

**Introduction:**

**LEA:** Liberty Elementary School District    **Contact (Name, Title, Email, Phone Number):** Christopher Rafanelli, Superintendent, Christopher Rafanelli, (707) 795-4380    **LCAP Year:** 2014-2017

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

*Liberty Elementary School District*

*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>At all meetings, LCAP budget and assessment data that was available was presented.</p> <p>District Parent Meetings October 19, February 22 and March 14</p> <p>Board Meetings in January, February, March and April</p> <p>District Staff (Association) Meeting in November 10</p> <p>Parent Advisory/EL Presentation of data and LCAP - January 11 &amp; May 9</p> <p>LCAP was provided through our weekly notes out to parents</p>	<p>The Superintendent didn't respond in writing since there weren't any questions directly related to the LCAP.</p> <p>There were requests to open a middle school that didn't impact the LCAP</p> <p>No changes were made to the LCAP due to input from the public.</p>

The public hearing for the budget and LCAP - June 15  
The approval of the budget and LCAP - June 16  
Student survey in April  
Parent Advisory Committee January 11 and March 7

**Annual Update:**

At all meetings, LCAP budget and assessment data that was available was presented. This included; multiple measures, budget updates, professional development program, attendance, suspensions, expulsions, and student/District demographic data.

District Parent Meetings October 19, February 22 and March 14

Board Meetings in January, February, March and April

District Staff (Association) Meeting in November 10

Parent Advisory/EL Presentation of data and LCAP - January 11 & May 9

Student survey in April

**Annual Update:**

The data presented was reviewed and all agreed that our data was too limited from these two grade levels to come to any real conclusions.

The Superintendent didn't respond in writing since there weren't any questions directly related to the LCAP.

No changes were made to the LCAP due to input from the public.

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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



<p>GOAL 1:</p>	<p>Improve Student Achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future success in career and college.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _                  COE only: 9 _ 10 _                  Local : Specify</p>
<p>Identified Need :</p>	<p>Improve Student Achievement</p> <p>76% of students are currently proficient in ELA on District assessments                  82% of students are currently proficient in math on District assessments</p> <p>Common Core trained Highly Qualified Teachers in all classrooms - All teachers appropriately assigned</p> <p>100% of teachers have participated in CCSS professional development that addresses the needs of all students including EL and low income students</p> <p>100% of classrooms have standards aligned instructional materials that addresses the needs of all students including EL and low income students</p> <p>Increase English Learner Proficiency in English - CELDT Scores: 0% proficient</p> <p>Due to the grade level of student population, statewide assessments are not applicable                  Due to the grade level of student population, UC/CSU entrance requirements and CTE frameworks are not applicable                  Due to the grade level of student population, AP examination scores are not applicable                  Due to the grade level of student population, the college preparedness assessment, Early Assessment Program, and any subsequent assessment of college preparedness are not applicable                  The District will address the API when one exists</p>	
<p>Goal Applies to:</p>	<p>Schools: All                  Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Local assessments: Multiple Measures</p> <p>78% of Students Proficient in District Multiple Measures in ELA              84% of Students Proficient in District Multiple Measures in Math              CELDT scores: 60% progress Students reclassified: 0%</p> <p>Maintain 0 teacher misassignments</p> <p>Common Core training for all instructional staff</p> <p>100% of classrooms have standards aligned instructional materials</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Highly qualified teachers	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain highly qualified teachers- salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$144,000
Classrooms will maintain instructional assistants	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF Funding- Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental \$32,956
Continue EL intervention support services	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Instructional Aide Support-Listed above 0

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Assess student progress using formative, interim, and summative assessments. May include: <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Dolch</li> <li>• El Paso</li> <li>• STAR Literacy &amp; Math</li> <li>• Sound Units</li> <li>• Cal Lit Fluencies</li> </ul>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed above. 0
Implement High Quality Instructional Practices Utilizing Common Core Standards <ul style="list-style-type: none"> <li>• ELA &amp; Math Common Core Professional Development</li> <li>• Segment Meetings</li> <li>• Highly Qualified Teachers</li> <li>• Standards Aligned Materials</li> </ul>	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase standards aligned materials 4000-4999: Books And Supplies Base \$6,000
For low income pupils as needed: Provide intervention services to students in need of additional support to meet grade level standards.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Aide Support-Listed above 0

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	Local assessments: Multiple Measures 80% of Students Proficient in District Multiple Measures in ELA 86% of Students Proficient in District Multiple Measures in Math CELDT scores: 60% progress Students reclassified: 0% Maintain 0 teacher misassignments Common Core training for all instructional staff 100% of classrooms have standards aligned instructional materials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain highly Qualified teachers	Lea-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain highly qualified teachers- salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$166,500
Classrooms will maintain instructional assistants	Lea-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF Funding- Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental \$33,000
Continue EL intervention support services	Lea-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Instructional Aide Support-Listed above 0

		English proficient _ Other Subgroups: (Specify)	
Assess student progress using formative, interim and summative assessments May include: <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Dolch</li> <li>• El Paso</li> <li>• STAR Literacy &amp; Math</li> <li>• Sound Units</li> <li>• Cal Lit Fluencies</li> </ul>	Lea-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Listed above 0
Implement High Quality Instructional Practices Utilizing Common Core State Standards <ul style="list-style-type: none"> <li>• ELA &amp; Math Common Core Professional Development</li> <li>• Segment Meetings</li> <li>• Highly Qualified Teachers</li> <li>• Standards Aligned Materials</li> </ul>	Lea-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase standards aligned materials 4000-4999: Books And Supplies Base \$6,500
For low income pupils as needed: Provide intervention services to students in need of additional support to meet grade level standards	Lea-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Aide Support-Listed above 0

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Local assessments: Multiple Measures 81% of Students Proficient in District Multiple Measures in ELA 87% of Students Proficient in District Multiple Measures in Math CELDT scores: 60% progress Students reclassified: 0% Maintain 0 teacher misassignments Common Core training for all instructional staff 100% of classrooms have standards aligned instructional materials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain highly Qualified teachers	Lea-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain highly qualified teachers- salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$168,000
Classrooms will maintain instructional assistants	Lea-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LCFF Funding- Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental \$34,000
Continue EL intervention support services	Lea-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Instructional Aide Support-Listed above 0

		English proficient _ Other Subgroups: (Specify)	
Assess student progress using formative, interim and summative assessments May include: <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Dolch</li> <li>• El Paso</li> <li>• STAR Literacy &amp; Math</li> <li>• Sound Units</li> <li>• Cal Lit Fluencies</li> </ul>	Lea-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Listed above 0
Implement High Quality Instructional Practices Utilizing Common Core State Standards <ul style="list-style-type: none"> <li>• ELA &amp; Math Common Core Professional Development</li> <li>• Segment Meetings</li> <li>• Highly Qualified Teachers</li> <li>• Standards Aligned Materials</li> </ul>	Lea-Wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase standards aligned materials 4000-4999: Books And Supplies Base \$6,800
For low income pupils as needed: Provide intervention services to students in need of additional support to meet grade level standards	Lea-Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Aide Support-Listed above 0

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

<p>GOAL 2:</p>	<p>Improve School Culture Both Socially and Emotionally While Engaging Students and Parents</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _           COE only: 9 _ 10 _           Local : Specify</p>
<p>Identified Need :</p>	<p>Improve School Culture/ Social Emotional Learning While Engaging Students and Parents</p> <p>Suspensions: 0 Expulsions: 0</p> <p>Review and Improve Attendance Rates Attendance: 98% Chronic Absenteeism: 0</p> <p>Parent Survey Will Be Distributed Parent Survey: 45% Participation</p> <p>All unduplicated population parents will receive notification of available programs All parents of students with exceptional needs will receive notification of available programs</p> <p>School Climate Survey is not distributed to K &amp; 1 students</p> <p>Middle school dropout rate is not applicable to our district High school dropout rate is not applicable to our district High school graduation rate is not applicable to our district</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>



LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Suspensions: 0  
 Expulsions: 0  
 Attendance: 98.1%  
 Chronic Absenteeism: 0%  
 Parent and Staff School Climate Survey: 47% Participation  
 Unduplicated population parent conferences: 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Using EMHI, provide additional training in social interaction.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EMHI Program 2000-2999: Classified Personnel Salaries Base \$3,224
Place all committee and Board meetings on District website.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed above. 0
Parent and community outreach and education through the use of a school climate survey	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed above. 0

Develop parent and teacher understanding of the Character Attributes section of the Report Card at conferences.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed above. 0
Unduplicated population parent conferences with teachers	LEA-Wide	<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)	Listed above. 0

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	Suspensions: 0 Expulsions: 0 Attendance: 98.2% Chronic Absenteeism: 0% Parent and Staff School Climate Survey: 49% Participation Unduplicated population parent conferences: 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Using EMHI, provide additional training in social interaction	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EMHI Program 2000-2999: Classified Personnel Salaries Base \$3,400
Place all committee and Board meetings on District	LEA-Wide	<input checked="" type="checkbox"/> All	Listed above 0

<p>website</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Parent and community outreach and education through the use of a school climate survey</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Listed above 0</p>
<p>Develop parent and teacher understanding of the Character Attributes section of the Report Card at conferences</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Listed above 0</p>
<p>Unduplicated population parent conferences with teachers</p>	<p>LEA-Wide</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Listed above 0</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Suspensions: 0 Expulsions: 0 Attendance: 98.3% Chronic Absenteeism: 0% Parent and Staff School Climate Survey: 51% Participation Unduplicated population parent conferences: 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Using EMHI, provide additional training in social interaction	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EMHI Program 2000-2999: Classified Personnel Salaries Base \$3,600
Place all committee and Board meetings on District website	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed above 0
Parent and community outreach and education through the use of a school climate survey	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed above 0
Develop parent and teacher understanding of the	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed above 0

<p>Character Attributes section of the Report Card at conferences</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Unduplicated population parent conferences with teachers</p>	<p>LEA-Wide</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 type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Listed above 0</p>

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

GOAL 3:	Maintain school facilities through regular inspection	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
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Identified Need :	Maintain School Facilities Baseline: Facilities Inspection Tool – Good Repair
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	Facilities Inspection Tool – Good Repair
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed below. 0
Provide custodial and maintenance services	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Custodial and maintenance services 2000-2999: Classified Personnel Salaries Base \$12,457

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes: Facilities Inspection Tool – Good Repair

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Listed below 0
Provide custodial and maintenance services	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Custodial and maintenance services 2000-2999: Classified Personnel Salaries Base \$12,600

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: Facilities Inspection Tool – Good Repair

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Listed below 0

		English proficient _ Other Subgroups: (Specify)	
Provide custodial and maintenance services	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Custodial and maintenance services \$12,800

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



GOAL 4:	Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc.... to all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Provide access to a full range of classes to all students including subgroups All students will have access to a full range of courses as demonstrated on report card for all students All students will have access to programs developed and provided to unduplicated students All students will have access to programs developed and provided to students with exceptional needs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: EL
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	Maintain Current Program at 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review of Report Cards to Verify access to a full range of classes to all students	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Exceptional Needs	Listed above 0

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes: Maintain Current Program at 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review of Report Cards to Verify access to a full range of classes to all students	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Exceptional Needs	Listed above 0

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: Maintain Current Program at 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review of Report Cards to Verify access to a full range of classes to all students		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Exceptional Needs	Listed above 0

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:	Improve Student Achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future success in career and college.	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 Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Local assessments: Multiple Measures  76% District Multiple Measures in ELA 82% District Multiple Measures in Math CELDT Scores: 60% progress    Students reclassified: 0%  Maintain 0 teacher misassignments  Common Core training for all instructional staff  100% of classrooms have standards aligned instructional materials	Actual Annual Measurable Outcomes:  Local assessments: Multiple Measures  Exceeded 76% District Multiple Measures in ELA Exceeded 82% District Multiple Measures in Math CELDT Scores: 50% progress    Students reclassified: 0%  Maintained 0 teacher misassignments  All staff participated in Common Core training  100% of classrooms have standards aligned instructional materials	
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain Highly Qualified teachers	Maintain highly qualified teachers-salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$140,000	Maintained Highly Qualified teachers	Maintain highly qualified teachers-salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$179,658
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Classrooms will maintain classroom instructional assistants.	Aide salary and benefits 2000-2999: Classified Personnel Salaries Supplemental \$31,956	Classrooms maintained classroom instructional assistants.	Aide salary and benefits 2000-2999: Classified Personnel Salaries Supplemental \$22,019
Scope of Service LEA-Wide <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 LEA-Wide <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)	
Continue EL intervention support services	Instructional Aide Support-Listed above 0	Continued EL intervention support services	Instructional Aide Support-Listed above 0
Scope of Service LEA-Wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-Wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Assess student progress using formative, interim, and summative assessments. May include: <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Dolch</li> <li>• El Paso</li> <li>• STAR Literacy &amp; Math</li> <li>• Sound Units</li> </ul>	Listed above 0	Assessed student progress using formative, interim, and summative assessments. Included: <ul style="list-style-type: none"> <li>• DIBELS</li> <li>• Dolch</li> <li>• El Paso</li> <li>• STAR Literacy &amp; Math</li> <li>• Sound Units</li> </ul>	Listed above 0

<ul style="list-style-type: none"> <li>• Cal Lit Fluencies</li> </ul>		<ul style="list-style-type: none"> <li>• Cal Lit Fluencies</li> </ul>					
<table border="1"> <tr> <td data-bbox="96 228 243 302">Scope of Service</td> <td data-bbox="243 228 569 302">LEA-Wide</td> </tr> </table> <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>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td data-bbox="1031 228 1178 302">Scope of Service</td> <td data-bbox="1178 228 1514 302">LEA-Wide</td> </tr> </table> <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>	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						
<p>Implement High Quality Instructional Practices Utilizing Common Core State Standards</p> <ul style="list-style-type: none"> <li>• ELA &amp; Math Common Core Professional Development</li> <li>• Segment Meetings</li> <li>• Highly Qualified Teachers</li> <li>• Standards Aligned Materials</li> </ul>	<p>Purchase standards aligned materials 4000-4999: Books And Supplies Base \$5,866</p>	<p>Implemented High Quality Instructional Practices Utilizing Common Core State Standards</p> <ul style="list-style-type: none"> <li>• ELA &amp; Math Common Core Professional Development</li> <li>• Segment Meetings</li> <li>• Highly Qualified Teachers</li> <li>• Standards Aligned Materials</li> </ul>	<p>Purchase standards aligned materials 4000-4999: Books And Supplies Base \$13,027</p>				
<table border="1"> <tr> <td data-bbox="96 899 243 972">Scope of Service</td> <td data-bbox="243 899 569 972">LEA-Wide</td> </tr> </table> <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>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td data-bbox="1031 899 1178 972">Scope of Service</td> <td data-bbox="1178 899 1514 972">LEA-Wide</td> </tr> </table> <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>	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						
<p>For low income pupils as needed: Provide intervention services to students in need of additional support to meet grade level standards.</p>	<p>Instructional Aide Support-Listed above 0</p>	<p>For low income pupils as needed: Provided intervention services to students in need of additional support to meet grade level standards.</p>	<p>Instructional Aide Support-Listed above 0</p>				

Scope of Service LEA-Wide		Scope of Service LEA-Wide	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District goal 1 was partially met and programs were found to be effective. The one area where the goal was not met was in CELDT performance. This is attributed to the very small number of students being assessed with CELDT. No changes are expected to be made to our program. Some expenses weren't equal to the original estimates. These mostly reflected changed personnel assigned to the positions.		

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:	Improve School Culture Both Socially and Emotionally While Engaging Students and Parents			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		
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	Suspensions: 0 Expulsions: 0 Attendance: 98% Chronic Absenteeism: 0 Parent and Staff School Climate Survey: 20% Unduplicated population parent conferences: 100% participation			Actual Annual Measurable Outcomes:	Suspensions: 0 Expulsions: 0 Attendance Exceeded: 98% Chronic Absenteeism: 0 Parent and Staff School Climate Survey: 45% Unduplicated population parent conferences: 100% participation	
<b>LCAP Year: 2015-2016</b>						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures				Estimated Actual Annual Expenditures
Using EMHI, provide additional training in social interaction		EMHI Program 2000-2999: Classified Personnel Salaries Base \$3,161		Using EMHI, provided additional training in social interaction		EMHI Program 2000-2999: Classified Personnel Salaries Base \$7,815
Scope of Service	LEA-Wide			Scope of Service	LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Place all committee and Board meetings on District website		Listed above 0		Placed all committee and Board meetings on District website		Listed above 0



<p>Scope of Service   LEA-Wide</p>		<p>Scope of Service   LEA-Wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Parent and community outreach and education through the use of a school climate survey</p>	<p>Listed above 0</p>	<p>Parent and community outreach and education assessed through the use of the school climate survey</p>	<p>Listed above 0</p>
<p>Scope of Service   LEA-Wide</p>		<p>Scope of Service   LEA-Wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Develop parent and teacher understanding of the Character Attributes section of the Report Card at conferences</p>	<p>Listed above 0</p>	<p>Developed parent and teacher understanding of the Character Attributes section of the Report Card at conferences</p>	<p>Listed above 0</p>
<p>Scope of Service   LEA-Wide</p>		<p>Scope of Service   LEA-Wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

Unduplicated population parent conferences with teachers	Listed above 0	All parent conferences held with unduplicated population with teachers	Listed above 0
Scope of Service   LEA-Wide <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)		Scope of Service   LEA-Wide <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District goal 2 was met and programs were found to be effective. No changes are expected to be made to our program. Some expenses weren't equal to the original estimates. These mostly reflected changed personnel assigned to positions.		

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:	Maintain school facilities through regular inspection	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Facilities Inspection Tool – Good Repair	Actual Annual Measurable Outcomes: Facilities Inspection Tool – Good Repair	
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/maintenance staff	See below 0	Reviewed and ranked all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/maintenance staff	See below 0
Scope of Service: LEA-Wide		Scope of Service: LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide custodial support services	Custodial and maintenance services 2000-2999: Classified Personnel Salaries Base \$12,213	Provided custodial support services	Custodial and maintenance services 2000-2999: Classified Personnel Salaries Base \$61,622

Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District goal 3 was met and programs were found to be effective. No changes were expected to be made to our program. Some expenses weren't equal to the original estimates due to the personnel allocation for this item being charged entirely to the District.		

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

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:	Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc.... to all students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: EL		
Expected Annual Measurable Outcomes:	Maintain current programs for all students as reported on student report cards	Actual Annual Measurable Outcomes: Maintained current programs for all students as reported on student report cards	
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review of Report Cards	Listed above 0	Review of Report Cards	Listed above 0
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Exceptional Needs		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District goal 4 was met and programs were found to be effective. No changes are expected to be made to our program.		

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>\$11,707</u>
The supplemental funds derived from the 21% unduplicated count were used districtwide and are providing support to EL and low-income students through the use of classroom aide support. The use of these funds districtwide created a low staff to student ratio that allowed students in these categories to receive immediate support and feedback.	

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.

2.09	%
Supplemental funds allow the district to maintain services over the base allocations for all pupils by providing English learners and low-socioeconomic students with the services necessary to meet State and District standards. The District is providing support to EL and low-income students through the use of classroom aide support. The District continues to exceed the amount of supplemental funding provided to meet the needs of the unduplicated population.	

## 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	193,196.00	284,141.00	198,637.00	222,000.00	225,200.00	645,837.00
	0.00	0.00	0.00	0.00	12,800.00	12,800.00
Base	161,240.00	262,122.00	165,681.00	189,000.00	178,400.00	533,081.00
Supplemental	31,956.00	22,019.00	32,956.00	33,000.00	34,000.00	99,956.00

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	193,196.00	284,141.00	198,637.00	222,000.00	225,200.00	645,837.00
	0.00	0.00	0.00	0.00	12,800.00	12,800.00
1000-1999: Certificated Personnel Salaries	140,000.00	179,658.00	144,000.00	166,500.00	168,000.00	478,500.00
2000-2999: Classified Personnel Salaries	47,330.00	91,456.00	48,637.00	49,000.00	37,600.00	135,237.00
4000-4999: Books And Supplies	5,866.00	13,027.00	6,000.00	6,500.00	6,800.00	19,300.00

Total Expenditures by Object Type and Funding Source							
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	193,196.00	284,141.00	198,637.00	222,000.00	225,200.00	645,837.00
		0.00	0.00	0.00	0.00	12,800.00	12,800.00
1000-1999: Certificated Personnel Salaries	Base	140,000.00	179,658.00	144,000.00	166,500.00	168,000.00	478,500.00
2000-2999: Classified Personnel Salaries	Base	15,374.00	69,437.00	15,681.00	16,000.00	3,600.00	35,281.00
2000-2999: Classified Personnel Salaries	Supplemental	31,956.00	22,019.00	32,956.00	33,000.00	34,000.00	99,956.00
4000-4999: Books And Supplies	Base	5,866.00	13,027.00	6,000.00	6,500.00	6,800.00	19,300.00



**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).