**Introduction:**

**LEA: Plumas Lake Elementary School District Contact: Jeff Roberts, Superintendent,** [**jroberts@plusd.org**](mailto:jroberts@plusd.org)**, 530-743-4428 LCAP Year: 2014-15**

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*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. 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 should comply with instructions and 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. 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 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:*

***Parent involvement****: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

| **Involvement Process** | **Impact on LCAP** |
| --- | --- |
| Plumas Lake Elementary School District (PLESD) began a strategic planning initiative in the Fall of 2013 in anticipation of the State of California’s requirements to create a Local Control Accountability Plan (LCAP). PLESD believes in creating opportunities for both staff and the Plumas Lake community to be involved in the strategic planning process. Here are the different opportunities people were able to take part in during the planning process or to give input into the final product.   1. To begin the dialogue, the District held seven input sessions in November 2013 meant to give input to the District’s strengths, areas of growth, and possible areas to focus on in the future:    1. On November 4, 2013 the Riverside Meadows and Rio Del Oro staff met separately.    2. On November 5, 2013 an open forum was held for Cobblestone Parents and Community    3. On November 12, 2013 an open forum was held for Rio Del Oro Parents and Community    4. On November 18, 2013 the Cobblestone staff met    5. On November 19, 2013 the Riverside Parents and Community and the Riverside Leadership students met separately to provide input. 2. On January 16, 2014 the results from the input sessions (Appendix A) were presented in an open session of the Board meeting. 3. The District Leadership Team developed draft goals and actions with input from the School Board at the February 20, 2014 and March 12, 2014 regular School Board meetings. 4. On March 26, 2014 the School Board held a Board Workshop dedicated to gathering input from staff, parents, and community members on the proposed draft goals and actions. After a brief explanation of the goals and actions the audience members were asked to join one of three groups to give feedback that was recorded on chart paper. Several parents also gave feed back to the staff through email when they couldn’t attend the meeting and/or had additional thoughts after the meeting. 5. On April 23, 2014 the School Board met to discuss the input received on March 26 and the review the first draft of the LCAP. 6. After the changes were made to the draft LCAP after the April 23 School Board meeting the Superintendent and staff met with the four groups mandated by the law.    1. On May 20, the District convened an English Learner parent committee.    2. On May 20, the District convened a Parent Advisory Committee.    3. On May 12, the District met with the Plumas Lake Teachers Association.    4. On May 13, the District met with the California School Employees Association. 7. On May 27, 2014 the School Board met to discuss the input received in May, took input from the audience, and made final recommendations for change to the LCAP. 8. On June 19, 2014 the School Board held a public hearing on the draft of the LCAP and the Budget. 9. On June 24, 2014 the School Board approved the LCAP and the Budget. | The input sessions were designed to be meaningful and productive. Below is an explanation of how the input sessions described on the left impacted the final LCAP document.   1. These seven input sessions focused on gathering input on the strengths and weaknesses of the District in the areas of student achievement/ engagement, school climate, parent involvement, district services, and programs. This input was collated and organized into a single document (see Appendix A). This document, previous staff and parent surveys, test scores, achievement data, attendance data, and others were used to create the goals seen in the LCAP. 2. Conversations about the data impacted the draft goals. 3. The School Board held an open conversation about the goals and actions asking input from audience members and giving their own feedback to staff. 4. The feedback was gathered and put together in a document that included comments from the Superintendent. The document was then distributed by email, Facebook, and the District website the week of April 7, 2014. The feedback influenced the goals, action steps and the 2014-15 budget. Please see Appendix B for the document. 5. Conversations about the data and input from both the School Board and the audience impacted the goals, actions, and draft LCAP. 6. There was very little direct feedback. Much of the conversations consisted of clarifying questions. CSEA did request more custodial help to bring the District back to pre-2009 levels. PLTA requested that more enrichment/PE was added to provide more preparation time for teachers, and both parent groups were interested in trying to increase the amount of parent participation. 7. Feedback was provided at and before the School Board meeting. A community member and a Board Member both provided some typographical/wording corrections that were incorporated into the document 8. The School Board held a public hearing on the LCAP and the Budget. At this public hearing no comments or questions were made by the public. 9. The School Board met to approve the LCAP and the Budget. |

**Section 2: Goals and Progress Indicators**

*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, for* ***each*** *state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupilsand include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

**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 “Engagement” (e.g., pupil and parent)?
4. What are the LEA’s goal(s) to address locally-identified priorities?
5. How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
7. What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9. What information was considered/reviewed for individual school sites?
10. What information was considered/reviewed for subgroups identified in Education Code section 52052?
11. In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| **Identified Need and Metric** | **Goals** | | | **Annual Update: Analysis of Progress** | **What will be different/improved for students? (based on identified metric)** | | | **Related State and Local Priorities** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Description of Goal** | **Applicable Pupil Subgroups** | **School(s) Affected** | **LCAP YEAR**  **Year 1: 2014-15** | **Year 2: 2015-16** | **Year 3: 2016-17** |
| Students will meet or exceed common core standards proficiency as measured by state and local assessments. | 1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready. | All | All |  | Baseline data will be collected on student achievement measured through the SBAC and District assessments in Math. | The baseline data will be analyzed and growth targets will be identified. District ELA assessment data will be collected. | The 2015-16 data will be analyzed and growth targets will be identified. | * Pupil Achievement * Other Pupil Outcomes * Pupil Engagement |
| Implementation will be measured through classroom observations as well as standard proficiency on district and state assessments. | a. PLESD will implement the California Common Core standards in ELA and Math for all grade levels. | All | All |  | Students will receive instruction with higher expectations for critical thinking, reasoning, and problem solving. | Students will receive instruction with higher expectations for critical thinking, reasoning, and problem solving. | Students will receive instruction with higher expectations for critical thinking, reasoning, and problem solving. | * Implementation of State Standards * Pupil Achievement |
| The implementation assessment system will be measured by anecdotal evidence collected showing creation, implementation, and utilization. | b. PLESD will develop and implement an assessment system that supports the California Common Core. | All | All |  | Assessment system data will identify student needs and guide teachers in developing differentiated instruction in math. | Assessment system data will identify student needs and guide teachers in developing differentiated instruction in math and ELA. | Assessment system data will identify student needs and guide teachers in developing differentiated instruction in math and ELA. | * Pupil Achievement |
| Implementation will be measured through standard proficiency on district and state assessments. | c. Students will be proficient with 21st century tools in order to be college and career ready. | All | All |  | Students will use technology as a tool of learning and develop **Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills.** | Students will use technology as a tool of learning and develop **Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills.** | Students will use technology as a tool of learning and develop **Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills.** | * Implementation of State Standards * Pupil Achievement * Other Pupil Outcomes |
| Student engagement and learning will be measured through classroom observations as well as standard proficiency on district and state assessments. | d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning. | All | All |  | Teachers will develop the necessary skills to support student learning goals. | Teachers will develop the necessary skills to support student learning goals. | Teachers will develop the necessary skills to support student learning goals. | * Implementation of State Standards * Pupil Achievement * Other Pupil Outcomes   Pupil Engagement |
| Student engagement and learning will be measured through classroom observations as well as standard proficiency on district and state assessments. | e. PLESD teachers will plan and provide relevant, quality instruction that engages all students and causes learning. | All | All |  | Students will receive engaging cognitively planned instruction developed from the State standards. | Students will receive engaging cognitively planned instruction developed from the State standards. | Students will receive engaging cognitively planned instruction developed from the State standards. | * Pupil Achievement * Other Pupil Outcomes * Pupil Engagement |
| Program effectiveness will be measured through student, parent and staff surveys. | 2. PLESD will provide students multiple enrichment opportunities outside of the core academic subjects. | All | All |  | Middle school students will have more enrichment courses during the school day. | Elementary students will have the opportunity to take after school enrichment courses. |  | * Course Access * Pupil Engagement |
| Average Daily Attendance (ADA) will be monitored monthly and at P1 and P2. | 3. PLESD will put in place programs that will attempt to keep Average Daily Attendance as measured by P2 data at 97.0% or above. | All | All |  | Students will benefit from more consistent attendance in an academic environment. | Students will benefit from more consistent attendance in an academic environment. | Students will benefit from more consistent attendance in an academic environment. | * Pupil Engagement |
| Measured through parent attendance at functions, money raised for school/ District programs, and sense of community as seen through surveys. | 4. PLESD will develop shared relationships with both parents and the community in order to ensure the academic, social and emotional success of PLESD students. | All | All |  | Students will benefit from increased parent involvement and additional programs paid through PTO’s and the foundation. | Students will benefit from increased parent involvement and additional programs paid through PTO’s and the foundation. | Students will benefit from increased parent involvement and additional programs paid through PTO’s and the foundation. | * Parent Involvement |
| Implementation will be measured through multiple sources including but not limited to AERIES attendance and discipline data and student, parent, and staff surveys. | 5. PLESD will be proactive in fostering a safe and healthy learning environment, and will assist students and families with social and emotional distress by providing multiple prevention and intervention programs. | All | All |  | Students will benefit from a more positive school climate. | Students will benefit from a more positive school climate. | Students will benefit from a more positive school climate. | * School Climate * Pupil Engagement |
| As measured by surveys, monthly site inspections, yearly maintenance department inspections, and complaint data. | 6. PLESD will provide students and staff with clean and well maintained facilities. | All | All |  | Facilities will be clean and well maintained to ensure learning as a priority. | Facilities will be clean and well maintained to ensure learning as a priority. | Facilities will be clean and well maintained to ensure learning as a priority. | * Basic |

**Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions**: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2. How do these actions/services link to identified goals and performance indicators?
3. 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?
4. In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5. In the annual update, 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?
6. In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7. In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

Plumas Lake Elementary School District will continue to focus LCFF funds toward the priorities that have been successful in bringing about the academic growth in our District. The district priorities will continue to include the core instructional program be taught by Highly Qualified teachers with low class sizes, and with an effort to prevent combination classes as much as possible. California Common Core implementation and best first instruction will be the main focus of the staff development program in the District. California Common Core implementation will include the use of supplemental materials which are rigorous and encourage higher-level thinking, as well as real-life opportunities that allow students to interact using academic language.

Providing academic supports for all students will continue to be a high priority for the District including providing additional para-professional support at each site. Para-professionals work part of each day supporting students who have disabilities, who have been struggling, are beginning to struggle, or who need additional supports to be challenged. Interventions are an important aspect of the academic success that the District has shown. Each day K-5 students receive an hour dedicated to intervention, ELD, and enrichment activities that are created based upon the needs of the students.

The overall system for delivery of services to children with disabilities in the Plumas Lake Elementary School District is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. The District conducts child find activities, evaluates students who are suspected of having a qualifying disability, and offers an individualized education program (IEP) of special education and related services to qualifying students.

Through the IEP process and with the participation of all required IEP team members including the parent, special education teacher, general education (GE) teacher, administrator and related service providers as necessary, students qualifying for special education are assured of an offer of a Free and Appropriate Public Education in the Least Restrictive Environment. The IEP team works collaboratively to assure that the services and supports identified on the IEP are provided to the student in a manner that provides educational benefit in the Least Restrictive Environment. A full continuum of options is available for consideration by the IEP team including specialized academic instruction, speech- language services, psychology services, occupational therapy, adapted physical education, educationally related mental health services, physical therapy, nursing, assistive technology equipment support, behavior assessment and planning, and itinerant vision services. Specialized itinerant instruction for students who are Deaf or Hard of Hearing are also available, as necessary, through contracted services with the Sutter County Superintendent of Schools. For students who are unable to progress at their neighborhood school or another school within the District, the district IEP team considers referral to the regional special day class program (SDC) with the Yuba County Office of Education, or a referral to a non-public school (NPS).

Students with disabilities participate in general education, including nonacademic and extracurricular activities, to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other removal of students with disabilities from the regular education environment may occur. This is warranted when the nature or severity of the student’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When a student is placed in a regional SDC program or an NPS, the IEP team will consider transition back to district programs at each IEP.

Specific information about special education at the District is detailed in the following documents available at the District office and/or the Yuba County SELPA office: 1) Yuba County SELPA Local Plan for Special Education, 2) Yuba County SELPA Local Policies and Procedures, and 3) Yuba County SELPA Eligibility Criteria Handbook.

What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

| **Goal**  **(Include and identify all goals from Section 2)** | **Related State and Local Priorities**  **(from Section 2)** | **Actions and Services** | **Level of Service**  **(Indicate if school-wide or LEA-wide)** | **Annual Update: Review of actions/**  **services** | **What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1: 2014-15** | **Year 2: 2015-16** | **Year 3: 2016-17** |
| 1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready. | * Pupil Achievement * Other Pupil Outcomes * Pupil Engagement | 1. See goals a-e below 2. Meet mandated class sizes in K-3 and 4-8 | LEA-wide |  | To ensure class size compliance and lack of combination classes an additional 2 teacher FTE will be added.  $128,024 |  |  |
| a. PLESD will implement the California Common Core standards in ELA and Math for all grade levels. | * Implementation of State Standards * Pupil Achievement | 1. Develop a curriculum map for each grade level. 2014-15= Math K-8 and English Language Arts (ELA) 6-8. 2015-16 ELA K-5. 2. In English Language Arts a focus on writing, text dependent questions and text complexity will take place during the first two years of implementation. 3. In middle school Social Studies and Science will focus on embedded writing and technical text. 4. Provide staff development on implementing best instructional practices including developing objectives, questions and activities that provide students with the opportunity to think at deeper levels. 5. Provide staff development on specific content knowledge, with a focus on math and writing. 6. Evaluate curriculum to supplement current curriculum. When appropriate curriculum is developed by publishers, look to purchase core curriculum when needed and appropriate. | LEA-wide  LEA-wide  Riverside Meadows  LEA-wide  LEA-wide  LEA-wide |  | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Part of complete budget of $131,570 | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Materials may be purchased if it is found appropriate. | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Materials may be purchased if it is found appropriate. |
| b. PLESD will develop and implement an assessment system that supports the California Common Core. | * Pupil Achievement | 1. Develop benchmarks for each grade level for both Math and Language Arts. 2. Implement a pacing guide that allows students to be prepared for the scheduled assessments. 3. K-2 reading diagnostic assessments will be created/ purchased. Staff will receive training on diagnostic assessment including giving, analyzing and selecting interventions. 4. All District assessments will use the data system to gather and analyze results. 5. Train staff to utilize the data system to its fullest to ensure the influence of student assessment data on both the short and long term lesson planning and instruction of all students. | LEA-wide  LEA-wide  Rio Del Oro and Cobblestone  LEA-wide  LEA-wide |  | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Part of complete budget of $131,570  Materials may be purchased if it is found appropriate.  Contracting of the data system.  $6,100 | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Materials may be purchased if it is found appropriate.  Contracting of the data system. | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Materials may be purchased if it is found appropriate.  Contracting of the data system. |
| c. Students will be proficient with 21st Century tools in order to be college and career ready. | * Implementation of State Standards * Pupil Achievement * Other Pupil Outcomes | 1. The District will develop a common understanding of “21st Century Skills” and the importance of overtly teaching the skills. 2. By 2014-2015 teachers will have received comprehensive professional development on the use of relevant technologies that increase student achievement. 3. By 2015-2016 PLESD will reduce the technology to student ratio to 1:2.. 4. By the end of the 2014-15 the network infrastructure will be capable of supporting 1:1-1:2 ratios. | LEA-wide  LEA-wide  LEA-wide  LEA-wide |  | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Part of complete budget of $131,570  Student Technology will be purchased with 2013-14 Common Core funds. $136,517  Networking infrastructure will need to be upgraded including but not limited to wireless nodes. $37,635 | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Student Technology will need to be assessed.  Networking infrastructure may need to be upgraded. | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Student Technology will need to be assessed.  Networking infrastructure may need to be upgraded |
| d. PLESD will provide the necessary professional development for teachers to plan and provide relevant, quality instruction that engages all students and causes learning. | * Implementation of State Standards * Pupil Achievement * Other Pupil   Outcomes   * Pupil Engagement | 1. Trainings will include Common Core Standards, Essential Skills (also known as 21st Century Skills), Early Literacy and Reading Instruction, Writing, English Language Development, and Best Instructional Practices. | LEA-wide |  | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Part of complete budget of $131,570 | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. |
| e. PLESD teachers will plan and provide relevant, quality instruction that engages all students and causes learning. | * Pupil Achievement * Other Pupil Outcomes * Pupil Engagement | 1. Continued work on developing instructional excellence through Principal Leadership. Including:    1. Consultation focused on principal educational leadership    2. Director of Curriculum and Instruction 2. Staff Development for instructional staff including:    1. Consultant focused on writing strategies    2. Academic Coach    3. Monday Early Release Days    4. Academic Conferences    5. Grade Level work days | LEA-wide  LEA-wide |  | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials.  Part of complete budget of $131,570 | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. | Staff Development and curriculum development will include costs from stipends, substitutes, presenters/consultants, and materials. |
| 2. PLESD will provide students multiple enrichment opportunities outside of the core academic subjects. | * Course Access * Pupil Engagement | 1. Students will be provided with the State mandated minutes in Physical Education 2. Students at the middle school level will be offered an enrichment wheel that includes foreign language, art, and band. 3. Elementary students will be offered an after school enrichment program. In 2014-15, the District will develop a plan for after school enrichment including offering some pilot programs. In 2015-16, an after school enrichment program will be implemented. | LEA-wide  Riverside Meadows  Rio Del Oro and Cobblestone |  | Half time Elementary P.E. Teachers will assist with meeting these minutes. $48,141  The Middle School Enrichment wheel will be supported by 1.2 FTE split by a Foreign Language teacher and Art teacher. $76,814 | Half time Elementary P.E. Teachers will assist with meeting these minutes.  The Middle School Enrichment wheel will be supported by 1.2 FTE split by a Foreign Language teacher and Art teacher.  After school enrichment will be developed and offered by the District, | Half time Elementary P.E. Teachers will assist with meeting these minutes.  The Middle School Enrichment wheel will be supported by 1.2 FTE split by a Foreign Language teacher and Art teacher.  After school enrichment will be developed and offered by the District, |
| 3. PLESD will put in place programs that will attempt to keep Average Daily Attendance as measured by P2 data at 97.0% or above. | * Pupil Engagement | 1. Provide bus transportation for all free and reduced students and charge nominal fee for other students. 2. School incentive programs. | LEA-wide  LEA-wide |  | Bus Transportation costs $181,741  School incentive programs. $5,000 | Bus Transportation costs  School incentive programs. | Bus Transportation costs  School incentive programs. |
| 4. PLESD will develop shared relationships with both parents and the community in order to ensure the academic, social and emotional success of PLESD students. | * Parent Involvement | 1. Parents will have the opportunity to give meaningful input to the District decision making processes including the LCAP planning and implementation and the PLESD budget. 2. PLESD will provide opportunities for parents to come together to learn both educational and parental strategies to support students academically, socially, and emotionally. 3. PLESD will communicate with parents through a variety of communication tools as measured by a yearly communication survey. 4. PLESD will develop partnerships with the school parent teacher groups and the Plumas Lake Education Foundation to raise money to supplement the educational system for students. | LEA-wide  LEA-wide  LEA-wide  LEA-wide |  | Parent information night funds will include advertising, supplies, food, and presenters.  Parent communication software will be utilized through a contract. $3,740 | Parent information night funds will include advertising, supplies, food, and presenters.  Parent communication software will be utilized through a contract. | Parent information night funds will include advertising, supplies, food, and presenters.  Parent communication software will be utilized through a contract. |
| 5. PLESD will be proactive in fostering a safe and healthy learning environment, and will assist students and families with social and emotional distress by providing multiple prevention and intervention programs. | * School Climate * Pupil Engagement | 1. The District will develop a Character Education implementation plan which will include common language to be used at all schools, themes to be addressed at specific age levels, and if necessary any curriculum or materials needed. 2. Support Services will be in place for students and families in need including:    1. A School Counselor    2. A School Psychologist    3. Nursing/Health Clerk Services    4. Appropriate levels of administrative staff at each school site. 3. Riverside Meadows Intermediate School is being housed on a school built as a K-8. Some upgrades occurred in 2013-14 to enhance the middle school culture and climate. In 2014-15 the following upgrades will occur to further enhance the climate including upgrade to the mulit-purpose room basketball court and murals. | LEA-wide  LEA-wide  Riverside Meadows |  | Character Education implementation plan which will include costs from stipends and substitutes.  Support Services:  School Counselor  School Psychologist  Nursing/Health Clerk Services  $90,095  Administrative staff  Including an additional 3 hour office clerk $7,619  Riverside Meadows Intermediate School upgrades including upgrade to the mulit-purpose room basketball court $3000. | Character Education implementation materials and training. Cost TBD.  Support Services:  School Counselor  School Psychologist  Nursing/Health Clerk Services  Administrative staff  Riverside Meadows Intermediate School upgrades. | Character Education implementation materials and training. Cost TBD.  Support Services:  School Counselor  School Psychologist  Nursing/Health Clerk Services  Administrative staff  Riverside Meadows Intermediate School upgrades. |
| 6. PLESD will provide students and staff with clean and well maintained facilities. | * Basic | 1. Provide adequate staffing for maintenance and custodial services. 2. Fund deferred maintenance and implement 5 year maintenance plan. | LEA-wide  LEA-wide |  | Custodial and Maintenance budget includes personnel, materials, and supplies. Including an additional .5 FTE.  1,107,930  Deferred Maintenance is funded to plan for maintenance of school sites. $38,000 | Custodial and Maintenance budget includes personnel, materials, and supplies.  Deferred Maintenance is funded to plan for maintenance of school sites. | Custodial and Maintenance budget includes personnel, materials, and supplies.  Deferred Maintenance is funded to plan for maintenance of school sites. |

1. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

| **Goal**  **(Include and identify all goals from Section 2, if applicable)** | **Related State and Local Priorities (from Section 2)** | **Actions and Services** | **Level of Service** | **Annual Update: Review of actions/**  **services** | **What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?** | | |
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| **LCAP YEAR**  **Year 1: 20XX-XX** | **Year 2: 20XX-XX** | **Year 3: 20XX-XX** |
| 1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready. | * Pupil Achievement * Other Pupil Outcomes   Pupil Engagement | For low income pupils:   1. In grades K-5 all students are provided 1 hour of interventions or enrichments in ELA. 2. In grades 6-8, students will be provided one period of either intervention or enrichment courses. 3. PLESD staff will develop diagnostic assessments that will provide information in which strategic interventions can be implemented to meet individual student needs. 4. Students who qualify for free and reduced lunch and live outside of walking distance to school will receive free bus transportation. 5. All students will have the opportunity to attend field trips including a week long outdoor camp as sixth graders. 6. After-school enrichment opportunities will be provided free of charge for low income students. | Rio Del Oro and Cobblestone  Riverside Meadows  LEA-wide  LEA-wide  LEA-wide  LEA-wide |  | Intervention Materials: $13,352  Diagnostic Assessment:  $5,000  School Transportation for Free and Reduced students: 59% of budget totaling $107,227  Field trip fund: $5000 | Intervention Materials:  Diagnostic Assessment:  School Transportation for Free and Reduced students:  Field trip fund:  After School Enrichment: | Intervention Materials:  Diagnostic Assessment:  School Transportation for Free and Reduced students:  Field trip fund:  After School Enrichment: |
| 1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready. | * Pupil Achievement * Other Pupil Outcomes * Pupil Engagement | For English learners:   1. EL students will be provided with 1 hour a day of ELD intensive intervention. (1 period grades 6-8) 2. ELD teachers will be trained and coached by an ELD consultant. 3. Academic Coach will provide support to all teachers and reinforce continual use of ELD strategies in the General Education Environment. | LEA-wide  LEA-wide  LEA-wide |  | Staff Development including consultants, substitutes, and materials: $14,100  Academic Coach: A portion of $65,685 | Staff Development including consultants, substitutes, and materials:  Academic Coach: | Staff Development including consultants, substitutes, and materials:  Academic Coach: |
|  |  | For foster youth:  Please see the low-income section above. |  |  |  |  |  |
| 1. PLESD will provide students a rich learning environment of communication, collaboration, critical thinking, and creativity in order to be college and career ready. |  | For redesignated fluent English proficient pupils:   * + 1. Students who are redesignated fluent will be continually monitored at academic conferences to ensure continued growth. | LEA-wide |  | Academic Conferences includes substitutes:  A portion of $15,400  Academic Coach: A portion of $65,685 | Academic Conferences includes substitutes:  Academic Coach: | Academic Conferences includes substitutes:  Academic Coach: |

1. Describe the LEA’s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

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| Plumas Lake Elementary School District believes that best first instruction is the most critical factor in student success. After first best instruction, appropriate and specific interventions must be tailored to the needs of each individual student. Much of the LCAP spending plan is focused on staff development in these two areas. The belief is that this will be the most successful method of intervention for our low income, foster youth, and English Learners. We have developed a specific ELD intervention program that our EL students will receive that focuses on teaching students English as a second language. PLESD will increase the number of teachers trained in this intervention program. |

1. 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). 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). 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.

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| The Minimum Proportionality Percentage that has been calculated for Plumas Lake Elementary School District shows an increase of 2.78% of money needing to be spent on our English Learner, low income, and foster youth. In the base year PLESD spent $27,594 of EIA funds on these students. The 2014-15 LCAP spending plan shows a far greater increase in spending on these students. A specific example of spending more than the 3.78% increase is in the amount we will spend on trainings for our EL students. In 2013-14 we spent $3,100 and in 2014-15 we have budgeted $14,100. |

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.