Core State Standards best practices with teachers from the three other small, single school districts. In particular, teachers will focus their discussion on how to support students in designated subgroups.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers' Salaries- \$35/hour contracted hourly rate 1100 CERT TEACHERS' SALARIES-REG. Base \$2,435
Teachers will use three Wednesday afternoons per month for professional development and one Wednesday afternoon per month for collaboration.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Fiscal Impact
Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.40 Credentialed Teacher 1120 TEACHER SALARIES-PART TIME Supplemental \$23,539 .60 Credentialed Teacher 1120 TEACHER SALARIES-PART TIME Base \$41,049 1120 TEACHER SALARIES-PART TIME Supplemental
Teachers will participate in outside professional development opportunities in mathematics, literacy, science, the arts, and use of technology.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Workshops and inservices 5215 TRAVEL & CONFERENCES Other \$2,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Classroom teachers will replace the regular homework system with a new program called STARS (Self-discipline and study habits, Time management, Autonomy and accountability, Responsibility and resourcefulness, Skill mastery and Success). This program was developed due to feedback from our parents/guardians and students through our school survey, through personal conversations, and most importantly through research into the effectiveness of homework in elementary school; what benefits students and what doesn't. This comprehensive program will include in-class support and practice time for mastery of foundational skills. It will also include systems for student incentives, tracking of progress toward goals, parent communication and involvement, and monthly celebration rallies.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Stipend for planning rallies and developing communication to families during the school year 1160 TEACHER SALARIES-STIPEND Base \$500 <hr/> Teacher Stipend for planning rallies and developing communication to families 1160 TEACHER SALARIES-STIPEND Base \$500 <hr/> Materials and Supplies 4300 MATERIALS & SUPPLIES Base \$500
The district will purchase 60 additional Chromebooks and two Chromebook carts which will be used in the classrooms to enhance learning and engagement for all students, particularly students in designated subgroups.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technological devices 4300 MATERIALS & SUPPLIES Base \$22,000
LCAP Year 2: 2017/2018			
Expected Annual Measurable Outcomes:	1. 1. For use as baseline data in the out years, in 2015, 40% of students Met or Exceeded Standard in Mathematics, and 46% of students Met or Exceeded Standard in English/Language Arts. In the out years, the percentage of students meeting and exceeding standards in English/Language Arts and Mathematics on the CAASPP will increase 5% or more from the baseline.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the	All: Single School	<input checked="" type="checkbox"/> All OR:	Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Supplemental 32,997.17

<p>classroom as well as provide one-on-one instructional support.</p>	<p>District</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>Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Title I \$14,144.80 Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Other \$27,786.30</p>
<p>An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.</p>	<p>All: Single School District</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>.3892 FTE Teacher Salary 1120 TEACHER SALARIES-PART TIME Title I \$17,697</p>
<p>Results from local and state assessments will be used to guide and individualize instruction for all students.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>The district will maintain the addition of one extra professional development day to the calendar for teachers to collaborate and share Common Core State Standards best practices with teachers from the three other small, single school districts. In particular, teachers will focus their discussion on how to support students in designated subgroups.</p>	<p>All: Single School District</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>Teachers' Salaries-\$35/hour contracted hourly rate 1100 CERT TEACHERS' SALARIES-REG. Base \$2,435</p>
<p>Teachers will use three Wednesday afternoons per month for professional development and one Wednesday afternoon per month for collaboration.</p>	<p>All: Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>No Fiscal Impact</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<p>Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.</p>	<p>All: Single School District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>.40 FTE Credentialed Teacher 1120 TEACHER SALARIES-PART TIME Supplemental \$23,539 .60 FTE Credentialed Teacher 1120 TEACHER SALARIES-PART TIME Base \$41,049 1120 TEACHER SALARIES-PART TIME Supplemental</p>
<p>Teachers will participate in outside professional development opportunities in mathematics, literacy, science, the arts, and use of technology. During the 2017/2018 school year, four teachers and the superintendent will attend the CUE conference.</p>	<p>All: Single School District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Inservices and conferences 5215 TRAVEL & CONFERENCES Base \$2,000 Conference and related expenses 5215 TRAVEL & CONFERENCES Donations \$9,000</p>
<p>Classroom teachers, along with the superintendent, will review the effectiveness of the STARS program. If determined to be successful, the program will be continued.</p>	<p>All: Single School District</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Teacher Stipend for planning rallies and developing parent communication 1160 TEACHER SALARIES-STIPEND Base \$500 Teacher Stipend 1160 TEACHER SALARIES-STIPEND Base \$500 Materials and Supplies 4300 MATERIALS & SUPPLIES Base \$500</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 1. 1. For use as baseline data in the out years, in 2015, 40% of students Met or Exceeded Standard in Mathematics, and 46% of students Met or Exceeded Standard in English/Language Arts. In the out years, the percentage of students meeting and exceeding standards in English/Language Arts and Mathematics on the CAASPP will increase 5% or more from the baseline.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Supplemental 32,997.17 Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Title I \$14,144.80 Aides' Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Other \$27,786.30
An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.	All: Single School District	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.3862 FTE Teacher Salary 1120 TEACHER SALARIES-PART TIME Title I \$17,697
Results from local and state assessments will be used to guide and individualize instruction for all students.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Fiscal Impact
The district will maintain the addition of one extra professional development day to the calendar for teachers to collaborate and share Common Core State Standards best practices with teachers from the three other small, single school districts. In particular, teachers	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Teachers' Salaries- \$35/hour contracted hourly rate 1100 CERT TEACHERS' SALARIES-REG. Base \$2,035

<p>will focus their discussion on how to support students in designated subgroups.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will use three Wednesday afternoons per month for professional development and one Wednesday afternoon per month for collaboration.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.</p>	<p>All: Single School District</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>Credentialed Teacher 1120 TEACHER SALARIES-PART TIME Supplemental \$23,539 Credentialed Teacher 1120 TEACHER SALARIES-PART TIME Base \$41,049 1120 TEACHER SALARIES-PART TIME Supplemental</p>
<p>Teachers will participate in outside professional development opportunities in mathematics, literacy, science, the arts, and use of technology.</p>	<p>All: Single School District</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>Inservices and conferences 5215 TRAVEL & CONFERENCES Base \$2,000</p>
<p>The STARS program will reviewed yearly and adjustments made, as needed.</p>	<p>All: Single School District</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:</p>	<p>Teacher Stipend for planning rallies and developing parent communication 1160 TEACHER SALARIES-STIPEND Base \$500 Teacher Stipend 1160 TEACHER SALARIES-STIPEND Base \$500 Materials and Supplies 4300 MATERIALS & SUPPLIES Base \$500</p>

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

GOAL 3:	Bonny Doon School will increase student and family engagement.	Related State and/or Local Priorities: 1 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	1. Students benefit when parents are engaged at the school on some level. 2. Students need to have good attendance to maximize academic achievement and social/emotional growth. 3. Students need to feel safe at school in order to maximize academic growth.
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Goal Applies to:	Schools: All: Single School District Applicable Pupil Subgroups: Schoolwide: No significant subgroups
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LCAP Year 1: 2016/2017

Expected Annual Measurable Outcomes:	1. Parent/guardian volunteer rates will increase by a minimum of 5% per year. The volunteer rate will be tracked by the Volunteer Sign In sheets and by attendance and participation at Parents' Club and Bonny Doon Community School Foundation meetings and sponsored events. 2. Student attendance will continue to improve, with Average Daily Attendance (ADA) reaching at least 95% at the end of 2016/2017 from a rate of 94% in 2015/2016. 3. Bonny Doon School will maintain a low rate of student suspensions (less than 5 per 100 students per year) and a low rate of office behavior referrals (less than 15 per 100 students per year).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Superintendent/Principal will continue to email a comprehensive newsletter each month. Each newsletter will outline opportunities for parent involvement. Families without access to the Internet, if any, will be provided with a hard copy of the newsletter.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Fiscal Impact
Teachers will maintain a classroom website with regularly updated information and/or provide parents/guardians with a weekly newsletter with information about their classroom.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	No Fiscal Impact

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
We will continue our Parent Buddy program to ensure that new families feel welcomed and immediately connected to the school community. The implementation of this program will be a collaboration between the school administration and members of the Parents' Club.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Fiscal Impact
Both the school Facebook website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Webmaster services through the COE 5800 OTHER SVCS & OPER EXPENDITURES Base \$500
The Superintendent/Principal will send a letter home to all families at the beginning of the year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Fiscal Impact
The Superintendent/Principal will notify parents/guardians when their child has excessive absences and/or tardies or unexcused absences and/or tardies. She will meet with parents/guardians, when necessary, to develop an individualized plan to improve attendance.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	No Fiscal Impact

		_ Other Subgroups: (Specify)	
The administration and staff will work together to refine and communicate procedures for positive interventions and preventative discipline measures. The administration will ensure that all measures are clearly understood and consistently implemented. Parents and guardians will be informed of student discipline policy and procedures.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Fiscal Impact
All teachers will infuse monthly "Lifeskill" (from the Tribes program) vocabulary and practice into their curriculum. AT the end of each month, the school will hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Award Certificates 4300 MATERIALS & SUPPLIES Base \$200
A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counselor 5800 OTHER SVCS & OPER EXPENDITURES Base \$2,400
Office staff will review attendance records to determine exact reasons for the increase in absences during the last trimester school. When this action is completed, new actions addressing the attendance issues will be written into the LCAP.	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No Fiscal Impact

LCAP Year 2: 2017/2018

Expected Annual Measurable Outcomes: 1. Parent/guardian volunteer rates will increase by a minimum of 5% per year. The volunteer rate will be tracked by the Volunteer Sign In sheets and by attendance and participation at Parents' Club and Bonny Doon Community School Foundation meetings and sponsored events.
 2. Student attendance will continue to improve, with Average Daily Attendance (ADA) reaching at least 95.5% from 95% at the end of the 2017/2018 school year.
 3. Bonny Doon School will maintain a low rate of student suspensions (less than 5 per 100 students per year) and a low rate of office behavior referrals (less than 15 per 100 students per year).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The Superintendent/Principal will continue to email a comprehensive newsletter each month. Each newsletter will outline opportunities for parent involvement. Families without access to the Internet, if any, will be provided with a hard copy of the newsletter.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>Teachers will maintain a classroom website with regularly updated information and/or provide parents/guardians with a weekly newsletter with information about their classroom.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>We will continue our Parent Buddy program to ensure that new families feel welcomed and immediately connected to the school community. The program will be evaluated and changes made yearly, as needed. The implementation of this program will be a collaboration between the school administration and members of the Parents' Club.</p>	<p>All: Single School District</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>No Fiscal Impact</p>

<p>Both the school Facebook website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.</p>	<p>All: Single School District</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>Webmaster services through the COE 5800 OTHER SVCS & OPER EXPENDITURES Base \$500</p>
<p>The Superintendent/Principal will send a letter home to all families at the beginning of the year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>The Superintendent/Principal will notify parents/guardians when their child has excessive absences and/or tardies or unexcused absences and/or tardies. She will meet with parents/guardians, when necessary, to develop an individualized plan to improve attendance.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>The administration and staff will work together to refine and communicate procedures for positive interventions and preventative discipline measures. The administration will ensure that all measures are clearly understood and consistently implemented. Parents and guardians will be informed of student discipline policy and procedures.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>All teachers will infuse monthly "Lifeskill" (from the Tribes program) vocabulary and practice into their curriculum. AT the end of each month, the school will</p>	<p>All: Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Award Certificates 4300 MATERIALS & SUPPLIES Base \$200</p>

<p>hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.</p>		<p><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>A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.</p>	<p>All: Single School District</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>Counselor 5800 OTHER SVCS & OPER EXPENDITURES Base \$2,400</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>1. Parent/guardian volunteer rates will increase by a minimum of 5% per year. The volunteer rate will be tracked by the Volunteer Sign In sheets and by attendance and participation at Parents' Club and Bonny Doon Community School Foundation meetings and sponsored events. 2. Student attendance will continue to improve, with Average Daily Attendance (ADA) reaching at least 95.8% from 96% at the end of 2018/2019 school year. 3. Bonny Doon School will maintain a low rate of student suspensions (less than 5 per 100 students per year) and a low rate of office behavior referrals (less than 15 per 100 students per year).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The Superintendent/Principal will continue to email a comprehensive newsletter each month. Each newsletter will outline opportunities for parent involvement. Families without access to the Internet, if any, will be provided with a hard copy of the newsletter.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>All teachers will maintain a classroom website accessible to students and parents. Some teachers may also send home an additional newsletter, either hard</p>	<p>All: Single School District</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>No Fiscal Impact: In-house training</p>

<p>copy or email.</p>		<p><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>We will continue our Parent Buddy program to ensure that new families feel welcomed and immediately connected to the school community. This program will be reviewed and changed yearly, if needed. The implementation of this program will be a collaboration between the school administration and members of the Parents' Club.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>Both the school Facebook website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.</p>	<p>All: Single School District</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>Webmaster services through the COE 5800 OTHER SVCS & OPER EXPENDITURES Base \$500</p>
<p>The Superintendent/Principal will send a letter home to all families at the beginning of the year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance.</p>	<p>All: Single School District</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>No Fiscal Impact</p>
<p>The Superintendent/Principal will notify parents/guardians when their child has excessive absences and/or tardies or unexcused absences and/or tardies. She will meet with parents/guardians, when necessary, to develop an individualized plan to improve attendance.</p>	<p>All: Single School District</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</p>	<p>No Fiscal Impact</p>

		English proficient _ Other Subgroups: (Specify)	
The administration and staff will work together to refine and communicate procedures for positive interventions and preventative discipline measures. The administration will ensure that all measures are clearly understood and consistently implemented. Parents and guardians will be informed of student discipline policy and procedures.	All: Single School District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Fiscal Impact
All teachers will infuse monthly "Lifeskill" (from the Tribes program) vocabulary and practice into their curriculum. AT the end of each month, the school will hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.	All: Single School District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Award Certificates 4300 MATERIALS & SUPPLIES Base \$200
A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.	All: Single School District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counselor 5800 OTHER SVCS & OPER EXPENDITURES Base \$2,400

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	1. Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All: Single School District Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups		
Expected Annual Measurable Outcomes:	All teachers will be appropriately assigned. Current rate of misassignment: 0% Maintain a baseline of 0% for teacher misassignments	Actual Annual Measurable Outcomes: Goal #1 was met. 100% of teachers were highly qualified and appropriately assigned.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Only highly qualified candidates will be considered for employment.	Edjoin Admin Account (shared consortium account with Pacific Elementary School District) 5000-5999: Services And Other Operating Expenditures Base \$150 Office Supplies 4000-4999: Books And Supplies Base \$100	Only highly qualified candidates were considered for employment.	Edjoin Admin Account (shared consortium account with Pacific Elementary School District) 5800 OTHER SVCS & OPER EXPENDITURES Base \$225 Office Supplies 4300 MATERIALS & SUPPLIES Base \$100
Scope of Service	All: Single School District	Scope of Service	All: Single School District
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions,		This goal is now written as an action under new Goal #1. No changes to services and expenditures are necessary, as the	

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	district was able to hire a fully qualified new teacher for 2016/2017..
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Teachers will fully utilize CCSS aligned books and materials in mathematics and science.	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 type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All: Single School District Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups	
Expected Annual Measurable Outcomes:	Teachers will fully implement the CCSS in mathematics using the designated curriculum and appropriate support materials. Currently, 85% of teachers use CCSS aligned materials for their math instruction. At the end of the 2015/2016 school year, 100% of teachers will use CCSS aligned materials for their classroom mathematics instruction. The superintendent will gauge implementation and note progress through use of informal and formal observations of mathematics instruction.	Actual Annual Measurable Outcomes: Goal #2 was met. 100% of teachers fully implement the CCSS in mathematics. 100% of teachers use CCSS aligned materials for their mathematics instruction.
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Teachers will implement the California Common Core Standards using the Georgia Standards curriculum as a foundation for their math programs until a quality math program is chosen by the teachers. Any formal adoptions will go through the school board. Teachers will use support materials, as necessary, to enhance the curriculum.	Books 4000-4999: Books And Supplies Base \$1,000	Teachers implemented the California Common Core Standards using the newly adopted Eureka Math program from Engage New York. This program was adopted and approved by the school board. Teachers used support materials, when necessary, to enhance the curriculum.
Scope of Service: All: Single School District		Scope of Service: All: Single School District
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners

<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
	<p>2000-2999: Classified Personnel Salaries Supplemental</p>		
<p>Scope of Service</p> <hr/> <ul style="list-style-type: none"> _ All <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ All <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016/2017 and beyond, goals have been consolidated to create a more meaningful, understandable, and streamlined document. This goal and the corresponding actions/services are now updated and rewritten as we completed the textbook adoption process for mathematics more quickly than anticipated. Actions are now included under new Goal #1.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Bonny Doon School will implement changes to improve energy efficiency.	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: Single School District Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Our Prop. 39 plan will be approved, and energy efficiency changes will be completed.	Actual Annual Measurable Outcomes: Goal #3 was partially met. The Prop. 39 plan was approved and 70% of the proposed energy efficiency changes were implemented.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The district will employ Mynt Systems as General Contractor to oversee the expenditure of Prop. 39 funds for the replacement of existing light fixtures to LED. In addition, the office building and one classroom will have a window coating installed to protect from extreme temperature changes.	Replacement of light fixtures, bulbs, and installation of window coverings 5000-5999: Services And Other Operating Expenditures Base \$99,039	The district employed Mynt Systems as General Contractor to oversee the expenditure of Prop. 39 funds for the replacement of existing light fixtures to LED. In addition, the office building and one classroom had a window coating installed to protect from extreme temperature changes.	Replacement of light fixtures, bulbs, and installation of window coverings 5800 OTHER SVCS & OPER EXPENDITURES Other \$69,903
Scope of Service: All: Single School District		Scope of Service: All: Single School District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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</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><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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016/2017 and beyond, goals have been consolidated to create a more meaningful, understandable, and streamlined document. Actions under this goal were partially met, and the remaining work will take place during Summer, 2016. Actions in the out years are unchanged and now included under new Goal #1.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Staff will increase their professional expertise through high quality professional development.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All: Single School District Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups		
Expected Annual Measurable Outcomes:	An extra day of professional development will be added to the calendar. Increased teacher proficiency in teaching the CCSS as measured by teacher survey (baseline to be established in the 15/16 school year) and superintendent observation.	Actual Annual Measurable Outcomes: Goal #4 was met. Teachers worked one additional day during the year for professional development, three Wednesdays afternoons per month for professional development, and one Wednesday afternoon per month for collaboration with their colleagues. They used release time to provide individualized and small group instruction to students, particularly those in designated subgroups.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The district will add a professional development day to the calendar for teachers to collaborate with teachers from the three other small, single school districts in the county to share best practices for teaching the CCSS.	Teachers' Salaries 1000-1999: Certificated Personnel Salaries Base \$2,040 + Increase in Step and Column (S & C) and Health & Welfare (H & W)	The district added a professional development day to the calendar and teachers collaborated with the three other small, single school districts to share best practices for teaching the CCSS.	Teachers' Salaries 1100 CERT TEACHERS' SALARIES-REG. Base \$2,077
Scope of Service	All: Single School District	Scope of Service	All: Single School District
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input 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)	

_ Other Subgroups: (Specify)							
Teachers will use three Wednesday afternoons per month for professional development and one per month for collaboration.	No cost to the district	Teachers used three Wednesday afternoons per month for professional development and one per month for collaboration.	No Fiscal Impact				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> </table> <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)	Scope of Service	All: Single School District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> </table> <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)	Scope of Service	All: Single School District	
Scope of Service	All: Single School District						
Scope of Service	All: Single School District						
A credentialed physical education teacher will provide release time for teachers for additional preparation, collaboration, and time to work with small groups of students.	Teacher Salary 1000-1999: Certificated Personnel Salaries Base \$21,424 + Increased Costs for S & C and H & W	A credentialed physical education teacher was hired and teachers used release time to work with students, mostly from designated subgroups, individually and in small groups. They also used the time to plan differentiated instruction for students.	Teacher Salary 1120 TEACHER SALARIES-PART TIME Supplemental \$23,539				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> </table> <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)	Scope of Service	All: Single School District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> </table> <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)	Scope of Service	All: Single School District	
Scope of Service	All: Single School District						
Scope of Service	All: Single School District						
A credentialed science teacher will provide release time for teachers for additional preparation, collaboration, and time to work with small groups of students.	Teacher Salary 1000-1999: Certificated Personnel Salaries Other \$35,883 + Increased Costs for S & C and H & W	A credentialed science teacher was hired and provided classroom teachers with release time to work with students, mostly from designated subgroups, individually and in small groups. They	Teacher Salary 1120 TEACHER SALARIES-PART TIME Base \$41,049 Teacher Salary 1120 TEACHER SALARIES-PART TIME Supplemental				

		also used the time to plan differentiated instruction for students.	45,824				
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<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)					
<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table>	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)			
Scope of Service							
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2016/2017 and beyond, goals have been consolidated to create a more meaningful, understandable, and streamlined document. This goal has been eliminated, and the actions under this goal were successfully completed as written. The district eliminated the actions regarding the hiring of a physical education teacher and science teacher and wrote a new action to hire two credentialed teachers to provide release time. Actions for this goal are now included under new Goal # 2.						

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

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

Original GOAL 5 from prior year LCAP:	Teachers will effectively utilize technology in order to provide student access to differentiated learning and to increase student engagement in all subject areas.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All: Single School District ----- Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Currently, 51% of students have regular access to a device. Each year, the district will increase the number of devices available to students by at 15-20% until 100% of students have access to a device.	Actual Annual Measurable Outcomes:	Goal #4 was exceeded. The district purchased new devices for student use. By the end of 2015/2016, 90% of students have access to a device when needed.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The district will purchase 30 Chromebooks and a Chromebook charging cart.	Purchase of Chromebooks and charging cart 0000: Unrestricted Common Core Standards Implementation Funds \$13,260	The district purchased two Chromebook carts with 30 Chromebooks per cart.	Chromebooks and carts 4300 MATERIALS & SUPPLIES Base \$20,737
Scope of Service	All: Single School District	Scope of Service	All: Single School District
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Teachers will continue to increase use of technology into the classroom. All	Purchase of license for a Keyboarding program for all	Teachers increased the use of technology into the classroom. All	Keyboarding Without Tears license 4300 MATERIALS & SUPPLIES Base

<p>teachers will include keyboarding as a part of the regular classroom program.</p>	<p>students, K-6 0000: Unrestricted Base \$1,137 5800: Professional/Consulting Services And Operating Expenditures Base</p>	<p>teachers used Keyboarding Without Tears.</p>	<p>\$2,412</p>
<p>Scope of Service: All: Single School District</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>Scope of Service: All: Single School District</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 will participate in professional development in the use of Google Apps for Education.</p>	<p>Teacher, Administrative, and Office Staff Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000 Set up and establishment of Google Apps for Education account 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000</p>	<p>Staff participated in professional development in the use of Google Apps for Education and are now routinely use Google Classroom and Google Docs.</p>	<p>Teacher, administrative, and office staff professional development 5800 OTHER SVCS & OPER EXPENDITURES Base \$500 Set up and establishment of Google Apps for Education account 5800 OTHER SVCS & OPER EXPENDITURES Base \$500</p>
<p>Scope of Service: All: Single School District</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>Scope of Service: All: Single School District</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>The district will contract for technology support throughout the school year.</p>	<p>Contracted technology support services 5800:</p>	<p>The district contracted for technology support throughout the school year.</p>	<p>Contracted technology support services 5800 OTHER SVCS & OPER</p>

	Professional/Consulting Services And Operating Expenditures Base \$5,000		EXPENDITURES Base \$7,436				
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Scope of Service	All: Single School District						
Scope of Service	All: Single School District						
<p><input checked="" type="checkbox"/> All</p> <p>-----</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><input checked="" type="checkbox"/> All</p> <p>-----</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>					
Teachers will engage in quality professional development by attending the CUE Conference (Computer Using Educators) in the spring.	Conference Fees, lodging, and airfare for five staff members 0000: Unrestricted Base \$9,000	Four teachers and the superintendent/principal attended the CUE conference in the spring.	Conference fees, lodging, and airfare for five staff members. 5200 MILEAGE, TRAVEL & CONFERENCES Base \$8,166				
<table border="1"> <tr> <td>Scope of Service</td> <td>All: Single School District</td> </tr> </table>	Scope of Service	All: Single School District		<table border="1"> <tr> <td>Scope of Service</td> <td>All: Single School District</td> </tr> </table>	Scope of Service	All: Single School District	
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<p><input checked="" type="checkbox"/> All</p> <p>-----</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><input checked="" type="checkbox"/> All</p> <p>-----</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>					
In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	No Fiscal Impact						
<table border="1"> <tr> <td>Scope of Service</td> <td>All: Single School District</td> </tr> </table>	Scope of Service	All: Single School District		<table border="1"> <tr> <td>Scope of Service</td> <td>All: Single School District</td> </tr> </table>	Scope of Service	All: Single School District	
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<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><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016/2017 and beyond, goals have been consolidated to create a more meaningful, understandable, and streamlined document. This goal has been eliminated, and the actions have been updated to include the purchase of one additional set of 30 Chromebooks and a charging cart. All other actions were completed successfully and no additional changes were made. Upon reflection, this goal was not written in a way that student engagement can be directly measured, however the successful completion of the actions are an indication that the goal was met. Future related goals will be written to have a more direct metrics and indicators of success.</p>		

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

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

Original GOAL 6 from prior year LCAP:	The percentage of students performing at proficient or advanced on statewide testing and local assessments will increase each year.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All: Single School District Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Assessments will be utilized to examine progress of all students. The percentage of students scoring proficient or advanced on both state and local assessments will increase 5% per year. STAR scores for grades 2-6 for 2013 were 77.4% for English/Language Arts, 87.4% for Mathematics, and 93% for Science. Baseline data after the first year of implementation of the California Assessment of Student Performance and Progress (CAASPP) will be compared to subsequent years' data to note improvement in student achievement. Local assessments will also note improvement in academic achievement over time; data was collected in both reading and mathematics and indicates the level of student proficiency on the Common Core State Standards. Baseline data from the 2014/15 school year shows student growth in reading and mathematics from Fall to Spring. Reading data shows that, in the fall, 43% of students were Not Meeting grade level standards. In the spring, 6% did not meet grade level standards. The number of students either Meeting or Exceeding grade level standards went from 54% in the fall to 77% in the spring. In mathematics, 42% of students were Not Meeting grade level standards in the fall, and only 7% were Not Meeting grade level standards in the spring. In the fall, 0% of students Met or Exceeded grade levels standards; in the spring, 70% Met or Exceeded graded level standards.	Actual Annual Measurable Outcomes:	Goal #6 was partially met. We received our baseline data from the first year of CAASPP testing. In 2014/2015, 40% of students in grades 3-6 met or exceeded standards in mathematics and 46% of students met or exceeded standards in ELA. Local data demonstrated improvement from 2014/2015. When 2015/2016 data is available, this LCAP will be updated to determine progress. Local data (DRA, teacher-developed ELA assessments, scores from the school-wide writing prompts, and Engage New York mathematics assessments) shows that 74% of students are meeting or exceeding standards in mathematics (3.7% increase) and 82% are meeting or exceeding standards in English/language arts (7% increase).
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
The instructional program will include flexible grouping and flexible	Budgeted Expenditures	The instructional program included flexible grouping and flexible scheduling	Estimated Actual Annual Expenditures
	Expenditures included under Goal #		Expenditures included under Goal #4

<p>scheduling so that students in designated subgroups have full access to the curriculum. This flexible grouping and scheduling will be made possible by the addition of a certificated physical education teacher and a credentialed science/Life Lab teacher. These additional programs will allow teachers to send half of their class out to the program at a time which, in turn, will allow them to work with smaller groups of students and provide more differentiated instruction.</p>	<p>4 1000-1999: Certificated Personnel Salaries Supplemental</p>	<p>so that students in designated subgroups had full access to the curriculum. This flexible grouping and scheduling will be made possible by the addition of two additional part time certificated staff members. These additional programs allowed teachers to send half of their class out to the program at a time which, in turn, will allow them to work with smaller groups of students and individual students to provide more differentiated instruction.</p>	
<p>Scope of Service: All: Single School District</p> <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: All: Single School District</p> <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>Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom.</p>	<p>Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental \$67,613 + Increased Costs for S & C and H & W</p>	<p>Classroom aides were integrated into the instructional program to lower the teacher/student ratio in the classroom and provide additional academic support to students in designated subgroups.</p>	<p>Aide's Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Supplemental 32,997</p> <p>Aide's Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Title I \$14,144</p> <p>Aide's Salaries 2120 CLASS INSTR AIDE SAL-PARTTIME Other \$27,786All</p>
<p>Scope of Service: All: Single School District</p> <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</p>		<p>Scope of Service: All: Single School District</p> <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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
An academic support teacher will provide extra help to students, particularly those in designated subgroups, in their area/s of need. Individual, small group, and in-class support will be provided as appropriate.	.39 FTE academic support teacher Certificated Salary 1000-1999: Certificated Personnel Salaries Title I \$17,695 + Increased Costs for S & C and H & W	An academic support teacher provided extra help to students, particularly those in designated subgroups, in their area/s of need. Individual, small group, and in-class support was provided as appropriate.	.39 academic support teacher 1120 TEACHER SALARIES-PART TIME Title I \$17,697				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> </table> <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)	Scope of Service	All: Single School District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All: Single School District	
Scope of Service	All: Single School District						
Scope of Service	All: Single School District						
An additional classroom teacher will be hired to maintain small class sizes at the school.	Teacher Salary 1000-1999: Certificated Personnel Salaries Base \$65,247 + Increased Costs for S & C and H & W	An additional classroom teacher was hired to maintain small class sized at the school.	Teacher's salary 1100 CERT TEACHERS' SALARIES-REG. Base \$65,480				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> </table> <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)	Scope of Service	All: Single School District		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> </table> <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)	Scope of Service	All: Single School District	
Scope of Service	All: Single School District						
Scope of Service	All: Single School District						
The school faculty will collaborate to	No Fiscal Impact	The school faculty reviewed the	No Fiscal Impact				

<p>review the homework policy and make revisions to ensure that t it meets students' and families' differing needs and expectations.</p>		<p>homework policy and made significant revisions to ensure that it meets students' and families' differing needs and expectations and was aligned to the most current research regarding the value of homework. Our assessment concluded that students were not receiving the expected value from the homework. The purpose of the new "homework" program will be to ensure students' mastery of basic skills in ELA and mathematics as well as extend and integrate classroom learning.</p>	
<p>Scope of Service All: Single School District</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 All: Single School District</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>Students will be assessed using local assessments, the school-wide writing response, and any state assessments administered during the school year. Assessment results will be used to guide and individualize instruction for all students.</p>	<p>No Fiscal Impact</p>	<p>Students were assessed using local assessments (see AAMO section above), and the CAASPP. Assessment results were used to guide and individualize instruction for all students.</p>	<p>No Fiscal Impact</p>
<p>Scope of Service All: Single School District</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</p>		<p>Scope of Service All: Single School District</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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Individual teachers, specialists, and the superintendent/principal will meet in early October to discuss academic and social/emotional needs of unduplicated students in order to develop a plan to ensure success in school.	Roving substitute for two days in October 0000: Unrestricted Supplemental \$200	Individual teachers, specialists, and the superintendent/principal met in early October to discuss academic and social/emotional needs of unduplicated students and developed plans to ensure each child's success in school, particularly those in designated subgroups.	Roving substitute-two days 1140 TEACHER SALARIES- SUBSTITUTES Base \$200
Scope of Service: All: Single School District <hr/> <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)		Scope of Service: All: Single School District <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) will receive priority access to programs and services.	No Fiscal Impact 2000-2999: Classified Personnel Salaries Supplemental	In addition to delineated services in place to support all students, students designated as socioeconomically disadvantaged, English learners (ELs), Foster Youth, and students redesignated as Fluent English Proficient (RFEP) received priority access to programs and services.	No Fiscal Impact
Scope of Service: All: Single School District <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		Scope of Service: All: Single School District <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	1000-1999: Certificated Personnel Salaries Other		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2016/2017 and beyond, goals have been consolidated to create a more meaningful, understandable, and streamlined document. Actions are unchanged and are now included under new Goal #2.		

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 7 from prior year LCAP:	7. Bonny Doon School will maintain and improve volunteer rates at the school.	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: Single School District Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Parents/guardians will continue to be Bonny Doon School's partners in education. Parent involvement in classrooms and other groups at the school (Site Council, Parents' Club, Bonny Doon Community School Foundation) will increase 5% per year from a baseline of 20% (based on the Volunteer Sign In sheets and input from the Foundation and Parents Club). Parent involvement will be tracked by the Parent Volunteer sign in sheets as well as from information provided by the Foundation and the Parent's Club.	Actual Annual Measurable Outcomes: Goal #7 was met. Parents/guardians continued to be Bonny Doon School's partners in education. Parent involvement in classrooms, events, and meetings of other groups at the school (Site Council, Parents' Club, Bonny Doon Community School Foundation) increased by 6% from 2014/2015 to 26% from a baseline of 20% (based on the Volunteer Sign In sheets and input from the Foundation and Parents Club). Parent involvement will be tracked by the Parent Volunteer sign in sheets as well as from information provided by the Foundation and the Parent's Club.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The superintendent/principal will email a comprehensive newsletter each month sharing what's happening at the school and outlining opportunities for parent participation. Families without internet access will be provided a hard copy of the newsletter.	No Fiscal Impact	The superintendent/principal emailed a comprehensive newsletter each month sharing what's happening at the school and outlining opportunities for parent participation. There were no families without Internet access.	No Fiscal Impact
Scope of Service: All: Single School District		Scope of Service: All: Single School District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Bonny Doon School will begin implementation of a Big Buddy Parent Program in which all new families are connected with a continuing parent. The implementation of this program will be a collaboration between the school administration and members of the Parents' Club.</p>	<p>Office Supplies 4000-4999: Books And Supplies Other \$200</p>	<p>Bonny Doon School implemented a new Big Buddy Parent Program in which all new families were connected with a continuing parent. The implementation of this program was a collaboration between the school administration and members of the Parents' Club.</p>	<p>No Fiscal Impact</p>
<p>Scope of Service: All: Single School District</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: All: Single School District</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>Both the school website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.</p>	<p>Webmaster Services 5000-5999: Services And Other Operating Expenditures Base \$500</p>	<p>Both the school website and the Facebook page were updated on a regular basis to allow for up-to-date parent and community communications.</p>	<p>No Fiscal Impact</p>
<p>Scope of Service: All: Single School District</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: All: Single School District</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>Teachers will communicate with</p>		<p>Teachers communicated with</p>	<p>No Fiscal Impact</p>

<p>parents/guardians on a regular basis through a classroom website and/or classroom newsletter.</p>		<p>parents/guardians on a regular basis through classroom websites and/or classroom newsletters.</p>									
<table border="1"> <tr> <td data-bbox="100 232 243 302">Scope of Service</td> <td data-bbox="243 232 569 302">All: Single School District</td> </tr> <tr> <td colspan="2" data-bbox="100 329 569 602"> <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) </td> </tr> </table>	Scope of Service	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 232 1176 302">Scope of Service</td> <td data-bbox="1176 232 1514 302">All: Single School District</td> </tr> <tr> <td colspan="2" data-bbox="1031 329 1514 602"> <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) </td> </tr> </table>	Scope of Service	All: Single School District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	All: Single School District										
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Scope of Service	All: Single School District										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
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<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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016/2017 and beyond, goals have been consolidated to create a more meaningful, understandable, and streamlined document. Actions were successfully completed. The Parent Buddy program was reviewed and changes made based on input from the parents who participated. More specific communication guidelines will be provided to participating parents in the out years. The district also modified the action about teacher communication. It now states that all teachers will have a classroom website by 2017/2018. See related action under Goal #3.</p>										

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 8 from prior year LCAP:	Bonny Doon School will increase our average daily attendance (ADA).		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: Single School District	-----	
	Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups	-----	
Expected Annual Measurable Outcomes:	Fewer students will have chronic attendance issues, ensuring a less disruptive educational environment for all students. The ADA for 2013/2014 was 92.6%. ADA for 2014/2015 was 95%. ADA will increase to 96% by the end of the 2016/2017 school year and to 97% by the end of the 2017/2018 school year.	Actual Annual Measurable Outcomes:	Goal #8 was not met. ADA increased during the first two trimesters of the year, then dropped significantly for a final ADA of 94% at the end of the year.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The superintendent/principal will send a letter home to all families at the beginning of the school year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance.	Office Supplies 0001-0999: Unrestricted: Locally Defined Base \$100 4000-4999: Books And Supplies Base	The superintendent/principal sent a letter home to all families at the beginning of the school year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents were informed that reducing absenteeism is one of the state's priorities and were provided with information from the state regarding school attendance.	Office supplies 4300 MATERIALS & SUPPLIES Base \$100
Scope of Service	All: Single School District	Scope of Service	All: Single School District
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<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	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)									
Students will be rewarded for excellent and/or perfect attendance through recognition at Lifeskills assemblies and through Free Homework passes.	Certificates and Awards 4000-4999: Books And Supplies Base \$50	The teaching staff changed their minds about the benefit of this activity, so it was not implemented. Students with perfect attendance will receive an award at the end of the school year.	No Fiscal Impact								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	All: Single School District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	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)		
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The Superintendent/Principal will notify parents when their child has excessive absences and/or tardies or unexcused absences and/or tardies. She will meet with parents, when necessary, to develop an individualized plan to approve attendance.	No Fiscal Impact	The Superintendent/Principal notified parents when their child had excessive absences and/or tardies or unexcused absences and/or tardies. She met with parents to develop an individualized plan to approve their child's attendance.	No Fiscal Impact								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	All: Single School District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All: Single School District</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	All: Single School District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016/2017 and beyond, goals have been consolidated to create a more meaningful, understandable, and streamlined document. All actions were completed and carried over for the out years listed under new Goal #3. In August, the district office staff will need to review attendance records to determine the specific reasons for the absences in the last third of the year. When those determinations are made, new actions will be added to address those specific issues.</p>		

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

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

Original GOAL 9 from prior year LCAP:	Students will be fully engaged in school.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All: Single School District ----- Applicable Pupil Subgroups: Schoolwide - No numerically significant subgroups		
Expected Annual Measurable Outcomes:	Administration and teachers, aides, and yard supervisors will implement positive interventions and progressive preventative measures to prevent and address behavior concerns. Progress will be measured by a reduction of 5 office referrals per year and a reduction in suspensions to 0 days per year. In 2013/2014, Bonny Doon School had one student suspension for a total of one day of suspension. A total of 22 students were referred to the office for disciplinary reasons. In 2014/2015, three students were suspended from Bonny Doon School for a total of 11 days of suspension. 21 students were referred to the office for disciplinary reasons. In 2015/2016, no more than 16 students will be referred to the office for disciplinary reasons. Bonny Doon School will have 0 student suspensions.	Actual Annual Measurable Outcomes:	Goal #9 was exceeded. Administration and teachers, aides, and yard supervisors implemented positive interventions and progressive preventative measures to prevent and address behavior concerns. Progress was measured by a reduction of 5 office referrals per year and a reduction in suspensions to 0 days per year. In 2013/2014, Bonny Doon School had one student suspension for a total of one day of suspension. A total of 22 students were referred to the office for disciplinary reasons. In 2014/2015, three students were suspended from Bonny Doon School for a total of 11 days of suspension. 21 students were referred to the office for disciplinary reasons. In 2015/2016, 12 students were referred to the office for disciplinary reasons. Bonny Doon School had 0 student suspensions.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The administration and staff will work together to refine and communicate procedures for position interventions and preventative discipline measures. The administration will ensure that all measures are clearly understood and consistently implemented. Parents and guardians will be informed of student discipline policy and procedures.	No Fiscal Impact	The administration and staff worked together to refine and communicate procedures for position interventions and preventative discipline measures. The administration ensured that all measures were clearly understood and consistently implemented. Parents and guardians were informed of student discipline policy and procedures.	No Fiscal Impact

<p>Scope of Service All: Single School District</p>		<p>Scope of Service All: Single School District</p>	
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<p>All teachers will infuse monthly "Lifeskills" (from the Tribes program)vocabulary and practice into their curriculum. At the end of each month, the school will hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.</p>	<p>Award Certificates 0001-0999: Unrestricted: Locally Defined Base \$100</p>	<p>All teachers infused monthly "Lifeskills" (from the Tribes program)vocabulary and practice into their curriculum. At the end of each month, the school held an awards ceremony to honor those students who demonstrated excellence and/or improvement in that month's Lifeskill.</p>	<p>Awards Certificates 4300 MATERIALS & SUPPLIES Base \$100</p>
<p>Scope of Service All: Single School District</p>		<p>Scope of Service All: Single School District</p>	
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<p>Students will learn how to proactively manage peer conflict to prevent bullying incidents at the school by participating in the Common Language refresher course.</p>	<p>Workshop and Presentation 5000-5999: Services And Other Operating Expenditures Base \$1,500</p>	<p>The Common Language founder no longer is part of the program, therefore, this program did not take place as planned.</p>	<p>No Fiscal Impact</p>
<p>Scope of Service All: Single School District</p>		<p>Scope of Service</p>	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For 2016/2017 and beyond, goals have been consolidated to create a more meaningful, understandable, and streamlined document. The action regarding Common Language was removed as the program has changed. Other actions were determined to be successful, although there is no way to directly correlate the success of the actions to the completion of the goal. The parent and student survey results, teacher observations, and the reduction in office referrals can all be indicators of goal completion in this area. The first and second actions were continued and placed under new Goal #3.</p>		

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:	<u>\$42,571</u>
<p>The district is projecting a 21% unduplicated pupil percentage (UPP) in 2016/2017 and principally directs the supplemental funding to its disadvantaged population on a schoolwide basis. Additional funds from the base are allocated towards services provided to small groups that include disadvantaged students and to individual students in those designated subgroups. As the district is a small, one-school K-6 district of approximately 171 students (projected for 2016/2017), these methods ensure that the services can be delivered in a grade-appropriate manner to its disadvantaged student population. The district allocates significantly more funds than it receives for supplemental services over and above what is provided for the general population.</p> <p>The district offers increased services to its disadvantaged students in several ways, which are either completely or partially funded with LCFF supplemental funds. The district uses all supplemental funds in the form of salary for two additional part time release teachers to provide support so that classroom teachers can work with individual students and small groups, further differentiating instruction to meet the needs of students in designated subgroups. The district funds classroom aides to provide additional support to those students. For 2016/2017, the district will contract with a licensed therapist to provide services to students in designated subgroups.</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.

3.56	%
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The district is delivering increased and improved services beyond the basic program for its unduplicated population, well in excess of the 3.56% required. The district provides direct ELD services in the classroom for its English Language Learners and additional support in small groups as well as one-on-one instruction. The district has hired two additional part time credentialed teachers, allowing classroom teachers to provide individual and small group instruction in the classroom to students who need extra support and differentiated instruction, particularly students from designated subgroups. The district also employs one additional classroom teacher to keep class sizes low and allow for more focus on unduplicated students. The addition of the two part time teachers and the classroom teacher is an increase of 3.0 Certificated FTE over the base number required for a total of 10 FTE. In addition, an academic support teacher meets with the superintendent/principal and the classroom teachers on a regular basis to ensure that unduplicated students are receiving needed extra services. Full day meetings are held with the academic support teacher, the school resource teacher, and individual classroom teachers at the beginning of October to discuss unduplicated students and develop plans and strategies to ensure complete access to the curriculum as well as support social/emotional needs. For 2016/2017, the district will contract with a licensed therapist to provide social/emotional support to disadvantaged students who have a demonstrated need for such services. Identified students will meet with the therapist up to one time per week. The district has complete planning for a restructuring of its entire homework program to further meet the needs of all students, particularly students in designated subgroups. The new program, entitled STARS (Self-discover, Study habits, Time management, Autonomy & accountability, Responsibility & resourcefulness, Skill mastery & success) was designed based on feedback about homework from parents, students, and teachers as well as on current research about homework. Particular focus will be given to the effectiveness of homework on students in designated subgroups.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Funding Sources	135,336.00	357,391.00	276,473.27	282,473.27	176,073.27	735,019.81
Base	121,676.00	153,287.00	70,309.00	52,309.00	54,909.00	177,527.00
Common Core Standards Implementation Funds	13,260.00	0.00	0.00	0.00	0.00	0.00
Donations	0.00	0.00	0.00	9,000.00	0.00	9,000.00
Lottery	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
Other	200.00	69,903.00	112,786.30	127,786.30	27,786.30	268,358.90
Supplemental	200.00	102,360.00	56,536.17	56,536.17	56,536.17	169,608.51
Title I	0.00	31,841.00	31,841.80	31,841.80	31,841.80	95,525.40

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Expenditure Types	135,336.00	357,391.00	276,473.27	282,473.27	176,073.27	735,019.81
0000: Unrestricted	23,597.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	200.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
1100 CERT TEACHERS' SALARIES-REG.	0.00	67,557.00	2,435.00	2,435.00	2,035.00	6,905.00
1120 TEACHER SALARIES-PART TIME	0.00	128,109.00	82,285.00	82,285.00	82,285.00	246,855.00
1140 TEACHER SALARIES-SUBSTITUTES	0.00	200.00	0.00	0.00	0.00	0.00
1160 TEACHER SALARIES-STIPEND	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
2120 CLASS INSTR AIDE SAL-PARTTIME	0.00	47,141.00	74,928.27	74,928.27	74,928.27	224,784.81
4000-4999: Books And Supplies	1,350.00	0.00	0.00	0.00	0.00	0.00
4100 TEXTBOOKS	0.00	4,205.00	5,000.00	7,000.00	10,000.00	22,000.00
4300 MATERIALS & SUPPLIES	0.00	23,449.00	22,700.00	700.00	700.00	24,100.00
5000-5999: Services And Other Operating Expenditures	101,189.00	0.00	0.00	0.00	0.00	0.00
5200 MILEAGE, TRAVEL & CONFERENCES	0.00	8,166.00	0.00	0.00	0.00	0.00
5215 TRAVEL & CONFERENCES	0.00	0.00	2,000.00	11,000.00	2,000.00	15,000.00
5800 OTHER SVCS & OPER EXPENDITURES	0.00	78,564.00	86,125.00	103,125.00	3,125.00	192,375.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source
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Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016/2017	2017/2018	2018-19	2016/2017- 2018-19 Total
All Expenditure Types	All Funding Sources	135,336.00	357,391.00	276,473.27	282,473.27	176,073.27	735,019.81
0000: Unrestricted	Base	10,137.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Common Core Standards Implementation Funds	13,260.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	200.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	200.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
1100 CERT TEACHERS' SALARIES-REG.	Base	0.00	67,557.00	2,435.00	2,435.00	2,035.00	6,905.00
1120 TEACHER SALARIES-PART TIME	Base	0.00	41,049.00	41,049.00	41,049.00	41,049.00	123,147.00
1120 TEACHER SALARIES-PART TIME	Supplemental	0.00	69,363.00	23,539.00	23,539.00	23,539.00	70,617.00
1120 TEACHER SALARIES-PART TIME	Title I	0.00	17,697.00	17,697.00	17,697.00	17,697.00	53,091.00
1140 TEACHER SALARIES-SUBSTITUTES	Base	0.00	200.00	0.00	0.00	0.00	0.00
1160 TEACHER SALARIES-STIPEND	Base	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2120 CLASS INSTR AIDE SAL-PARTTIME	Other	0.00	0.00	27,786.30	27,786.30	27,786.30	83,358.90
2120 CLASS INSTR AIDE SAL-PARTTIME	Supplemental	0.00	32,997.00	32,997.17	32,997.17	32,997.17	98,991.51
2120 CLASS INSTR AIDE SAL-PARTTIME	Title I	0.00	14,144.00	14,144.80	14,144.80	14,144.80	42,434.40
4000-4999: Books And Supplies	Base	1,150.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	200.00	0.00	0.00	0.00	0.00	0.00
4100 TEXTBOOKS	Base	0.00	4,205.00	0.00	2,000.00	5,000.00	7,000.00
4100 TEXTBOOKS	Lottery	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
4300 MATERIALS & SUPPLIES	Base	0.00	23,449.00	22,700.00	700.00	700.00	24,100.00

5000-5999: Services And Other Operating Expenditures	Base	101,189.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5200 MILEAGE, TRAVEL & CONFERENCES	Base	0.00	8,166.00	0.00	0.00	0.00	0.00
5215 TRAVEL & CONFERENCES	Base	0.00	0.00	0.00	2,000.00	2,000.00	4,000.00
5215 TRAVEL & CONFERENCES	Donations	0.00	0.00	0.00	9,000.00	0.00	9,000.00
5215 TRAVEL & CONFERENCES	Other	0.00	0.00	2,000.00	0.00	0.00	2,000.00
5800 OTHER SVCS & OPER EXPENDITURES	Base	0.00	8,661.00	3,125.00	3,125.00	3,125.00	9,375.00
5800 OTHER SVCS & OPER EXPENDITURES	Other	0.00	69,903.00	83,000.00	100,000.00	0.00	183,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	9,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

LCAP Expenditures By Funding Source

Bonny Doon Elementary School

Proposed Expenditure	Object Code	Amount	Action
		\$0.00	The administration and staff will work together to refine and communicate procedures for position interventions and preventative discipline measures. The administration will ensure that all measures are clearly understood and consistently implemented. Parents and guardians will be informed of student discipline policy and procedures.
		\$0.00	

Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
Edjoin Admin Account (shared consortium account with Pacific Elementary School District)	5000-5999: Services And Other Operating Expenditures	\$150.00	Only highly qualified candidates will be considered for employment.
Office Supplies	4000-4999: Books And Supplies	\$100.00	Only highly qualified candidates will be considered for employment.
Books	4000-4999: Books And Supplies	\$1,000.00	Teachers will implement the California Common Core Standards using the Georgia Standards curriculum as a foundation for their math programs until a quality math program is chosen by the teachers. Any formal adoptions will go through the school board. Teachers will use support materials, as necessary, to enhance the curriculum.
Replacement of light fixtures, bulbs, and installation of window coverings	5000-5999: Services And Other Operating Expenditures	\$99,039.00	The district will employ Mynt Systems as General Contractor to oversee the expenditure of Prop. 39 funds for the replacement of existing light fixtures to LED. In addition, the office building and one classroom will have a window coating installed to protect from extreme temperature changes.
Purchase of license for a Keyboarding program for all students, K-6	0000: Unrestricted	\$1,137.00	Teachers will continue to increase use of technology into the classroom. All teachers will include keyboarding as a part of the regular classroom program.
Teacher, Administrative, and Office Staff Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Staff will participate in professional development in the use of Google Apps for Education.

Bonny Doon Elementary School

Set up and establishment of Google Apps for Education account	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Staff will participate in professional development in the use of Google Apps for Education.
Contracted technology support services	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	The district will contract for technology support throughout the school year.
Conference Fees, lodging, and airfare for five staff members	0000: Unrestricted	\$9,000.00	Teachers will engage in quality professional development by attending the CUE Conference (Computer Using Educators) in the spring.
Webmaster Services	5000-5999: Services And Other Operating Expenditures	\$500.00	Both the school website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.
Office Supplies	0001-0999: Unrestricted: Locally Defined	\$100.00	The superintendent/principal will send a letter home to all families at the beginning of the school year regarding the negative impact of chronic absenteeism on a child and the definition of the problem. The parents will also be informed that reducing absenteeism is one of the state's priorities and be provided with information from the state regarding school attendance.
Certificates and Awards	4000-4999: Books And Supplies	\$50.00	Students will be rewarded for excellent and/or perfect attendance through recognition at Lifeskills assemblies and through Free Homework passes.
Award Certificates	0001-0999: Unrestricted: Locally Defined	\$100.00	All teachers will infuse monthly "Lifeskills" (from the Tribes program)vocabulary and practice into their curriculum. At the end of each month, the school will hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.
Workshop and Presentation	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Students will learn how to proactively manage peer conflict to prevent bullying incidents at the school by participating in the Common Language refresher course.
Edjoin Administrative Account (in a consortium with Pacific Elementary School District)	5800 OTHER SVCS & OPER EXPENDITURES	\$225.00	Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.
Teachers' Salaries- \$35/hour contracted hourly rate	1100 CERT TEACHERS' SALARIES-REG.	\$2,435.00	The district will maintain the addition of one extra professional development day to the calendar for teachers to collaborate and share Common Core State Standards best practices with teachers from the three other small, single school districts. In particular, teachers will focus their discussion on how to support students in designated subgroups.
.60 Credentialed Teacher	1120 TEACHER SALARIES-PART TIME	\$41,049.00	Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.

Bonny Doon Elementary School

Teacher Stipend for planning rallies and developing communication to families during the school year	1160 TEACHER SALARIES-STIPEND	\$500.00	Classroom teachers will replace the regular homework system with a new program called STARS (Self-discipline and study habits, Time management, Autonomy and accountability, Responsibility and resourcefulness, Skill mastery and Success). This program was developed due to feedback from our parents/guardians and students through our school survey, through personal conversations, and most importantly through research into the effectiveness of homework in elementary school;what benefits students and what doesn't. This comprehensive program will include in-class support and practice time for mastery of foundational skills. It will also include systems for student incentives, tracking of progress toward goals, parent communication and involvement, and monthly celebration ralllies.
Teacher Stipend for planning rallies and developing communication to families	1160 TEACHER SALARIES-STIPEND	\$500.00	Classroom teachers will replace the regular homework system with a new program called STARS (Self-discipline and study habits, Time management, Autonomy and accountability, Responsibility and resourcefulness, Skill mastery and Success). This program was developed due to feedback from our parents/guardians and students through our school survey, through personal conversations, and most importantly through research into the effectiveness of homework in elementary school;what benefits students and what doesn't. This comprehensive program will include in-class support and practice time for mastery of foundational skills. It will also include systems for student incentives, tracking of progress toward goals, parent communication and involvement, and monthly celebration ralllies.
Materials and Supplies	4300 MATERIALS & SUPPLIES	\$500.00	Classroom teachers will replace the regular homework system with a new program called STARS (Self-discipline and study habits, Time management, Autonomy and accountability, Responsibility and resourcefulness, Skill mastery and Success). This program was developed due to feedback from our parents/guardians and students through our school survey, through personal conversations, and most importantly through research into the effectiveness of homework in elementary school;what benefits students and what doesn't. This comprehensive program will include in-class support and practice time for mastery of foundational skills. It will also include systems for student incentives, tracking of progress toward goals, parent communication and involvement, and monthly celebration ralllies.
Technological devices	4300 MATERIALS & SUPPLIES	\$22,000.00	The district will purchase 60 additional Chromebooks and two Chromebook carts which will be used in the classrooms to enhance learning and engagement for all students, particularly students in designated subgroups.
Webmaster services through the COE	5800 OTHER SVCS & OPER EXPENDITURES	\$500.00	Both the school Facebook website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.
Award Certificates	4300 MATERIALS & SUPPLIES	\$200.00	All teachers will infuse monthly "Lifeskill" (from the Tribes program) vocabulary and practice into their curriculum. AT the end of each month, the school will hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.
Counselor	5800 OTHER SVCS & OPER EXPENDITURES	\$2,400.00	A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.

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Edjoin Administrative Account (in a consortium with Pacific Elementary School District)	5800 OTHER SVCS & OPER EXPENDITURES	\$225.00	Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.
Curriculum Materials	4100 TEXTBOOKS	\$2,000.00	Teachers will review and pilot Common Core-aligned curriculum materials in science.
Teachers' Salaries-\$35/hour contracted hourly rate	1100 CERT TEACHERS' SALARIES-REG.	\$2,435.00	The district will maintain the addition of one extra professional development day to the calendar for teachers to collaborate and share Common Core State Standards best practices with teachers from the three other small, single school districts. In particular, teachers will focus their discussion on how to support students in designated subgroups.
.60 FTE Credentialed Teacher	1120 TEACHER SALARIES-PART TIME	\$41,049.00	Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.
Inservices and conferences	5215 TRAVEL & CONFERENCES	\$2,000.00	Teachers will participate in outside professional development opportunities in mathematics, literacy, science, the arts, and use of technology. During the 2017/2018 school year, four teachers and the superintendent will attend the CUE conference.
Teacher Stipend for planning rallies and developing parent communication	1160 TEACHER SALARIES-STIPEND	\$500.00	Classroom teachers, along with the superintendent, will review the effectiveness of the STARS program. If determined to be successful, the program will be continued.
Teacher Stipend	1160 TEACHER SALARIES-STIPEND	\$500.00	Classroom teachers, along with the superintendent, will review the effectiveness of the STARS program. If determined to be successful, the program will be continued.
Materials and Supplies	4300 MATERIALS & SUPPLIES	\$500.00	Classroom teachers, along with the superintendent, will review the effectiveness of the STARS program. If determined to be successful, the program will be continued.
Webmaster services through the COE	5800 OTHER SVCS & OPER EXPENDITURES	\$500.00	Both the school Facebook website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.
Award Certificates	4300 MATERIALS & SUPPLIES	\$200.00	All teachers will infuse monthly "Lifeskill" (from the Tribes program) vocabulary and practice into their curriculum. AT the end of each month, the school will hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.
Counselor	5800 OTHER SVCS & OPER EXPENDITURES	\$2,400.00	A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.
Edjoin Administrative Account (in a consortium with Pacific Elementary School District)	5800 OTHER SVCS & OPER EXPENDITURES	\$225.00	Bonny Doon School will maintain a staff where 100% of the teachers are highly qualified.
Textbooks	4100 TEXTBOOKS	\$5,000.00	The staff will adopt and purchase a quality, CCSS-aligned curriculum for science.

Bonny Doon Elementary School

Teachers' Salaries- \$35/hour contracted hourly rate	1100 CERT TEACHERS' SALARIES-REG.	\$2,035.00	The district will maintain the addition of one extra professional development day to the calendar for teachers to collaborate and share Common Core State Standards best practices with teachers from the three other small, single school districts. In particular, teachers will focus their discussion on how to support students in designated subgroups.
Credentialed Teacher	1120 TEACHER SALARIES-PART TIME	\$41,049.00	Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.
Inservices and conferences	5215 TRAVEL & CONFERENCES	\$2,000.00	Teachers will participate in outside professional development opportunities in mathematics, literacy, science, the arts, and use of technology.
Teacher Stipend for planning rallies and developing parent communication	1160 TEACHER SALARIES-STIPEND	\$500.00	The STARS program will reviewed yearly and adjustments made, as needed.
Teacher Stipend	1160 TEACHER SALARIES-STIPEND	\$500.00	The STARS program will reviewed yearly and adjustments made, as needed.
Materials and Supplies	4300 MATERIALS & SUPPLIES	\$500.00	The STARS program will reviewed yearly and adjustments made, as needed.
Webmaster services through the COE	5800 OTHER SVCS & OPER EXPENDITURES	\$500.00	Both the school Facebook website and the Facebook page will be updated on a regular basis to allow for up-to-date parent and community communications.
Award Certificates	4300 MATERIALS & SUPPLIES	\$200.00	All teachers will infuse monthly "Lifeskill" (from the Tribes program) vocabulary and practice into their curriculum. AT the end of each month, the school will hold an awards ceremony to honor those students who have demonstrated excellence and/or improvement in that month's Lifeskill.
Counselor	5800 OTHER SVCS & OPER EXPENDITURES	\$2,400.00	A licensed therapist will provide social/emotional support to students in designated subgroups with a demonstrated need of such support in order to increase their engagement and success in school.

Base Total Expenditures: \$299,203.00

Funding Source: Common Core Standards Implementation Funds

Proposed Expenditure	Object Code	Amount	Action
Purchase of Chromebooks and charging cart	0000: Unrestricted	\$13,260.00	The district will purchase 30 Chromebooks and a Chromebook charging cart.

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Common Core Standards Implementation Funds Total Expenditures: \$13,260.00

Funding Source: Donations

Proposed Expenditure	Object Code	Amount	Action
Conference and related expenses	5215 TRAVEL & CONFERENCES	\$9,000.00	Teachers will participate in outside professional development opportunities in mathematics, literacy, science, the arts, and use of technology. During the 2017/2018 school year, four teachers and the superintendent will attend the CUE conference.
Donations Total Expenditures:		\$9,000.00	

Funding Source: Lottery

Proposed Expenditure	Object Code	Amount	Action
Books	4100 TEXTBOOKS	\$5,000.00	Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.
Books	4100 TEXTBOOKS	\$5,000.00	Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.
Books	4100 TEXTBOOKS	\$5,000.00	Teachers will continue to implement the Common Core State Standards in mathematics using the approved curriculum as well as supplementary materials, as necessary. Additional texts and consumable materials will be purchased as needed.
Lottery Total Expenditures:		\$15,000.00	

Funding Source: Other

Proposed Expenditure	Object Code	Amount	Action
Office Supplies	4000-4999: Books And Supplies	\$200.00	Bonny Doon School will begin implementation of a Big Buddy Parent Program in which all new families are connected with a continuing parent. The implementation of this program will be a collaboration between the school administration and members of the Parents' Club.

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Energy efficiency improvements to school plant	5800 OTHER SVCS & OPER EXPENDITURES	\$83,000.00	The Superintendent will work with a contractor to complete a plan to further increase energy efficiency at the school site.
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$27,786.30	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.
Workshops and inservices	5215 TRAVEL & CONFERENCES	\$2,000.00	Teachers will participate in outside professional development opportunities in mathematics, literacy, science, the arts, and use of technology.
Energy efficiency improvements to school plant	5800 OTHER SVCS & OPER EXPENDITURES	\$100,000.00	The Superintendent will work with a contractor to complete a plan to further increase energy efficiency at the school site.
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$27,786.30	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$27,786.30	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.
Other Total Expenditures:		\$268,558.90	

Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
Roving substitute for two days in October	0000: Unrestricted	\$200.00	Individual teachers, specialists, and the superintendent/principal will meet in early October to discuss academic and social/emotional needs of unduplicated students in order to develop a plan to ensure success in school.
Supplemental Total Expenditures:		\$200.00	

Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$32,997.17	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.

Bonny Doon Elementary School

.40 Credentialed Teacher	1120 TEACHER SALARIES-PART TIME	\$23,539.00	Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$32,997.17	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.
.40 FTE Credentialed Teacher	1120 TEACHER SALARIES-PART TIME	\$23,539.00	Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$32,997.17	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.
Credentialed Teacher	1120 TEACHER SALARIES-PART TIME	\$23,539.00	Two credentialed teachers will provide instruction in physical education and science for students and release time for classroom teachers to collaborate and to provide additional, differentiated support to small groups and individual students, particularly those in designated subgroups.
Supplemental Total Expenditures:		\$169,608.51	

Funding Source: Title I

Proposed Expenditure	Object Code	Amount	Action
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$14,144.80	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.
.3892 Teacher Salary	1120 TEACHER SALARIES-PART TIME	\$17,697.00	An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$14,144.80	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.
.3892 FTE Teacher Salary	1120 TEACHER SALARIES-PART TIME	\$17,697.00	An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.
Aides' Salaries	2120 CLASS INSTR AIDE SAL-PARTTIME	\$14,144.80	Classroom aides will be integrated into the instructional program to lower the teacher/student ratio in the classroom as well as provide one-on-one instructional support.

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.3862 FTE Teacher Salary	1120 TEACHER SALARIES-PART TIME	\$17,697.00	An academic support teacher will provide extra help to students in their area/s of need, particularly those in designated subgroups. Individual, small group, and in-class support will be provided as appropriate.
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Title I Total Expenditures: \$95,525.40

Bonny Doon Elementary School Total Expenditures: \$870,355.81