

Introduction:

LEA: West Side Union School District **Contact (Name, Title, Email, Phone Number):** Rhonda Bellmer, Superintendent/Principal, rbellmer@westsideusd.org , (707)433-3923
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Sept 30, 2015 Intro to LCAP for new School Site Council (SSC) Members/LCAP Parent Advisory. Site council membership includes five parents and five staff members. The parent representation has EL and free/reduced lunch. The staff has one administrator, three teachers representing CTA, and one classified representing CSEA.	No impact on LCAP
Oct 2 Faculty continues Math curriculum adoption activities on Professional Development Day	Addresses LCAP goal of determining CCSS Math curriculum adoption

<p>Oct 14 Faculty Title I services determined for 2015-16; review CAASPP Science results</p>	
<p>Oct 15 Board of Trustees approve District goals, including LCAP</p>	
<p>Oct 21 SSC/Advisory reviews LCAP to begin involvement process</p>	
<p>Nov 4, 2015 Faculty continues review of student outcome data and Title I services</p>	
<p>Nov 12 Board of Trustees, SSC/Advisory, and staff receive CAASPP results report; Board considers LCAP goal of extended time for 6th grade</p>	<p>After consideration and input the goal to extend 6th grade is removed from LCAP</p>
<p>Nov 18 SSC/Advisory continues review of LCAP goals and progress</p>	
<p>Dec 1 Supt./Principal meets with Faculty to review CAASPP results from Spring 2015, CELDT scores, and to review support services for all students</p>	
<p>Dec 10 Board of Trustees review LCAP progress and process, Title I and EL student services report, and initiates exploration of LCAP goal of Spanish foreign language instruction</p>	<p>Resulted in approval pilot project for addressing goal</p>
<p>Jan 14, 2016 Superintendent/Principals provides LCAP update for Board of Trustees</p>	
<p>Jan 20 SSC/Advisory updates Parent Involvement Policy and considers approaches to Student Survey</p>	<p>Promotes Parent Involvement and addresses LCAP need for Student input.</p>
<p>Feb 11 Title I and EL Services report to Site Council/Advisory</p>	<p>Impact on LCAP unknown.</p>
<p>Feb 25 LCAP updates reviewed with Faculty</p>	
<p>Mar 10 Report to Board of Trustees on LCAP progress and Spanish foreign language pilot</p>	<p>No impact on LCAP.</p>
<p>Mar 16 Report to SSC/Advisory on LCAP progress; work on Parent Involvement Policy and Student Survey; planning for ELAC meeting</p>	

Mar 28 Professional Development Day - Faculty continues exploring Spanish foreign language curriculum, math adoption, and the need to continue revisions of the District Multiple Measures for the Common Core

Apr 6 Faculty invited to give input to the Student Survey format as recommended by the Technology Committee and encouraged to participate in SSC input meeting (4/14/16)

Apr 14 Parent and community input solicited for 2016-17 LCAP as part of Board of Trustees' agenda; progress on 2015-16 goals reported to public

Apr 20 SSC/Advisory, staff (who also represent the CTA and CSEA Bargaining Units), and ELAC input to the 2016-17 LCAP received at special SSC meeting

May 12 LCAP progress and goal setting at monthly Board of Trustees meeting

May 16 Input to the 2016-17 LCAP received from Felta Education Foundation

May 20 SSC/Parent Advisory gives final input to LCAP, Student Surveys conducted for TK-K-1-2-3 graders and for 4-5-6 graders

June 16, 2016 Public Hearing on LCAP and Budget

June 23, 2016 Adoption of LCAP and Budget

Student Survey is drafted.

The Board of Trustees receives new input for consideration in 2016-17 LCAP goals development (see Annual Update).

Parents, including an increased number of EL parents, give input to LCAP goals. EL parents are pleased with their services but again requested after school homework help for their children, as well as increased communications in Spanish.

See Annual Update.

Supt./Principal presents LCAP with goals as developed and supported by SSC/LCAP Parent Advisory. Suggestions are incorporated into the final LCAP. LCAP is approved.

Annual Update:

Please refer to the Involvement Process sequence steps reported above. The Supt./Principal facilitated input meetings with all stakeholder groups. LCAP goals were determined by evaluating the input, prioritizing, and determining which goals were feasible and supported by district budget. Input was solicited from stakeholder groups representing staff, teachers, students, CSEA and CTA Bargaining Units, School Site Council/Parent Advisory Group, ELAC parent group, the Felta Education Foundation, and the Board of Trustees.

Annual Update:

The updated LCAP reflects input from stakeholder groups. Of the six new suggestions, four ideas were incorporated into the LCAP.

Parent and staff input on goals included: 1) Exploration of the Conscious Kitchen School Lunch Proposal, 2) approval of the Spanish foreign language curriculum and pilot, 3) addition of Reflex Math for mathematics intervention, and 4) increasing visual arts enrichment offerings, 5) consideration of

The Supt./Principal actively solicited School Site Council/Parent Advisory membership and did outreach to parents in subgroups. All Site Council positions were filled An active ELAC provided new input to the process.

The Supt./Principal issued outcome data and reports to SSC/Advisory and Board of Trustee on CAASPP test scores, District Multiple Measures, Title I, and CELDT.

The District solicited input from its students on two Student Surveys.

reinstating instructional assistants in the upper grades, and 6) after school homework assistance for EL learners.

Upper grades Student Survey input resulted in 76% of the students supporting returning the band program to an elective, during school day, with fewer days per week.

All Student Surveys indicate that 82% of students feel safe and connected in the classroom, but only 43% of students feel equally as safe on the playground. Playground safety will be a focus for 2016-17.

Two new members to School Site Council maintain representation of all student subgroups. SSC coordination with ELAC increased EL parent involvement.

In 2016-17 new math curriculum adoption and Reflex Math intervention will address lower math scores. Upper grade instructional assistance support will be considered.

The band program will be modified and yard supervision and playground options will be evaluated and improved.

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>Goal 1: All students will be proficient in grade level CCSS in ELA and Math.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input 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 checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>All students need to be proficient in the CA Standards established for each grade level.</p> <p>Metrics - Percentage of students meeting or exceeding CAASPP standards baseline: ELA 46% Math 42%</p> <p>Percentage of students meeting or exceeding benchmark standards on District Multiple Measures: ELA >75% Math 58%</p> <p>EL Reclassification Rate: 5/33 students = 15%</p> <p>Teacher misassignment rate: baseline all teachers correctly assigned</p> <p>Williams Act certification baseline: District approved math adoption; no William's Act complaints.</p> <p>NA for A-G, CTE, AP, EAP, API</p>	
<p>Goal Applies to:</p>	<p>Schools: ; All</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Increase the percentage of students meeting or exceeding CAASPP standards to: ELA 50% Math 50%
- Increase the percentage of students meeting or exceeding benchmark standards on District Multiple Measures: ELA >75% Math 60%
- Maintain teacher misassignments at 0%
- At least 40% of returning students at Beginning through Intermediate level on the CELDT will advance one level or more
- EL Reclassification Rate = > 12%
- Teachers will fully implement CCSS aligned curriculum in ELA and Math as measured through teacher observation by the principal and teachers' survey responses
- Purchase adopted Math curriculum
- Adopt ELA CCSS curriculum
- Williams Act certification: State-adopted Math CCSS materials and no William's Act complaints
- NA for A-G, CTE, AP, EAP

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide 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)	Highly qualified teachers 1000-1999: Certificated Personnel Salaries LCFF \$521,315 General education teachers (see Goal 1.1) Benefits 3000-3999: Employee Benefits LCFF \$168,030
1.2: Provide Title I intervention services based on data from local assessments, CAASPP, and teacher input	LEA-wide	<input type="checkbox"/> All OR: <input checked="" 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 checked="" type="checkbox"/> Other Subgroups: (Specify)	Instructional assistants 2000-2999: Classified Personnel Salaries Supplemental \$38,312 Instructional assistants 2000-2999: Classified Personnel Salaries Title I \$11,978 Instructional assistants SPED 2000-2999: Classified Personnel Salaries Special Education \$11,439 IA Benefits 3000-3999: Employee Benefits Supplemental \$9,104

		<u>Title I students</u>	IA Title 1 Benefits 3000-3999: Employee Benefits Title I \$2,952 IA SPED Benefits 3000-3999: Employee Benefits Special Education \$2,706
1.3: Provide Professional Development in Common Core Curriculum and assessment, ELD Curriculum, and collaborating with other 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)	Three staff development days in contract (see 1.1 above) 1000-1999: Certificated Personnel Salaries LCFF \$8,843 Training/workshop stipends in contract (se 1.1 above) 1000-1999: Certificated Personnel Salaries LCFF \$1,500 Educator Effectiveness Block Grant 1000-1999: Certificated Personnel Salaries Other \$8,121
1.4: Provide CA Standards aligned materials	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 Math curriculum 4000-4999: Books And Supplies LCFF \$11,500
1.5 Provide intervention services for students with disabilities	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities</u>	Resource Specialist Program 1000-1999: Certificated Personnel Salaries Special Education \$14,732 Special Ed 1000-1999: Certificated Personnel Salaries Special Education \$16,613 Resource Specialist Benefits 3000-3999: Employee Benefits Special Education \$8,174 Special Ed Benefits 3000-3999: Employee Benefits Special Education \$6,166
1.6 Provide expanded and improved technology usage for all students	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Chromebooks 4000-4999: Books And Supplies LCFF 5,000 Reflex Math software 4000-4999: Books And Supplies Supplemental 3,185 Technology Coordinator 5800: Professional/Consulting Services And Operating Expenditures LCFF \$25,000 Server access point 4000-4999: Books And Supplies LCFF \$800

<p>1.7 EL students will receive supplemental academic support</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>EL Resource Teacher (.14 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$10,143 CELDT Testing Personnel 1000-1999: Certificated Personnel Salaries Supplemental \$2,500 CELDT Testing Personnel Benefits 3000-3999: Employee Benefits Supplemental \$800 EL Resource Teacher (.14) 3000-3999: Employee Benefits Supplemental \$2,600</p>
<p>1.8 Redesignated fluent English proficient pupils will be monitored for continued success</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See 1.1 and 1.7 \$0</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students meeting or exceeding CAASPP standards: ELA 55% Math 55% Increase the percentage of students meeting or exceeding benchmark standards on District Multiple Measures: ELA >75% Math 65% Maintain teacher misassignments at 0% EL Reclassification Rate = > 12% Purchase adopted Math curriculum Adopt ELA CCSS curriculum Williams Act certification: State-adopted Math CCSS materials; no complaints. NA for A-G, CTE, AP, EAP</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Provide highly qualified teachers</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Highly qualified teachers 1000-1999: Certificated Personnel Salaries LCFF \$536,954 General education teachers (see Goal 1.1) Benefits 1000-</p>

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1999: Certificated Personnel Salaries LCFF \$184,833
1.2 Provide Title I intervention services based on data from local assessments, CAASPP, and teacher input	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Title I students</u>	Instructional assistants 2000-2999: Classified Personnel Salaries LCFF \$42,143 Instructional assistants 2000-2999: Classified Personnel Salaries Title I \$12,337 Instructional assistants SPED 2000-2999: Classified Personnel Salaries Special Education \$11,782 IA Benefits 3000-3999: Employee Benefits LCFF \$10,014 IA Title 1 Benefits 3000-3999: Employee Benefits Title I \$3,747 IA SPED Benefits 3000-3999: Employee Benefits Special Education \$2,977
1.3 Provide Professional Development in Common Core Curriculum and assessment, ELD Curriculum, and collaborating with other teachers.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Three staff development days in contract (see 1.1 above) 1000-1999: Certificated Personnel Salaries LCFF \$9,108 Training/workshop stipends in contract (see 1.1 above) 1000-1999: Certificated Personnel Salaries LCFF \$1,500
1.4 Provide CA Standards aligned materials	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase ELA curriculum 4000-4999: Books And Supplies Lottery \$15,000
1.5 Provide intervention services for students with disabilities	LEA-wide	<input type="checkbox"/> All OR: Low Income pupils English Learners	Resource Specialist Program 1000-1999: Certificated Personnel Salaries Special Education \$15,174 Special Ed 1000-1999: Certificated Personnel Salaries Special

		Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>students with disabilities</u>	Education \$17,111 Resource Specialist Benefits 3000-3999: Employee Benefits Special Education \$8,991 Special Ed Benefits 3000-3999: Employee Benefits Special Education \$6,782
1.6 Provide expanded and improved technology usage for all students	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Chromebooks 4000-4999: Books And Supplies LCFF \$5,000 Server Access Upgrades 4000-4999: Books And Supplies LCFF \$1,000 Reflex Math software 4000-4999: Books And Supplies Lottery \$3,000 Technology coordinator 5800: Professional/Consulting Services And Operating Expenditures LCFF \$25,000
1.7 EL students will receive supplemental academic support	LEA-wide	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	EL Resource Teacher (.14 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$10,447 CELDT Testing Personnel 1000-1999: Certificated Personnel Salaries Supplemental \$2,575 CELDT Testing Personnel Benefits 3000-3999: Employee Benefits Supplemental \$880 EL Resource Teacher (.14) 3000-3999: Employee Benefits Supplemental \$2,860
1.8 Redesignated fluent English proficient pupils will be monitored for continued success	LEA-wide	All ----- OR: _ Low Income pupils _ English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	See 1.1 and 1.7 \$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Increase the percentage of students meeting or exceeding CAASPP standards: ELA 60% Math 60%</p> <p>Increase the percentage of students meeting or exceeding benchmark standards on District Multiple Measures: ELA >75% Math 65%</p> <p>Maintain teacher misassignments at 0%</p> <p>EL Reclassification Rate = > 12%</p> <p>Purchase adopted Math curriculum</p> <p>Adopt ELA CCSS curriculum</p> <p>Williams Act certification: State-adopted Math CCSS materials; no complaints.</p> <p>NA for A-G, CTE, AP, EAP</p>
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide highly qualified teachers	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Highly qualified teachers 1000-1999: Certificated Personnel Salaries LCFF \$553,062</p> <hr/> <p>General education teachers (see Goal 1.1) Benefits 1000-1999: Certificated Personnel Salaries LCFF \$203,316</p>
1.2 Provide Title I intervention services based on data from local assessments, CAASPP, and teacher input	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Title I students</u></p>	<p>Instructional assistants 2000-2999: Classified Personnel Salaries LCFF 43,407</p> <hr/> <p>Instructional assistants 2000-2999: Classified Personnel Salaries Title I \$12,707</p> <hr/> <p>Instructional assistants SPED 2000-2999: Classified Personnel Salaries Special Education \$12,135</p> <hr/> <p>IA Benefits 3000-3999: Employee Benefits LCFF \$11,115</p> <hr/> <p>IA Title 1 Benefits 3000-3999: Employee Benefits Title I \$3,572</p> <hr/> <p>IA SPED Benefits 3000-3999: Employee Benefits Special Education \$3,275</p>
1.3 Provide Professional Development in Common Core Curriculum and assessment, ELD Curriculum, and	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>Three staff development days in contract (see 1.1 above)</p>

collaborating with other teachers.		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCFF \$9,381 Training/workshop stipends in contract (se 1.1 above) 1000-1999: Certificated Personnel Salaries Supplemental \$1,500
1.4: Provide CA Standards aligned materials	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	History/Social Science or Science textbook adoption TBD 4000-4999: Books And Supplies TBD
1.5 Provide intervention services for students with disabilities	LEA-wide	<input type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with disabilities	Resource Specialist Program 1000-1999: Certificated Personnel Salaries Special Education \$15,629 Special Ed 1000-1999: Certificated Personnel Salaries Special Education \$17,624 Resource Specialist Benefits 3000-3999: Employee Benefits Special Education \$9,890 Special Ed Benefits 3000-3999: Employee Benefits Special Education \$7,460
1.6 Provide expanded and improved technology usage for all students	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Chromebooks 4000-4999: Books And Supplies LCFF \$5,000 Reflex Math software 4000-4999: Books And Supplies Lottery \$3,000 Technology coordinator 5800: Professional/Consulting Services And Operating Expenditures LCFF \$25,000 Server access point 4000-4999: Books And Supplies LCFF \$1,000
1.7 EL students will receive supplemental academic support	LEA-wide	All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth	EL Resource Teacher (.14 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$10,760 CELDT Testing Personnel 1000-1999: Certificated Personnel Salaries Supplemental \$2,652

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CELDT Testing Personnel Benefits 3000-3999: Employee Benefits Supplemental \$868 <hr/> EL Resource Teacher (.14) 3000-3999: Employee Benefits Supplemental \$3,146
1.8 Redesignated fluent English proficient pupils will be monitored for continued success	LEA-wide	All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	See 1.1 and 1.7 \$0

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

GOAL 2:	Goal 2: All students will receive physical education and fitness opportunities and adequate time outdoors.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 8 X COE only: 9 _ 10 _ Local : Specify
Identified Need :	Students need to maintain physical fitness for good health and intellectual development. Metrics- Number of mins of physical education at each grade level: baseline: 200 mins every 10 days Percentage of fifth grade students meeting all six fitness standards: baseline 46%		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Maintain P.E. requirement of 200 minutes every 10 days Increase % of fifth grade students meeting all six fitness standards to 50%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: All teachers will schedule and provide the required minutes for Physical Education	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General education teachers (see Goal 1.1) 1000-1999: Certificated Personnel Salaries LCFF \$521,315 General education teachers (see Goal 1.1) Benefits 3000-3999: Employee Benefits LCFF \$168,030.

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain P.E. requirement of 200 minutes every 10 days Increase % of fifth grade students meeting all six fitness standards 55%
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: All teachers will schedule and provide the required minutes for Physical Education	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	General education teachers (see Goal 1.1) 1000-1999: Certificated Personnel Salaries LCFF \$536,954 General education teachers (see Goal 1.1) Benefits 3000-3999: Employee Benefits LCFF \$184,833

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Maintain P.E. requirement of 200 minutes every 10 days Increase % of fifth grade students meeting all six fitness standards to 60%
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: All teachers will schedule and provide the required minutes for Physical Education	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	General education teachers (see Goal 1.1) 1000-1999: Certificated Personnel Salaries LCFF \$553,062 General education teachers (see Goal 1.1) Benefits 3000-3999: Employee Benefits LCFF \$203,316

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

GOAL 3:	Goal 3: All students will have opportunities during and after school to experience the arts and sciences.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
---------	--	--

Identified Need :	All students, including English learners, low income, foster youth, and students with disabilities, need enrichment opportunities in the arts and sciences to promote communication, collaboration, creativity, and critical thinking. Metric - Level of funding allocated: baseline: \$45,000 Enrichment classes offered to ALL students: Art, music, gardening, field trips, technology, and Renaissance Fridays
-------------------	---

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of students, including unduplicated pupils and those with exceptional needs, will have equal access to all required areas of study, including a variety of enrichment opportunities by maintaining funding at \$45,000 or more
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Parents, staff, and students have input on content and scheduling of enrichment opportunities in art, music, gardening, field trips, technology, and Renaissance Fridays	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)	No cost \$0
3.2 A schedule of art, music, garden, drama, technology, library, field trips and assemblies will be offered	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Felta Education Foundation (see Goal 3.1) 5000-5999: Services And Other Operating Expenditures Parent Foundation \$34,661

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.3 Spanish foreign language year 1 pilot for grades TK-K-1	LEA-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) grades TK-K-1	Spanish Foreign Language Pilot 5800: Professional/Consulting Services And Operating Expenditures Parent Foundation TBD Spanish Foreign Language Curriculum 4000-4999: Books And Supplies Parent Foundation \$4,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of students will have equal access to a variety of enrichment opportunities by maintaining funding at \$45,000 or more
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Parents, staff, and students have input on content and scheduling of enrichment opportunities in art, music, gardening, field trips, technology, and Renaissance Fridays	LEA-wide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost \$0
3.2 A schedule of art, music, garden, drama, technology, library, field trips and assemblies will be offered	LEA-wide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Felta Education Foundation (see Goal 3.1) 5000-5999: Services And Other Operating Expenditures Parent Foundation \$45,000

3.3 Spanish foreign language curriculum year 2 pilot for grades TK-K-1-2-3	LEA-wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) grades TK-K-1-2-3	Spanish Foreign Language Pilot 5800: Professional/Consulting Services And Operating Expenditures Parent Foundation \$12,000 <hr/> Spanish Foreign Language Curriculum 4000-4999: Books And Supplies Parent Foundation \$2,000
--	----------	--	--

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of students will have equal access to a variety of enrichment opportunities by maintaining funding at \$45,000 or more
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Parents, staff, and students have input on content and scheduling of enrichment opportunities in art, music, gardening, field trips, technology, and Renaissance Fridays	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost \$0
3.2 A schedule of art, music, garden, drama, technology, library, field trips and assemblies will be offered	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Felta Education Foundation (see Goal 3.1) 5800: Professional/Consulting Services And Operating Expenditures Parent Foundation \$45,000
3.3 Spanish foreign language year 3 pilot for grades TK-K-1-2-3-4	LEA-wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	Spanish Foreign Language Pilot 5800: Professional/Consulting Services And Operating Expenditures Parent Foundation \$15,000 <hr/> Spanish Foreign Language Curriculum 4000-4999: Books And Supplies Parent Foundation \$2,000

	English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) grades TK-K-1-2-3-4	
--	--	--

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

GOAL 4:	Goal 4: Parents/guardians will be involved in their students' education.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	All parents/guardians, including parents of English learners, low income, foster youth, and students with disabilities, need to be involved in their students' education in order for them to be successful. Metric – Percentage of attendance at Curriculum Night: baseline: 90% Percentage of attendance at Open House: baseline: 80% Percentage of participation in Parent/Teacher Conferences: baseline: 98% Percentage of Participation on LCAP input: baseline 10 School Site Council members, 7 ELAC members, 5 Board of Trustees, 5 Felta Education = 28 participants		
Goal Applies to:	Schools: ; All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Maintain parent/guardian attendance at Curriculum Night at 60% or better. Maintain parent/guardian attendance at Open House at 75% or better. Maintain parent/guardian participation in conferences at 85% or better. Expand input on LCAP goals by increasing attendance at LCAP meetings and/or written responses by 5% as measured by sign-in sheets and/or written response		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide a variety of opportunities for parent participation at school: School Site Council, school events, Felta Education Foundation, ELAC, Board of Trustees, classroom volunteering, field trip chaperones, parent-teacher-conference, Open House, etc.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No cost \$0

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4.2 Keep parents informed and actively solicit input via surveys, newsletters, School Site Council, Foundation, and Board meetings	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)	No cost \$0
4.3 Provide volunteer training and access to fingerprinting	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)	Fingerprinting 5000-5999: Services And Other Operating Expenditures LCFF \$500
4.4 Provide translation services for Spanish speaking parents and add a designated telephone line	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Translation services stipends 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Maintain parent/guardian attendance at Curriculum Night at 60% or better.
 Maintain parent/guardian attendance at Open House at 75% or better.
 Maintain parent/guardian participation in conferences at 85% or better.
 Increase input on LCAP goals by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide a variety of opportunities for parent participation at school: School Site Council, school events, Felta Education Foundation, ELAC, Board of Trustees, classroom volunteering, field trip chaperones, parent-teacher-conference, Open House, etc.	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost \$0
4.2 Keep parents informed and actively solicit input via surveys, newsletters, School Site Council, Foundation, and Board meetings	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost \$0
4.3 Provide volunteer training and access to fingerprinting	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Fingerprinting 5000-5999: Services And Other Operating Expenditures LCFF \$500

<p>4.4 Provide translation services for Spanish speaking parents and add a designated telephone line</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Translation services stipends 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>
--	-----------------	---	--

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain parent/guardian attendance at Curriculum Night at 60% or better. Maintain parent/guardian attendance at Open House at 75% or better. Maintain parent/guardian participation in conferences at 85% or better. Increase input on LCAP goals by 5%.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Provide a variety of opportunities for parent participation at school: School Site Council, school events, Felta Education Foundation, ELAC, Board of Trustees, classroom volunteering, field trip chaperones, parent-teacher-conference, Open House, etc.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>No cost \$0</p>
<p>4.2 Keep parents informed and actively solicit input via surveys, newsletters, School Site Council, Foundation, and Board meetings</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>No cost \$0</p>

<p>4.3 Provide volunteer training and access to fingerprinting</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Fingerprinting 5000-5999: Services And Other Operating Expenditures LCFF \$500</p>
<p>4.4 Provide translation services for Spanish speaking parents and add a designated telephone line</p>	<p>LEA-wide</p>	<p>All ----- OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Translation services stipends 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>

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

GOAL 5:	<p>Goal 5: The District will maintain a clean, safe, and secure environment.</p>	<p>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 checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
---------	--	--

Identified Need :	<p>Students need to feel safe and secure in order to be successful.</p> <p>Metric: Rate of yearly suspensions: baseline 5-year average 2.5%</p> <p>Rate of yearly expulsions: baseline 0%</p> <p>Acts of confirmed bullying processed: baseline 1 student</p> <p>Student survey on sense of safety and school connectedness: baseline 2015-16 for classroom safety grades TK - 3 85%, grades 4-6 82%; for playground safety TK-3 57%, grades 4-6 43%</p> <p>Condition and safety of buildings and campus as measured by Facility Inspection Tool (FIT): baseline good-exemplary</p>
-------------------	---

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Maintain suspension rate at 2% or below</p> <p>Maintain expulsion rate at 0%</p> <p>Continue Toolbox Program to keep acts of bullying below 1% of all discipline referrals</p> <p>Student sense of safety in classroom: > 85%</p> <p>Student sense of safety on playground: >50%</p> <p>Maintain buildings and campus in good-exemplary rating on Facility Inspection Tool (FIT)</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Update Comprehensive School Safety Plan Annually	LEA-wide	<input checked="" type="checkbox"/> All OR:	No cost \$0

		<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)	
5.2 Maintain Safety Committee; establish annual goals with input from stakeholders	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)	Safety Funds Supplies 4000-4999: Books And Supplies RESIG safety funds \$500
5.3 Conduct FIT inspection; make necessary repairs	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)	Repairs and Maintenance 5000-5999: Services And Other Operating Expenditures LCFF \$10,000
5.4 Implement student discipline program and Toolbox Project curriculum	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)	No cost \$0
5.5 Train staff in first aid and emergency preparedness	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	First Aid/emergency prep training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5.6 Provide Mandated Reporter Training for staff, contractors, and substitute 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)	Inservice Training Online- No cost \$0
5.7 Employ a full-time custodian/grounds-keeper	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)	Custodian 2000-2999: Classified Personnel Salaries LCFF \$38,404 <hr/> Custodian Benefits 3000-3999: Employee Benefits LCFF \$13,527

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain suspension rate at 2% or below Maintain expulsion rate at 0% Continue Toolbox Program to keep acts of bullying below 1% of all discipline referrals Student sense of safety in classroom: > 85% Student sense of safety on playground: >50% Maintain buildings and campus in good-exemplary rating on Facility Inspection Tool (FIT)
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Update Comprehensive School Safety Plan Annually	LEA-wide	<input checked="" type="checkbox"/> All OR:	No cost \$0

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
5.2 Maintain Safety Committee; establish annual goals with input from stakeholders	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Safety Funds Supplies 4000-4999: Books And Supplies RESIG safety funds \$500
5.3 Conduct FIT inspection; make necessary repairs	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Repairs and Maintenance 5000-5999: Services And Other Operating Expenditures LCFF \$10,000
5.4 Implement student discipline program and Toolbox Project curriculum	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost \$0
5.5 Train staff in first aid and emergency preparedness	LEA-wide	X All ----- OR: Low Income pupils English Learners	First Aid/emergency prep training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1,000

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
5.6 Provide Mandated Reporter Training for staff, contractors, and substitute teachers	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Inservice Training Online- No cost \$0
5.7 Employ a full-time custodian/grounds-keeper	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Custodian 2000-2999: Classified Personnel Salaries LCFF \$39,556 Custodian Benefits 3000-3999: Employee Benefits LCFF \$14,879

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Maintain suspension rate at 2% or below
	Maintain expulsion rate at 0%
	Continue Toolbox Program to keep acts of bullying below 1% of all discipline referrals
	Student sense of safety in classroom: > 85%
	Student sense of safety on playground: >50%
	Maintain buildings and campus in good-exemplary rating on Facility Inspection Tool (FIT)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Update Comprehensive School Safety Plan Annually	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils	No cost \$0

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
5.2 Maintain Safety Committee; establish annual goals with input from stakeholders	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Safety Funds Supplies 4000-4999: Books And Supplies RESIG safety funds \$500
5.3 Conduct FIT inspection; make necessary repairs	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Repairs and Maintenance 5000-5999: Services And Other Operating Expenditures LCFF \$10,000
5.4 Implement student discipline program and Toolbox Project curriculum	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost \$0
5.5 Train staff in first aid and emergency preparedness	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent	First Aid/emergency prep training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$500

		English proficient Other Subgroups: (Specify)	
5.6 Provide Mandated Reporter Training for staff, contractors, and substitute teachers	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Inservice Training Online- No cost \$0
5.7 Employ a full-time custodian/grounds-keeper	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Custodian 2000-2999: Classified Personnel Salaries LCFF \$40,743 <hr/> Custodian Benefits 3000-3999: Employee Benefits LCFF \$16,367

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

GOAL 6:	Goal 6: Students will be engaged in their learning in order to be successful.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
---------	--	---

Identified Need :	Students need to be engaged in their learning in order to be successful. Metric: Attendance: ADA 95% of enrollment Chronic Absenteeism: Establish baseline in 2016-17 Truancy rate: Reduce by 50% N/A for MS and HS dropout rate, HS grad rates
-------------------	--

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Maintain attendance rate of 95% or higher Decrease "Chronic Absenteeism" by % TBD Decrease truanancies by 50%
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Attendance data will be reported at each Trimester	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)	No cost \$0

6.2 Students with poor attendance will be issued attendance letters and possible referrals to SARB	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)	No cost \$0
--	----------	---	-------------

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain attendance rate of 95% or higher Decrease "Chronic Absenteeism" by % TBD Decrease truancies by by 50%
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Attendance data will be reported at each Trimester	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)	No cost \$0
6.2 Students with poor attendance will be issued attendance letters and possible referrals to SARB	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)	No cost \$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Maintain attendance rate of 95% or higher Decrease "Chronic Absenteeism" by % TBD Decrease truancies by by 50%
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Attendance data will be reported at each Trimester	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost \$0
6.2 Students with poor attendance will be issued attendance letters and possible referrals to SARB	LEA-wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No cost \$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:	Goal 1: All students will be proficient in grade level CCSS in ELA and Math.	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	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>Increase by 5% the number of returning students who are performing at or above grade level on District Multiple Measures ELA and Math: ELA 62% Math 63%</p> <p>At least 40% of returning students at Beginning through Intermediate level on the CELDT will advance one level or more</p> <p>Reclassify EL Students at rate of 2 per year</p> <p>Maintain teacher misassignments at 0%</p> <p>Adopt Math curriculum, along with current materials adapted by classroom teachers</p> <p>50% of teachers will be progressing on the implementation of the ELD standards</p>	Actual Annual Measurable Outcomes:	<p>Percentage of returning students who are meeting or exceeding standards on the CAASPP: ELA 46.4% Math 42.3 %</p> <p>Increased by 5% the number of returning students who are performing at or above grade level on District Multiple Measures ELA and Math: ELA 77% Math 58%</p> <p>42% of returning students at Beginning through Intermediate level on the CELDT advanced one level or more</p> <p>5 EL Students were reclassified</p> <p>There were no teacher misassignments</p> <p>Math curriculum was approved by Board of Trustees; purchase July 1, 2016</p> <p>No teachers are fully implementing the ELD standards, but all are in the process</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Provide highly qualified teachers	<p>Highly qualified teachers 1000-1999: Certificated Personnel Salaries LCFF 447,607</p> <p>3000-3999: Employee Benefits LCFF 135,858</p>	All ten teachers employed by District are highly qualified. A successful contract negotiation resulted in increases to the CTA salary schedule.	<p>Highly qualified teachers 1000-1999: Certificated Personnel Salaries LCFF \$446,636</p> <p>3000-3999: Employee Benefits LCFF \$129,952</p>

	Highly qualified teachers-salary increase 1000-1999: Certificated Personnel Salaries TBD						
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
1.2 Provide instructional assistants to assist teachers in classrooms	<p>Instructional assistants 2000-2999: Classified Personnel Salaries Title I 8,790</p> <p>3000-3999: Employee Benefits Title I 1,933</p> <p>2000-2999: Classified Personnel Salaries LCFF 6,679</p> <p>3000-3999: Employee Benefits LCFF 1,302</p> <p>2000-2999: Classified Personnel Salaries Federal Funds 8,995</p> <p>3000-3999: Employee Benefits Federal Funds 1,952</p>	The District provided assistants in grades Tk/K, K, first, second, third, and RSP. The budgeted total of \$29,651 was \$11,522 less than actual of \$41,173 due to the addition of one TK assistant.	<p>Instructional Assistants 2000-2999: Classified Personnel Salaries Title I \$8,235</p> <p>3000-3999: Employee Benefits Title I \$2,979</p> <p>2000-2999: Classified Personnel Salaries LCFF \$24,209</p> <p>3000-3999: Employee Benefits LCFF \$5,750</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Title I students</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Title I students</p>					

<p>1.3 Provide Professional Development</p>	<p>Three staff development days in contract 1000-1999: Certificated Personnel Salaries LCFF 7,259</p> <p>Training/workshop stipends in contract (\$150 per teacher) 1000-1999: Certificated Personnel Salaries LCFF 1,200</p> <p>Additional training LCFF 11,000</p>	<p>All teachers received three professional development contract days.</p> <p>Not all teachers accessed their annual \$150. This will roll over to 2016-17.</p> <p>Additionally, Educator Effectiveness Block Grant of \$12,612 was accessed with some funds expended (budgeted as Additional training LCFF \$11,000).</p>	<p>Three staff development days in contract 1000-1999: Certificated Personnel Salaries LCFF \$7,204</p> <p>Training/workshop stipends in contract (\$150 per teacher) 1000-1999: Certificated Personnel Salaries LCFF \$1,500</p> <p>Educator Effectiveness RS 6264 1000-1999: Certificated Personnel Salaries Supplemental \$3,110</p> <p>Educator Effectiveness Benefits 3000-3999: Employee Benefits Supplemental \$444</p> <p>Educator Effectiveness Expenses RS 6264 5000-5999: Services And Other Operating Expenditures Supplemental \$935</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4 Provide CA Standards aligned materials</p>	<p>Instructional materials-Math Adoption LCFF \$15,000</p>	<p>The Board of Trustees approved math curriculum adoption. Purchase will occur on July 1, 2016.</p>	<p>Math textbook adoption \$0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
1.5: Provide CA Standards-based assessments and report cards	District multiple measures \$0 CDE SBAC Interim Assessments 5800: Professional/Consulting Services And Operating Expenditures \$1,000	The standards-based report cards have been implemented with mixed reviews. Many parents prefer the traditional grading system. The District did not make much headway in identifying improved assessments aligned with the Common Core. SBAC interim assessments have been explored by several teachers. Implementation of the newly adopted Eureka Math program will provide some progress in this area. The District's Multiple measures are still under review and revision.	District multiple measures \$0				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
1.6 Provide intervention services for students with disabilities	Resource Specialist Program 1000-1999: Certificated Personnel Salaries Special Education 15,746 3000-3999: Employee Benefits Special Education 5,198 1000-1999: Certificated Personnel Salaries Federal Funds 13,963 3000-3999: Employee Benefits Federal Funds 4,610	The District continues to provide an exceptional resource program for students who qualify. The RSP program and Speech program are filled to capacity.	RSP Teacher 1000-1999: Certificated Personnel Salaries Special Education \$18,003 RSP Teacher Benefits 3000-3999: Employee Benefits Special Education \$5,095 Special Education Teacher 1000-1999: Certificated Personnel Salaries Special Education \$17,404 Special Education Teacher Benefits 3000-3999: Employee Benefits Special Education \$6,220				

Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with disabilities		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) students with disabilities	
1.7 Provide expanded and improved technology usage for all students	Bright Bytes report recommendations \$0 15 additional Chromebooks 4000-4999: Books And Supplies LCFF \$4,500 Keyboarding program for third graders 4000-4999: Books And Supplies LCFF \$ 2,000 Technology upgrades 6000-6999: Capital Outlay LCFF \$10,000 Technology coordinator 5000-5999: Services And Other Operating Expenditures LCFF \$25,000	We discontinued participation in the Bright Bytes survey. 15 new chrome books were purchased. The new keyboarding program was implemented starting in third grade. Technology upgrades will be purchased and expensed in 2016-17. The District maintained an IT consultant.	Technology Upgrades 6000-6999: Capital Outlay LCFF \$0 Technology Coordinator 5000-5999: Services And Other Operating Expenditures LCFF \$27,185 15 additional Chromebooks 4000-4999: Books And Supplies LCFF \$4,965 Keyboarding program for third graders 4000-4999: Books And Supplies LCFF \$500
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 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)	
1.8 Maintain extended kindergarten day at 270 mins daily	Day care "bridge" expense to District 5000-5999: Services And Other Operating Expenditures LCFF \$5,000	The District offered extended day TK and K programs at 270 mins/day for entire year. The extension of the kindergarten day	Included in 1.1 Daycare Expense 5000-5999: Services And Other Operating Expenditures LCFF \$7,200

		<p>reduced availability of our EL Resource Teacher; consequently, the RSP teacher assisted in conducting CELDT assessments.</p> <p>The District offered daycare service until first pick-up at no cost to TK/K families.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) kindergarteners</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) TK & K students</p>	
<p>1.9 Provide Title I/Literacy Intervention services based on data from local assessments and teacher input</p>	<p>Literacy Intervention teacher .60 FTE 1000-1999: Certificated Personnel Salaries REAP 29,142</p> <p>3000-3999: Employee Benefits REAP 7,324</p> <p>Supplies and Materials Supplemental and Concentration 1,000</p> <p>Contribution to REAP for Literacy Intervention Teacher Supplemental 15,543</p>	<p>The District served 32 students in the Literacy Intervention Program, with 6 students meeting literacy goals and exiting the program.</p>	<p>Literacy Intervention Teacher .60 FTE 1000-1999: Certificated Personnel Salaries REAP \$26,492</p> <p>Literacy Intervention Teacher .60 FTE 3000-3999: Employee Benefits REAP \$5,726</p> <p>Supplies and Materials 4000-4999: Books And Supplies REAP \$129</p> <p>Contribution to REAP for Literacy Intervention Teacher 0000: Unrestricted Supplemental \$15,839</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Title I students</p>	

Title I students				
1.10 EL students will receive supplemental academic support		EL Resource teacher .14 FTE 1000-1999: Certificated Personnel Salaries Supplemental 10,088 3000-3999: Employee Benefits Supplemental 1,715 CELDT Testing 1000-1999: Certificated Personnel Salaries Supplemental 1,500 Homework help after school 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000	Students received supplemental academic support. Additional certificated FTE (27 hrs) was provided to conduct CELDT testing. Homework help after school was not offered; this goal will be reconsidered for 2016-17.	EL Resource Teacher .14 FTE Additional FTE for CELDT testing 1000-1999: Certificated Personnel Salaries Supplemental \$10,088 EL Resource Teacher .14 FTE 3000-3999: Employee Benefits Supplemental \$1,715 Additional FTE for CELDT testing 1000-1999: Certificated Personnel Salaries Supplemental \$1,245 Homework help after school \$0
Scope of Service	LEA-wide		Scope of Service	LEA-wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.11 Redesignated fluent English proficient pupils will be monitored for continued success		EL Resource teacher .14 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$10,088	Redesignated students were monitored for continued success.	EL Resource teacher .14 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$10,088
Scope of Service	LEA-wide		Scope of Service	LEA-wide
_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.12 Extend learning time for 6th grade		Teacher salary 1000-1999:	Extended learning time was explored and evaluated and determined to have	Teacher salary \$0

	Certificated Personnel Salaries LCFF \$3,000	lack of support at this time.	
Scope of Service: LEA-wide _____ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th grade students		Scope of Service: LEA-wide _____ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th grade students	
1.13 Establish additional TK/Kindergarten Classroom	Teacher 1000-1999: Certificated Personnel Salaries LCFF \$47,345 3000-3999: Employee Benefits LCFF \$20,215 Classroom materials and supplies 4000-4999: Books And Supplies LCFF \$10,000	The additional TK/Kindergarten classroom was added serving 16 TK students.	Teacher TL/K 1000-1999: Certificated Personnel Salaries LCFF \$47,567 3000-3999: Employee Benefits LCFF \$5,915 Classroom materials and supplies 4000-4999: Books And Supplies \$9,900
Scope of Service: LEA-wide _____ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) TK/K		Scope of Service: LEA-wide _____ All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) TK/K	
The District does not have Foster Youth at this time.			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The addition of the combination TK-K classroom was a real success. Extending the kindergarten day as requested by parents reduced our EL Resource teacher time; consequently, CELDT testing was shared with another teacher. Due to budgetary constraints, the Literacy Intervention Program was eliminated for 2016-17 in order to maintain instructional assistants and provide for necessary increases to the CSEA and CTA salary schedules. The Board of Trustees hopes to modify and reinstate these services as Early Intervention for grades one and two.		

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:	Goal 2: All students will receive physical education and fitness opportunities and adequate time outdoors.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Maintain P.E. requirement of 200 minutes every 10 days Increase % of fifth grade students meeting all six fitness standards by 5% from 41.4 to 43.5%	Actual Annual Measurable Outcomes:	Physical Education is scheduled as per Ed Code requirements. Students were surveyed on the P.E. program and had favorable comments. Goal not met: 23.50% students met all six fitness standards. Population
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1: All teachers will schedule the Physical Education required minutes	General education teachers (see Goal 1.1)	Physical Education was scheduled as per Ed Code requirements. Students were surveyed on the P.E. program and had favorable comments. An analysis of lowered percentage of student meeting all six fitness standards will be conducted with teachers in the fall.	General education teachers (see Goal 1.1) \$0
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)	
2.2 Include review of P.E. minutes in certificated eval process		Superintendent/Principal evaluations of certificated staff \$0	The District piloted an evaluation system that did not include physical education. All teachers are clear on the requirement of 200 minutes and assure the administration of compliance. The Superintendent/Principal is aware of all activities on campus and observed P.E. occurring for all classes on a regular basis. Student surveys confirmed that students are receiving P.E. regularly.	No cost \$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)	
2.3 Ensure adequate equipment and resources		Solicit equipment needs; purchase/replenish PE equipment LCFF Parent Foundation \$2,000	The District purchased new equipment. One problem at present is a shortage of staff due to two vacancies; consequently, completion of installation of volleyballs and improved basketball nets were not completed. The student survey conducted with grades 4-5-6 indicates that students feel that the playground options for the upper grades need to be improved--they would like some new equipment.	Physical Education equipment 4000-4999: Books And Supplies LCFF \$1,400
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"/> All ----- OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>2.4 Articulate fitness standards throughout the grades</p>	<p>General education teachers (see Goal 1.1) \$0</p>	<p>This goal is in progress. Running benchmarks and goals are underway grades 3-6.</p>	<p>General Education teachers (see Goal 1.1) \$0</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <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><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We have reduced this goal to 2.1 only and eliminated the others. Actions, services, and expenditures will remain unchanged.</p>						

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

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

Original GOAL 3 from prior year LCAP:	Goal 3: All students will have opportunities during and after school to experience the arts and sciences.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will be offered a variety of enrichment opportunities by maintaining funding at \$45,000 or more	Actual Annual Measurable Outcomes:	Students were offered a band program, choral program, art, Renaissance Fridays, field trips, garden program, and assemblies. This year's funding was \$45,000 + an additional \$10,000 to pursue Spanish foreign language instruction.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Schedule enrichment opportunities in art, music, gardening, field trips, technology, Renaissance Fridays, and technology	Enrichment Programs 5000-5999: Services And Other Operating Expenditures Parent Foundation \$45,000	All enrichment programs were scheduled and offered.	Enrichment Programs 5000-5999: Services And Other Operating Expenditures Parent Foundation \$45,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
3.2 A schedule of art, music, garden, drama, technology, library, field trips and assemblies will be planned and provided	See 3.1 above	All enrichment programs were scheduled and offered. Due to a temporary closure of our school library to make way for the TK program, our students had field trips throughout the year to utilized the local public library.	See 3.1 above

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
X All			X All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
3.3 Band participation will be increased to include all fifth and sixth graders	Increased band teacher time (see Goal 3.1) 5000-5999: Services And Other Operating Expenditures Parent Foundation \$5,000		An LCAP initiative to increase band time to include all fifth and sixth graders, Monday through Thursday, during the regular school day, did not have a completely positive outcome. A survey of students and teachers at the end of this school year established that required band was not fully supported. A majority of students requested that band be an elective, with students split on whether or not it should be provided during the school day or after.	Increased band teacher time (see Goal 3.1) 5000-5999: Services And Other Operating Expenditures Parent Foundation \$6,650	
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
All			All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 5th and 6th graders			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 5th and 6th graders		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The community is requesting that the art enrichment be offered more regularly as is band, chorus, and garden. We will explore the feasibility of this. The District is pursuing Spanish foreign language instruction and will launch a pilot for TK-K-1 for the 2016-17 school year. The Board of Trustees has adopted the Sonrisas curriculum for this purpose. The band program's schedule will be modified based on student, teacher, and parent feedback.				

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:	Goal 4: Parents/guardians will be involved in their students' education.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Maintain parent/guardian attendance at Curriculum Night at 75% or better. Maintain parent/guardian attendance at Open House at 75% or better. Maintain parent/guardian participation in conferences at 85% or better. Maintain an average of at least 50 volunteer log-ins per month	Actual Annual Measurable Outcomes:	Curriculum Night did not meet goal: 56% attendance Open House met goal: 76% attendance Parent/Guardian Conferences met goal: 94% attendance Due to an employee vacancy, this data could not be calculated
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
4.1 Provide a variety of opportunities for parent participation at school		No cost \$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		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
4.2 Keep parents informed and actively solicit input via surveys, newsletters, at School Site Council, Foundation, and Board meetings		No cost \$0	The LCAP and ELAC meeting was combined with a School Site Council meeting resulting in super attendance. A Site Council member personally telephoned each EL family and invited them to attend. Daytime evenings are best in our school community; evening meetings continue to be poorly attended.		No Cost \$0
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
4.3 Provide volunteer training and access to fingerprinting		Volunteer training \$0 Fingerprinting 5000-5999: Services And Other Operating Expenditures LCFF \$500	Volunteer training was provided to 33 active parent volunteers. Fingerprinting was provided for any parent volunteer requesting support from District.		Volunteer Training \$0 Fingerprinting 5000-5999: Services And Other Operating Expenditures LCFF \$650
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

4.4 Provide translation services for Spanish- speaking parents		Translation services stipends 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000	We now have two bilingual staff which is increasing to four for the 2016-17 school year. Newsletters and other communication was sent out in Spanish more regularly than in the past.	Translation services stipends 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000
Scope of Service	LEA-wide		Scope of Service	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 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?		West Side school has a solid track record of parent participation for volunteering, and school events and activities. We will continue to try innovative ways to encourage increased participation of our EL families. The ELAC will continue to meet in the future as an adjunct to School Site Council. The addition of two more bilingual staff members, totaling four, will certainly have a positive impact. A dedicated Spanish telephone line is planned.		

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

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

Original GOAL 5 from prior year LCAP:	Goal 5: The District will maintain a clean, safe, and secure environment.	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 checked="" 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:	Maintain suspension rate at 2% or below Maintain expulsion rate at 0% Continue Toolbox Program to keep acts of bullying below 1% of all discipline referrals Establish metric for determining degree of students' sense of safety and school connectedness Maintain buildings and campus in good-exemplary rating on Facility Inspection Tool (FIT)	Actual Annual Measurable Outcomes:	Annual suspension rate met goal : 2% or below Annual expulsion rate met goal: 0% Toolbox Program implemented; confirmed cases of bullying met goal: below 1% of all discipline referrals Student survey on sense of safety and school connectedness: baseline 2015-16 for classroom safety grades TK - 3 85%, grades 4-6 82%; for playground safety TK - 57%, grades 4-6 43% FIT rating met goal: exemplary rating
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Update Comprehensive School Safety Plan	No cost \$0	The annual procedure for this process with School Site Council was followed with only minor edits related to new Mandated Reporting requirements and staff changes to the Incident Command responsibilities.	No cost \$0
Scope of Service	LEA-wide	Scope of Service	LEA-wide
X All OR:		X All OR:	

<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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>5.2 Maintain Safety Committee; establish annual goals with input from stakeholders</p>	<p>Shelter-in-place supplies 4000-4999: Books And Supplies RESIG safety funds \$578</p>	<p>The Safety Committee continues to be active and effective. Approved goals were met.</p>	<p>Shelter-in-place supplies 4000-4999: Books And Supplies RESIG safety funds \$285</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>5.3 Conduct FIT inspection; make necessary repairs; maintain school in good condition</p>	<p>General repairs and maintenance 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p> <p>Paint all facilities 5000-5999: Services And Other Operating Expenditures LCFF \$30,000</p>	<p>Over the 2015 summer all necessary repairs and maintenance were completed. Extensive dry rot increased estimated expenses considerably.</p>	<p>General repairs and maintenance 5000-5999: Services And Other Operating Expenditures LCFF \$3,784</p> <p>Paint all facilities 5000-5999: Services And Other Operating Expenditures LCFF \$39,650</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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>all facilities</p>	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <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>NA</p>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

<p>5.4 Implement student discipline program and Toolbox Project curriculum</p>	<p>No cost \$0</p>	<p>The Toolbox Project implementation continues to be effective in addressing most student conflicts. Based upon Student Survey, students' sense of safety on the playground will need to be next year's focus.</p>	<p>No cost \$0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.5 Train and certify staff in first aid and emergency preparedness</p>	<p>First Aid/emergency prep training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1,500</p>	<p>All staff receive training in first aid and emergency preparedness. Key staff are certified.</p>	<p>First Aid/emergency prep training 5800: Professional/Consulting Services And Operating Expenditures LCFF \$830</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>staff</u></p>	
<p>5.6 Provide Mandated Reporter Training for staff, contractors, and substitute teachers</p>	<p>Inservice Training-online \$0</p>	<p>For 2014-15 we had an on-site inservice training offered by the Department of Social Services. For 2015-16 we used the training online through the CDE. All employees met the mandate.</p>	<p>Mandated Reporter Training Online- No cost \$0</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>5.7 Employ a full-time custodian/grounds-keeper</p>	<p>Custodian 2000-2999: Classified Personnel Salaries LCFF \$36,229</p> <p>3000-3999: Employee Benefits LCFF \$13,293</p>	<p>The custodian is diligent in carrying out the FIT inspection repairs as well as maintaining a safe and appealing campus. Improved bathroom cleanliness has been established as a District concern (no formal complaints).</p>	<p>Custodian 2000-2999: Classified Personnel Salaries LCFF \$40,181</p> <p>Custodian Benefits 3000-3999: Employee Benefits LCFF \$13,953</p>				
<table border="1"> <tr> <td data-bbox="86 634 235 711">Scope of Service</td> <td data-bbox="235 634 562 711">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td data-bbox="1031 634 1180 711">Scope of Service</td> <td data-bbox="1180 634 1520 711">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Student behavior in maintaining clean bathrooms has been an issue. A motivational program for students has been re-initiated and will continue into the 2016-17 school year. Student Surveys just disclosed that they feel safe in the classrooms and less safe on the playground. This will receive major attention in 2016-17. Additional custodian/grounds keeping services are being considered.</p>						

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

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

Original GOAL 6 from prior year LCAP:	Goal 6: Students will be engaged in their learning in order to be successful.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain attendance rate of 95% or higher Decrease previous year's number of tardies to < 3% Decrease percentage of students with 3 or more tardies to <5% Reduce percentage of truant students to < 5%	Actual Annual Measurable Outcomes: Attendance rate goal met: 95% Decrease in tardies not met: Inadequate/inaccurate LCAP data reported due to untimely staff resignation Decrease in percentage of students with 3 or more tardies: Inadequate/inaccurate LCAP data reported due to untimely staff resignation Reduction in percentage of truancies not met: Inadequate/inaccurate LCAP data reported due to untimely staff resignation (57% of the student body is considered "truant" by CDE definition)	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 Attendance data will be reported at each Trimester	No cost \$0	The loss of the office secretary mid-spring had a huge impact on our small school. An interim secretary was hired, but a review of the attendance shows a marked increase in uncleared absence and tardies for the end of the year.	No cost \$0
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.2 Students with poor attendance will be issued attendance letters and possible referrals to SARB	No cost \$0	Attendance letters and contact from the Superintendent/Principal is not enough. We have identified a real problem with the LCAP reporting of attendance and "truancy" as defined by the CDE.	No cost \$0
Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6.3 District will increase community awareness of problem of excessive tardies	No cost \$0	This will be a major campaign in 2016-17. Ensuring that the Spanish-speaking community knows how to clear absences and tardies will be a component of our bilingual outreach	No cost \$0
Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to an unexpected office staff resignation this spring, many administrative office tasks were covered by an interim person and the Superintendent/Principal. When reviewing attendance data it was discovered that the previous employee did not report accurate LCAP attendance "truancy" data last year in keeping with the CDE definition. Additionally, it appears that our Spanish-speaking families did not clear absence and tardies on a routine basis. Ensuring that the Spanish-speaking community knows how to clear absences and tardies will be a component of our bilingual outreach. Addressing attendance with our families and improved attendance record keeping by our new employee will be a major campaign in 2016-17. Accurate baseline data to establish the rate of chronic absenteeism will be established in the 2016-17 school year.		

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>\$67,031</u>
<p>The percentage of students projected in the unduplicated count for 2016-17 is 56 students, or 32.37%. Supplemental funds will be used to budget a .14 FTE credentialed EL Resource certificated teacher with additional staff time for administering the CELDT. All 8 classrooms will receive EL Resource support; EL students will receive an average of 7% additional small group or 1:1 teacher/pupil time above what other students receive for improved quality of services. Low-income students will receive extra service through instructional assistant support and Early Literacy Intervention resulting in 7% additional small group or 1:1 teacher/pupil time above what other students receive for improved quality of services. The use of an EL Resource teacher to support General Education teachers and instructional assistants to provided extra support for our EL and low-income students has proven to be an effective way to supplement their education and to address individual needs, as demonstrated by reclassifying 5/32=16% EL students in 2015-16.</p>	

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

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

5.44	%
<p>Our Supplemental funding was spent entirely on our unduplicated students. The funds were used to pay the salary for our credentialed EL Resource Teacher to provide support services to our EL population. Due to our increase in EL population, additional CELDT testing time was needed. Increased bilingual translation was also necessary. The needs of our low-income students who are not EL are addressed through extra support provided by instructional assistants available to students performing below grade level district benchmarks. The District does not currently have any foster children, nor do we anticipate any in the upcoming year. Our supplemental services are exceeding the MPP (Minimum Proportionality Percentage) of 5.44%.</p>	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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