

Introduction:

LEA: Wilmar Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Eric Hoppes, Superintendent, ehoppes@wilmarusd.org, (707) 765-4340 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
September 15, 2015 School Board meeting.	Receive LCAP approval letter from SCOE for 2014-15. Discussed the process for the coming year with the Board of Education.
October 14, 2015 School Site Council Meeting.	Local Control Funding Formula/Local Control Accountability Plan: We reviewed the plan for 2015-16. Discussed and agreed that School Site Council (SSC) would serve as the Parent Advisory Committee and that SSC would be integral in developing goals for the LCAP. Title One student identification and service:

December 9, 2015 School Site Council Meeting.

December 10, 2015 School Board meeting.

January 13, 2016 School Site Council meeting.

January 14, 2016 School Board meeting.

February 10, 2016 School Site Council Meeting.

February 18, 2016 Students in grades 4, 5, and 6 completed LCAP survey.

February 26, 2016 Parent Survey Social.

February 29, 2016 Held a special ELAC.

March 1, 2016 Closed Parent LCAP Survey on Survey Monkey.

March 9, 2016 School Site Council Meeting.

March 28, 2016 Student completed the Wilson School Healthy Kid survey.

March 31, 2016 LCAP training at SCOE.

Because we have not had a State test lately, we have decided as a school to identify students based on their performance in relation to the Common Core Standards in class as decided by the teacher assessments.

Discussed last year's survey. Last years LCAP parent survey event brought in a few parents. We will look for others ways to get more parent participation for next springs LCAP parent survey. LCAP Annual Update information.

Principal reported on the School Site Council's progress on the LCAP and Annual Update.

Reviewed last year's LCAP survey and looked at a similar survey given to the students/parents at Berkeley Unified School District. Goal is to solidify survey in February. Beth Molinari will work on formatting it. The aim to have it completed and ready in March. LCAP with budget must be completed by June 30, 2016. Aim to have goals finished in April or early May. Working on LCAP parent survey event possibly in March.

School Site Council is working on the LCAP and the Single School District Plan. The next step is to get our LCAP survey out to families. The information from it will help us proceed.

Reviewed and finalized LCAP parent survey. Beth Molinari has started working on student survey. Teachers will review the student survey to finalize. Paper copies of LCAP parent survey to go out next week in student folders as well as Parent Express. Extra copies can be found in school office with Colleen.

Gathered data from students from the LCAP survey.

Held an LCAP Parent Survey social gathering for on February 26 from 8-9am. Childcare for parents who want to participate will be available.

ELAC parents came to complete the LCAP survey in Spanish with support from our EL Bilingual Aide.

Beth Molinari closed the Survey Monkey online and added all paper copies to the online for compilation.

Reviewed the LCAP parent and student survey results. Discussed some of the questions and the answers for the LCAP survey. Eric asked us to review both surveys and e-mail him any topics we found need to be addressed. Worked on LCAP and Annual update goals.

Gathered data from students about school climate.

Business Manager and Principal attended training at SCOE to improve understanding of the process.

April 13, 2016 School Site Council Meeting.

April 13, 2016 School Site Council Meeting.

April 14, 2016 School Board meeting.

April 29, 2016 Faculty meeting. Our Faculty is our Bargaining unit. This discussion was meant to include the faculty/bargaining unit members in discussion about most important expenditures for the UPC kids and general school supports for kids.

May 4, 2016 School Site Council Meeting.

June 16, 2016 School Board Meeting.

June 17, 2016 School Board Meeting.

Annual Update-We did not approve. The involvement process needs to be revised. Please read on own and email Eric Hoppes feedback. We plan to approve in May.

Approve LCAP- We did not approve. The involvement process needs to be revised. Please read on own and email Eric Hoppes feedback. We plan to approve in May.

Board approves June 16, 2016 as a Public Hearing date and June 17, 2016 as an adoption date for the District LCAP and Budget for 2016-17.

Teachers reviewed LCAP parent and student survey results. The group made suggestions for school wide change. Then the group reviewed the School Site Council's LCAP and Annual Update and made revisions for Site Council to review.

Approve LCAP and Annual Update.

In this meeting the LCAP and Budget will be open for Public review and comment.

School Board approved the LCAP and Budget for 2016-17.

Annual Update:

October 14, 2015 School Site Council Meeting. This group is made up of three teachers, five parents, a classified staff member and the principal. This make up allows for parent input and staff input on the process of reviewing data, comparing to past LCAP and then the creation of the new LCAP and Annual Update.

November 4, 2015 Faculty Meeting. Our Faculty is our Bargaining unit. This discussion was meant to include the faculty/bargaining unit members in discussion about most important expenditures for the UPC kids and general school supports for kids.

December 10. 2015 School Board Meeting.

February 29, 2016 Held a special ELAC.

Annual Update:

Local Control Funding Formula/Local Control Accountability Plan: We reviewed the plan for 2015-16. Discussed and agreed that School Site Council (SSC) would serve as the Parent Advisory Committee and that SSC would be integral in developing the Annual Update and the goals for the LCAP. Title One student identification and service: Because we have not had a State test lately, we have decided as a school to identify students based on their performance in relation to the Common Core Standards in class as decided by the teacher assessments.

Faculty discussed the intervention programs and reading specialist position we are currently using. From this discussion it was clear that continuing these programs is important to our demographic.

Principal reported on the School Site Council's progress on the LCAP and Annual Update.

At this meeting ELAC parents were assisted in doing the LCAP survey. This information helped determine the level to which we are serving this group of students/families.

March 28, 2016 Student completed the Wilson School Healthy Kid survey.

Gathered data from students about school climate to use in completing Annual Update.

March 31, 2016 LCAP training at SCOE.

Business Manager and Principal attended training at SCOE to improve understanding of the process.

April 13, 2016 School Site Council Meeting.

Reviewed, but did not approve the Annual Update. Continued to work on goals based on the various surveys and teachers input. The involvement process needs to be revised to increase the number of responses from surveys. Council members will read on own and email Eric Hoppes feedback. He will update the goals to be prepared for approval in May.

May 4, 2016 School Site Council Meeting.

We reviewed the changes from the previous meeting and approved the LCAP and Annual Update.

May 12, 2016 School Board Meeting.

The Superintendent led a review of the LCAP and Annual Update as provide by the School Site Council. Superintendent will send to SCOE as a draft for input and then bring to the June meeting for Public Hearing.

June 16, 2016 School Board Meeting.

In this meeting the Annual Update, LCAP and Budget will be open for Public review and comment.

June 17, 2016 School Board Meeting.

School Board approved the Annual Update, LCAP and Budget for 2016-17.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students will be educated in learning environments that are clean, safe, drug-free, and conducive to learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 4 5 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local : Specify
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Identified Need : Students need to feel safe and secure in their school. Metric: Suspension rate: 0%of students were suspended during the 2015-16 school year. 24% of students reported that bullying was a significant problem. And 92% of students reported feeling safe on the playground. Facilities are exemplary based on the FIT.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Continue low rate of suspension of 0%. Continue low rate of expulsion of 0%. Reduce the number of students feeling unsafe by 10%. No areas out of compliance on the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete routine maintenance and repairs.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Source(s): 01-0000-4xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-8150-objects 2xxx-6xxx \$80,090
Continue to provide ongoing professional development and purchase materials for Tool Box social skills program. Provide training for Yard Coaches. Look at recess programs such as; Renaissance Recess.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Source(s): 01-0000-5xxx 01-6264-5xxx - funds carried over from 2015-16 \$1,500

Complete any unfinished modernization projects.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GO Bond Series Fund 21 - remaining funds carried from 2015-16 \$130,000
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Continue low rate of suspension of 0%. Continue low rate of expulsion of 0%. Reduce the number of students feeling unsafe by 5%. No areas out of compliance on the FIT
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete routine maintenance and repairs.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Source(s): 01-0000-4xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-8150-objects 2xxx-6xxx \$81,091
Continue to provide ongoing professional development and purchase materials for Tool Box social skills program. Provide training for Yard Coaches. Look at recess programs such as; Renaissance Recess. Look for funding for Recess Liaison.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Source(s): 01-0000-5xxx \$1,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Continue low rate of suspension of 0%. Continue low rate of expulsion of 0%. Reduce the number of students feeling unsafe by 5%. No areas out of compliance on the FIT
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete routine maintenance and repairs.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Source(s): 01-0000-4xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-8150-objects 2xxx-6xxx \$81,564
Continue to provide ongoing professional development and purchase materials for Tool Box social skills program. Provide training for Yard Coaches. Look at recess programs such as; Renaissance Recess.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Source(s): 01-0000-5xxx \$1,500

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

GOAL 2:	Students will be engaged in their education.	Related State and/or Local Priorities: 1 2 3 4 5 <u>X</u> 6 7 <u>X</u> 8 <u>X</u> COE only: 9 10 Local : Specify
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Identified Need : Students need to be engaged in their education in order to access instructions and curriculum. Metric: School attendance rates: ADA 95.06%. Truancy rate: 20.8%. Extracurricular and Resource Access: 100% of students have access to PE, library, computers, art, garden and music. Extracurricular enrollment: sports are available to all students in grades 4-6. 26 students joined running club. 24 students are in the leadership club. At this time we are looking for a band teacher for grades 4-6. Drop out rates for Middle school, High School and High school graduation rates do not apply as we are a TK-6 school and district.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: ADA will improve for all students, including unduplicated students and students with exceptional needs, from 95.06% to 96%. Truancy rate will decrease for all students, including unduplicated students and students with exceptional needs, from 20.8% to 15%. 100% of students, including unduplicated students and students with exceptional needs, will continue to have access to PE, Library, computers, art, garden and music. We will look for a band teacher. Maintain Healthy Fitness Zone of 100% of students meet at least 3 HFZ requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will inform parents of the definition of truancy, use truancy letters and the SART process to improve truancy rate.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0000-1xxx supt \$250
District will look for ways to expand co-curricular and extra-curricular activities to more students.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Funding Source(s): 01-0000-1xxx,3xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-0621 -4xxx,5xxx-run \$57,290

		_ Other Subgroups: (Specify)	
Students will be encouraged with rewards for positive attendance.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0000 .4xxx \$375

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	ADA will improve for all students, including unduplicated students and students with exceptional needs, from 96% to 96.25%. Truancy rate will decrease for all students, including unduplicated students and students with exceptional needs, from 15% to 12%. 100% of students, including unduplicated students and students with exceptional needs, will continue to have access to PE, Library, computers, art, garden and music. We will look for a band teacher. Maintain Healthy Fitness Zone of 100% of students meet at least 3 HFZ requirements.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will inform parents of the definition of truancy, use truancy letters and the SART process to improve truancy rate.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0000-1xxx supt \$250
District will look for ways to expand co-curricular and extra-curricular activities to more students.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0000-1xxx,3xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-0621 -4xxx,5xxx-run \$57,828

<p>Students will be encouraged with rewards for positive attendance.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0000 .4xxx \$375</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>ADA will improve for all students, including unduplicated students and students with exceptional needs, from 96.25% to 96.5%. Truancy rate will decrease for all students, including unduplicated students and students with exceptional needs, from 12% to 10%. 100% of students, including unduplicated students and students with exceptional needs, will continue to have access to PE, Library, computers, art, garden and music. We will look for a band teacher. Maintain Healthy Fitness Zone of 100% of students meet at least 3 HFZ requirements.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>District will inform parents of the definition of truancy, use truancy letters and the SART process to improve truancy rate.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0000-1xxx supt \$250</p>
<p>District will look for ways to expand co-curricular and extra-curricular activities to more students.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0000-1xxx,3xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-0621 -4xxx,5xxx-run \$58,380</p>
<p>Students will be encouraged with rewards for positive attendance.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Funding Source(s): 01-0000 .4xxx \$375</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Students will become proficient in grade level standards.	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
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Identified Need : Students need to be proficient in grade level standards. Metric: Teacher Misassignment: All teachers are Highly Qualified teachers. Standards-aligned materials: All teachers have CCSS aligned materials for Math and ELA. CCSS Implementation: All teachers are implementing CCSS in Math and ELA. Teachers will begin implementing NGSS in 2016-17. Standardized tests: 59% of All students met or exceeded standards on the CAASPP in ELA; 37.5% of EL students met or exceeded standards in ELA; 41% of SED students met or exceeded standards in ELA; 10% of SWD students met or exceeded standards in ELA. 50% of EL students will score Early Advanced and Advanced on CELDT (2014-15).

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 65% of students will score proficient on grade level standards on the CAASPP in ELA. 50% of EL students will score proficient on grade level standards on the CAASPP in ELA. 50% of SED students will score proficient on grade level standards. 30% of SWD students will score proficient on grade level standards. 55% of EL students will score Early Advanced and Advanced on CELDT. Reclassification rate for students will be 20%. 100% of teachers will continue to implement Math and ELA CCSS and ELD standards. Maintain 100% sufficient CCSS aligned materials for Math and ELA. All teachers are Highly Qualified Teachers and appropriately assigned. Maintain 100% of teachers implementing Math and ELA CCSS and ELD standards. API, CSU and UC or career technical educations course completion, Advanced Placement exams and participation in EAP are not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ELD Coordinator to align ELD instruction to classroom instruction based on CCSS.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005 4xxx 01-4201 4xxx 01-4203-1xxx,3xxx 01-0005-1xxx,3xxx \$4,484
District will ensure all teachers are Highly Qualified.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Funding Source(s): 01-0000-1xxx,3xxx 01-3010-1xxx,3xxx

	ol-wide)	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	01-4035-1xxx,3xxx 01-6500-1xxx,3xxx 01-1400-1xxx,3xxx 01-0005-1xxx,3xxx 01-4203-1xxx,3xxx \$1,096,917
For English learners and for redesignated fluent English proficient pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$1,415
For English learners and for redesignated fluent English proficient pupils: Provide Homework help after school	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$900
For English learners and for redesignated fluent English proficient pupils: Provide pullout instructional interventions during school hours.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$3,683
For English learners and for redesignated fluent English proficient pupils: Summer school	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Funding Source(s): 01-0005-1xxx,3xxx \$2185

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide additional instructional aide support in classrooms for small group/individual intervention.	Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$10,135
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide intervention support in the form of a part-time Reading Specialist.	Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$12,178
For low income pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$3,637
For low income pupils: Provide NSLP meals.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 13-5310-4xxx \$2,790

<p>The School Board will designate funds for technology enhancement/ replacement adding \$14,500 annually which will continue to build a balance for replacement. The School Board will commit funds to adopt new CCSS aligned curriculum by setting aside \$13,500 annually which will accumulate each year through 2022-23.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annually\Committed Funding Source(s): 01-0000-EFB \$84,000</p>
<p>The District will provide Instructional assistants to assist students with disabilities. (IDEA funds)</p>	<p>Other (LEA-wide/School-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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disability</p>	<p>Funding Source(s): 01-3310-2xxx,3xxx \$40,510</p>
<p>Provide .20 FTE intervention teacher (K teacher)</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-3010-1xxx,3xxx \$17,103</p>
<p>The District will provide interventions services for students with disabilities. (special ed teacher)</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disability</p>	<p>Funding Source(s): 01-6500-1xxx,3xxx \$84,835</p>
<p>Teachers will receive professional development in CCSS. (Teacher on special assignment 1 day per week.)</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0000-1xxx,3xxx</p>

	ol-wide)	<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)	\$5,809
For English learners and for redesignated fluent English proficient pupils: English Learner Aide will be provided with professional development.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-5xxx \$200

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	70% of students will score proficient on grade level standards on the CAASPP in ELA. 55% of EL students will score proficient on grade level standards on the CAASPP in ELA. 55% of SED students will score proficient on grade level standards. 40% of SWD students will score proficient on grade level standards. 60% of EL students will score Early Advanced and Advanced on CELDT. Reclassification rate for students will be 20%. 100% of teachers will continue to implement Math and ELA CCSS and ELD standards. Maintain 100% sufficient CCSS aligned materials for Math and ELA. All teachers are Highly Qualified Teachers and appropriately assigned. Maintain 100% of teachers implementing Math and ELA CCSS and ELD standards. API, CSU and UC or career technical educations course completion, Advanced Placement exams and participation in EAP are not applicable.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ELD Coordinator to align ELD instruction to classroom instruction based on CCSS.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005 4xxx 01-4203-1xxx,3xxx 01-0005-1xxx,3xxx \$4,530
District will ensure all teachers are Highly Qualified.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Funding Source(s): 01-0000-1xxx,3xxx 01-3010-1xxx,3xxx

	ol-wide)	_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	01-4035-1xxx,3xxx 01-6500-1xxx,3xxx 01-1400-1xxx,3xxx 01-0005-1xxx,3xxx 01-4203-1xxx,3xxx \$1,144,655
For English learners and for redesignated fluent English proficient pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$1,222
For English learners and for redesignated fluent English proficient pupils: Provide Homework help after school	Other (LEA-wide/School-wide)	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$920
For English learners and for redesignated fluent English proficient pupils: Provide pullout instructional interventions during school hours.	Other (LEA-wide/School-wide)	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$3,758
For English learners and for redesignated fluent English proficient pupils: Summer school	Other (LEA-wide/School-wide)	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Funding Source(s): 01-0005-1xxx,3xxx \$2,220

		English proficient _ Other Subgroups: (Specify)	
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide additional instructional aide support in classrooms for small group/individual intervention.	Other (LEA-wide/School-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 _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$10,462
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide intervention support in the form of a part-time Reading Specialist.	Other (LEA-wide/School-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 _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$12,372
For low income pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$3,144
For low income pupils: Provide NSLP meals.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 13-5310-4xxx \$2,790

<p>For low income pupils: Provide pullout instructional interventions during school hours.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$9,663</p>
<p>For low-income pupils: Provide Homework help after school.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$2,366</p>
<p>For English learners and for redesignated fluent English proficient and for low income pupils: Provide two .20 FTE Intervention Teachers.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$33,388</p>
<p>For low-income pupils: Summer School</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$5,710</p>
<p>The School Board will designate \$14,500 each year to</p>	<p>Other (</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Annually Committed Funding Source(s):</p>

<p>accumulate for technology enhancement/replacement. The School Board will commit \$13,500 annually to accumulate through 2022-23 in order to purchase new CCSS aligned curriculum.</p>	<p>LEA-wide/School-wide)</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>01-0000-EFB \$112,000</p>
<p>The District will provide Instructional assistants to assist students with disabilities. (IDEA funds)</p>	<p>Other (LEA-wide/School-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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disability</u></p>	<p>Funding 01-3310-2xxx,3xxx \$41,241</p>
<p>Provide .20 FTE intervention teacher (K teacher)</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disability</u></p>	<p>Funding Source(s): 01-3010-1xxx,3xxx \$17,523</p>
<p>The District will provide interventions services for students with disabilities. (Special ed teacher)</p>	<p>Other (LEA-wide/School-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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disability</u></p>	<p>Funding Source(s): 01-6500-1xxx,3xxx \$87,837</p>
<p>Teachers will receive professional development in CCSS. (Teacher on special assignment 1 day per week.)</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,900
For English learners and for redesignated fluent English proficient pupils: English Learner Aide will be provided with professional development.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-5xxx \$200

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 75% of students will score proficient on grade level standards on the CAASPP in ELA. 60% of EL students will score proficient on grade level standards on the CAASPP in ELA. 60% of SED students will score proficient on grade level standards. 50% of SWD students will score proficient on grade level standards. 65% of EL students will score Early Advanced and Advanced on CELDT. Reclassification rate for students will be 20%. 100% of teachers will continue to implement Math and ELA CCSS and ELD standards. Maintain 100% sufficient CCSS aligned materials for Math and ELA. All teachers are Highly Qualified Teachers and appropriately assigned. Maintain 100% of teachers implementing Math and ELA CCSS and ELD standards. API, CSU and UC or career technical educations course completion, Advanced Placement exams and participation in EAP are not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ELD Coordinator to align ELD instruction to classroom instruction based on CCSS.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005 4xxx 01-4203-1xxx,3xxx 01-0005-1xxx,3xxx \$4,576
District will ensure all teachers are Highly Qualified.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Funding Source(s): 01-0000-1xxx,3xxx 01-3010-1xxx,3xxx 01-4035-1xxx,3xxx 01-6500-1xxx,3xxx

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	01-1400-1xxx,3xxx 01-0005-1xxx,3xxx 01-4203-1xxx,3xxx \$1,084,286
For English learners and for redesignated fluent English proficient pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$1,242
For English learners and for redesignated fluent English proficient pupils: Provide Homework help after school	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$932
For English learners and for redesignated fluent English proficient pupils: Provide pullout instructional interventions during school hours.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$3,873
For English learners and for redesignated fluent English proficient pupils: Summer school	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Funding Source(s): 01-0005-1xxx,3xxx \$2,255

		_ Other Subgroups: (Specify)	
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide additional instructional aide support in classrooms for small group/individual intervention.	Other (LEA-wide/School-wide)	_ 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 _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-2xxx,3xxx \$10,758
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide intervention support in the form of a part-time Reading Specialist.	Other (LEA-wide/School-wide)	_ 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 _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$12,566
For low income pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-1xxx,3xxx \$3,193
For low income pupils: Provide NSLP meals.	Other (LEA-wide/School-wide)	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 13-5310-4xxx \$2,790

<p>For low income pupils: Provide pullout instructional interventions during school hours.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$9,958</p>
<p>For low-income pupils: Provide Homework help after school.</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$2,396</p>
<p>For English learners and for redesignated fluent English proficient and for low income pupils: Provide two .20 FTE Intervention Teachers</p>	<p>Other (LEA-wide/School-wide)</p>	<p><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 type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$33,914</p>
<p>For low-income pupils: Summer School</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$5,799</p>
<p>The School Board will designate \$14,500 each year to accumulate for technology enhancement/replacement. The School Board will commit \$13,500 annually to</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Annually Committed Funding Source(s): 01-0000-EFB</p>

<p>accumulate through 2022-23 in order to purchase new CCSS aligned curriculum.</p>	<p>ol-wide)</p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$140,000</p>
<p>The District will provide Instructional assistants to assist students with disabilities. (IDEA funds)</p>	<p>Other (LEA-wide/School-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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disability</p>	<p>Funding Source(s): 01-3310-2xxx,3xxx \$42,927</p>
<p>Provide .20 FTE intervention teacher (K teacher)</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disability</p>	<p>Funding Source(s): 01-3010-1xxx,3xxx \$17,842</p>
<p>The District will provide interventions services for students with disabilities. (Special ed teacher)</p>	<p>Other (LEA-wide/School-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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disability</p>	<p>Funding Source(s): 01-6500-1xxx,3xxx \$90,894</p>
<p>Teachers will receive professional development in CCSS. (Teacher on special assignment 1 day per week.)</p>	<p>Other (LEA-wide/School-wide)</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Funding Source(s): 01-0000-1xxx,3xxx \$5,993</p>

		English proficient _ Other Subgroups: (Specify)	
For English learners and for redesignated fluent English proficient pupils: English Learner Aide will be provided with professional development.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Funding Source(s): 01-0005-5xxx \$200

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

GOAL 4:	The District will work with PTA, ELAC and other parent groups to encourage participation in school activities.	Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 6 7 8 COE only: 9 10 Local : Specify
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Identified Need : Parents need to be involved in their students' education. Only 39 parents provided feedback on the LCAP school survey. Over 50% of parents reported either not understanding or not being aware of the new CCSS.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Parent Advisory Committee and District will work to increase the parent responses, including the responses of the parents of unduplicated students and students with exceptional needs, to the LCAP school survey by 20%. Administration and teachers will work to increase the understanding of parents, including the responses of the parents of unduplicated students and students with exceptional needs, regarding CCSS by 20%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCSS information will be linked to the school webpage.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0000-5xxx \$360
Parents will be more informed as reported on the LCAP survey results.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0000-5xxx \$100

Provide translations for meetings and some publications.	Other (LEA-wide/School-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)	Funding Source(s): 01-0005-1xxx,3xxx \$872
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Parent Advisory Committee and District will work to increase the parent responses, including the responses of the parents of unduplicated students and students with exceptional needs, to the LCAP school survey by 20%. Administration and teachers will work to increase the understanding of parents, including the responses of the parents of unduplicated students and students with exceptional needs, regarding CCSS by 10%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCSS information will be linked to the school webpage.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0000-5xxx \$360
Parents will be more informed as reported on the LCAP survey results.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0000-5xxx \$100
Provide translations for meetings and some publications.	Other (LEA-wide/School-wide)	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Funding Source(s): 01-0005-1xxx,3xxx \$872

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Parent Advisory Committee and District will work to increase the parent responses, including the responses of the parents of unduplicated students and students with exceptional needs, to the LCAP school survey by 20%. Administration and teachers will work to increase the understanding of parents, including the responses of the parents of unduplicated students and students with exceptional needs, regarding CCSS by 10%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCSS information will be linked to the school webpage.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0000-5xxx \$360
Parents will be more informed as reported on the LCAP survey results.	Other (LEA-wide/School-wide)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding Source(s): 01-0000-5xxx \$100
Provide translations for meetings and some publications.	Other (LEA-wide/School-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:	Funding Source(s): 01-0005-1xxx,3xxx \$872

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

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:	All students will be educated in learning environments that are clean, safe, drug-free, and conducive to learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Continue low rate of suspension of 0%. Continue low rate of expulsion of 0%. Reduce the number of students feeling unsafe by 15%. No areas out of compliance on the FIT.	Actual Annual Measurable Outcomes: We continue to have zero suspensions and zero expulsions. 24% of students report bullying as a significant problem. However 92% report they feel very safe at school. No area out of compliance on FIT.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Complete routine maintenance and repairs.	Funding Source(s): 01-0000-4xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-8150-objects 2xxx-6xxx \$70,243	Routine maintenance and repairs are completed in a timely manner. District expended some additional dollars into facility repairs and maintenance projects to include field improvements, building painting, blacktop painting, and some unexpected facility repairs.	Funding Source(s): 01-0000-4xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-8150-objects 2xxx-6xxx \$75,343
Scope of Service	Other (LEA-wide/School-wide)	Scope of Service	Other (LEA-wide/School-wide)
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Fully implement Tool Box social skills	Funding Source(s):	All staff have been trained in Tool Box.	Funding Source(s):

<p>program by training all teachers and classified staff.</p>	<p>01-0000-4xxx 01-0000-5xxx</p> <hr/> <p>1,500</p>	<p>Teachers are implementing Tool Box regularly in the classroom, playground and at assemblies. District received \$1,200 in grants to implement the tool box training and provide a BMX show from an outside group that educates on anti-bullying.</p>	<p>01-0000-4xxx 01-0000-5xxx</p> <hr/> <p>\$1,400</p>				
<table border="1"> <tr> <td data-bbox="100 350 237 423">Scope of Service</td> <td data-bbox="247 350 562 423">Other (LEA-wide/School-wide)</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Other (LEA-wide/School-wide)		<table border="1"> <tr> <td data-bbox="1035 350 1171 423">Scope of Service</td> <td data-bbox="1182 350 1507 423">Other (LEA-wide/School-wide)</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Other (LEA-wide/School-wide)	
Scope of Service	Other (LEA-wide/School-wide)						
Scope of Service	Other (LEA-wide/School-wide)						
<p>Phase One of modernization took place in the summer of 2014 and Phase Two will take place in the summer of 2015 to address facility issues.</p>	<p>Est. Cost: \$2,000,000 Funding Source(s): GO Bond B: Fund 21</p> <hr/> <p>\$2,000,000</p>	<p>Phase one and two Series A and Series B General Obligation bonds have been completed. District is still holding approximately \$130,000 which will be used in conjunction with Prop 39 Clean Energy funding. District is looking to do a solar project and lighting replacements with the Prop 39 funds and bond funds. After the projects are completed, District will expend any remaining bond funds per the voter approved facility projects in fiscal year 2016-17.</p>	<p>Funding Source(s): GO Bond B: Fund 21</p> <hr/> <p>\$1,870,000</p>				
<table border="1"> <tr> <td data-bbox="100 1146 237 1219">Scope of Service</td> <td data-bbox="247 1146 562 1219">Other (LEA-wide/School-wide)</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Other (LEA-wide/School-wide)		<table border="1"> <tr> <td data-bbox="1035 1146 1171 1219">Scope of Service</td> <td data-bbox="1182 1146 1507 1219">Other (LEA-wide/School-wide)</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Other (LEA-wide/School-wide)	
Scope of Service	Other (LEA-wide/School-wide)						
Scope of Service	Other (LEA-wide/School-wide)						

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to implement Tool Box social skills program. Improve supervision on playground through professional development for yard coaches.		

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:	Students will be engaged in their education.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	ADA will improve for all students, including unduplicated students and students with exceptional needs, by .25%. Truancy rate will decrease for all students, including unduplicated students and students with exceptional needs, by 2%. 100% of students, including unduplicated students and students with exceptional needs, will continue to have access to PE, Library, computers, art, garden, music and band. Maintain Healthy Fitness Zone of 100% of students meet at least 3 HFZ requirements.	Actual Annual Measurable Outcomes: ADA is down .04% for the year. Truancy rate is 20.8%. 100% of students, including unduplicated students and students with exceptional needs, continue to have access to PE, Library, computers, art, garden, and music, but we do not have band this year. Maintain Healthy Fitness Zone of 100% of students meet at least 3 HFZ requirements.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District will inform parents of the definition of truancy, use truancy letters and the SART process to improve truancy rate.	Est. Cost: \$450 Funding Source(s): 01-0000-1xxx supt \$450	Parents have been informed of the definition of truancy. More letters to parents regarding truancy have been mailed this year. Portion of the Superintendent and Administrative staff's time were used to identify, write and send truancy letters.	Funding Source(s): 01-0000-1xxx supt \$450
Scope of Service	Other (LEA-wide/School-wide)	Scope of Service	Other (LEA-wide/School-wide)
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
District will look for ways to expand co-curricular and extra-curricular activities to more students.	Est. Cost: \$49,000 Funding Source(s): 01-0000-1xxx,3xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-0621 -4xxx,5xxx-run \$49,000	4th grade students have been included in sports teams this year. District has continued to support co-curricular and extra-curricular activities through a GATE (gifted and talented education) program, after school running club, vocal music program, physical education program, improving and expanding our library program, provide funding for field trips that enrich student education, and provide after school sports that involve playing against other surrounding small district teams.	Funding Source(s): 01-0000-1xxx,3xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-0621 -4xxx,5xxx-run 61,954
Scope of Service Other (LEA-wide/School-wide) <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service Other (LEA-wide/School-wide) <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students will be encouraged with rewards for positive attendance.	Funding Source(s): 01-0000-4xxx \$375	This will be addressed as part of end of year activities. Also small incentive rewards and student recognition have been presented at school wide assemblies. Awards and recognition for attendance are handled at our school assemblies.	Funding Source(s): 01-0000-4xxx \$375
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		Scope of Service Other (LEA-wide/School-wide) <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We did not meet our ADA goal because of an unusual illness pattern. Truancy rate increased. Next year a renewed effort will be made to address truancy school wide at parent meetings and pointed communications with parents of truant children. Attendance will be reviewed monthly. Positive rewards will be given at school assemblies and truancy letters will go home monthly. Extra-curricular sports programs were offered to 4th grade students this year. Band is not offered because we cannot find a part-time band teacher.		

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:	Students will become proficient in grade level standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	75% of students will score proficient on grade level standards. 68% of EL students will score proficient on grade level standards. 70% of SED students will score proficient on grade level standards. 65% of SWD students will score proficient on grade level standards. 70% of EL students will score Early Advanced and Advanced on CELDT. Reclassification rate for students will be 20%. 100% of teachers will continue to implement Math and ELA CCSS and ELD standards. Maintain 100% sufficient CCSS aligned materials for Math and ELA. All teachers are Highly Qualified Teachers and appropriately assigned. Maintain 100% of teachers implementing Math and ELA CCSS and ELD standards.	Actual Annual Measurable Outcomes:	59 % of students scored proficient on grade level standards on the CAASPP. 25% of EL students scored proficient on grade level standards. 41% of SED students scored proficient on grade level standards. 10% of SWD students scored proficient on grade level standards. 50% of EL students will score Early Advanced and Advanced on CELDT. Reclassification rate for students be 20%. 100% of teachers continue to implement Math and ELA CCSS and ELD standards. Maintain 100% sufficient CCSS aligned materials for Math and ELA. All teachers are Highly Qualified Teachers and appropriately assigned. Maintain 100% of teachers implementing Math and ELA CCSS and ELD standards.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Align ELD instruction to classroom instruction based on CCSS.	Funding Source(s): 01-0005 4xxx 01-4201 4xxx \$601	We continue to do this. Additional computerized learning programs, chrome books and ELL handbooks were purchased to further support ELD instruction.	Funding Source(s): 01-0005 4xxx 01-4201 4xxx \$6,447
Scope of Service	Other (LEA-wide/School-wide)	Scope of Service	Other (LEA-wide/School-wide)
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input type="checkbox"/> 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 _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
District will insure all teachers are Highly Qualified.	Funding Source(s): 01-0000-1xxx,3xxx 01-3010-1xxx,3xxx 01-0004-1xxx,3xxx 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx 01-0005-1xxx,3xxx \$853,365	All teachers are Highly Qualified.	Funding Source(s): 01-0000-1xxx,3xxx 01-3010-1xxx,3xxx 01-0004-1xxx,3xxx 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx 01-0005-1xxx,3xxx \$938,303				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Other (LEA-wide/School-wide)</td> </tr> </table> ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Other (LEA-wide/School-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;">Other (LEA-wide/School-wide)</td> </tr> </table> ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Other (LEA-wide/School-wide)	
Scope of Service	Other (LEA-wide/School-wide)						
Scope of Service	Other (LEA-wide/School-wide)						
For English learners and for redesignated fluent English proficient pupils: Provide before and after school instructional interventions.	Funding Source(s): 01-0005-1xxx,3xxx \$1,186	Teachers/Staff provide before and after school instructional interventions. District extended this program during entire school year.	Funding Source(s): 01-0005-1xxx,3xxx \$4,235				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Other (LEA-wide/School-wide)</td> </tr> </table> ----- _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Other (LEA-wide/School-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;">Other (LEA-wide/School-wide)</td> </tr> </table> ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Other (LEA-wide/School-wide)	
Scope of Service	Other (LEA-wide/School-wide)						
Scope of Service	Other (LEA-wide/School-wide)						

<p>For English learners and for redesignated fluent English proficient pupils: Provide Homework help after school</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$737</p>	<p>Staff provide Homework help after school for EL students.</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$737.00</p>
<p>Scope of Service Other (LEA-wide/School-wide)</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input 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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners and for redesignated fluent English proficient pupils: Provide pullout instructional interventions during school hours.</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$4,291</p>	<p>We continue to offer pullout instructional interventions during school hours. With the ongoing after school homework program, the need for intervention aide time has been reduced for the ELL students.</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$3,405</p>
<p>Scope of Service Other (LEA-wide/School-wide)</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input 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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners and for redesignated fluent English proficient pupils: Summer school</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$2,104</p>	<p>Summer school was provided during 2015. And we plan to offer summer school in 2016.</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$1,232</p>
<p>Scope of Service Other (LEA-wide/School-wide)</p> <hr/>		<p>Scope of Service Other (LEA-wide/School-wide)</p> <hr/>	

<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><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners and for redesignated fluent English proficient and for low income pupils: District will provide additional instructional aide support in classrooms for small group/individual intervention.</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$9,045</p>	<p>District is providing additional instructional aide support in classrooms for small/group individual intervention. Bilingual Aide did not qualify for PERS, which reduced the employer retirement contribution cost. Extra time has been allocated to support communication with the ELL families and for translation of documents and meetings.</p>	<p>Funding Source(s): 01-0005-2xxx,3xxx \$8,950</p>
<p>Scope of Service Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners and for redesignated fluent English proficient and for low income pupils: District will provide intervention support in the form of a part-time Reading Specialist.</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$12,000</p>	<p>District is providing intervention support in the form of a part-time reading specialist.</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx 12,000.00</p>
<p>Scope of Service Other (LEA-wide/School-wide) ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service Other (LEA-wide/School-wide) ----- <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
For low income pupils: Provide before and after school instructional interventions.	Funding Source(s): 01-0005-1xxx,3xxx \$3049	District is providing before and after school instructional interventions during the entire school year.	Funding Source(s): 01-0005-1xxx,3xxx \$3,049				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Other (LEA-wide/School-wide)</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Other (LEA-wide/School-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;">Other (LEA-wide/School-wide)</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Other (LEA-wide/School-wide)	
Scope of Service	Other (LEA-wide/School-wide)						
Scope of Service	Other (LEA-wide/School-wide)						
For low income pupils: Provide NSLP meals.	Funding Source(s): 13-5310-4xxx \$2,790	NSLP meals are provided.	Funding Source(s): 13-5310-4xxx \$2,790				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Other (LEA-wide/School-wide)</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Other (LEA-wide/School-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;">Other (LEA-wide/School-wide)</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Other (LEA-wide/School-wide)	
Scope of Service	Other (LEA-wide/School-wide)						
Scope of Service	Other (LEA-wide/School-wide)						
For low income pupils: Provide pullout instructional interventions during school hours.	Funding Source(s): 01-0005-2xxx,3xxx \$11,035	District is providing pullout instructional interventions during school hours. With the ongoing after school homework program, the need for intervention aide	Funding Source(s): 01-0005-2xxx,3xxx 8,753				

		time has been reduced for the low income students.									
<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> <tr> <td colspan="2"> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Other (LEA-wide/School-wide)	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> <tr> <td colspan="2"> _ All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)		
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For low-income pupils: Provide Homework help after school.	Funding Source(s): 01-0005-2xxx,3xxx \$1,895	District is providing Homework help after school. After school homework help was extended for the entire school year. Attendance has been well attended.	Funding Source(s): 01-0005-2xxx,3xxx \$1,126								
<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> <tr> <td colspan="2"> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Other (LEA-wide/School-wide)	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> <tr> <td colspan="2"> _ All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	Other (LEA-wide/School-wide)										
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Scope of Service	Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)											
For English learners and for redesignated fluent English proficient and for low income pupils: Provide .30 FTE Intervention Teacher	Funding Source(s): 01-0005-1xxx,3xxx \$24,330	District is providing .3 FTE intervention teacher thru 11-27-15 and then a .20 FTE for the remaining of the school year. Reduced Intervention was necessary as more time was added to TK and Kindergarten students instructional day.	Funding Source(s): 01-0005-1xxx,3xxx \$16,750								
<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> <tr> <td colspan="2"> _ All ----- </td> </tr> </table>	Scope of Service	Other (LEA-wide/School-wide)	_ All -----			<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> <tr> <td colspan="2"> _ All ----- </td> </tr> </table>	Scope of Service	Other (LEA-wide/School-wide)	_ All -----		
Scope of Service	Other (LEA-wide/School-wide)										
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<p>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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low-income pupils: Summer School</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$5409</p>	<p>Summer school was provided during summer of 2015 and we plan to offer summer school again in 2016.</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$3,169</p>
<p>Scope of Service: Other (LEA-wide/School-wide) <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The School Board will designate funds for technology enhancement/replacement.</p>	<p>Annually Committed Funding Source(s): 01-0000-EFB \$14,500</p>	<p>The School Board has designated funds for technology enhancement/replacement annually thru fiscal year 2020-21.</p>	<p>Annually Committed Funding Source(s): 01-0000-EFB \$14,500</p>
<p>Scope of Service: Other (LEA-wide/School-wide) <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>The District will provide Instructional assistants to assist students with disabilities. (IDEA funds)</p>	<p>Funding Source(s): 01-6500-2xxx,3xxx 01-3310-2xxx,3xxx</p> <hr/> <p>\$38,189</p>	<p>The District provides Instructional assistants to assist students with disabilities. (IDEA funds)</p>	<p>Funding Source(s): 01-6500-2xxx,3xxx 01-3310-2xxx,3xxx</p> <hr/> <p>38,106</p>				
<table border="1"> <tr> <td data-bbox="100 313 241 394">Scope of Service</td> <td data-bbox="241 313 569 394">Other (LEA-wide/School-wide)</td> </tr> </table> <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) Students with Disability</p>	Scope of Service	Other (LEA-wide/School-wide)		<table border="1"> <tr> <td data-bbox="1031 313 1176 394">Scope of Service</td> <td data-bbox="1176 313 1514 394">Other (LEA-wide/School-wide)</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Other (LEA-wide/School-wide)	
Scope of Service	Other (LEA-wide/School-wide)						
Scope of Service	Other (LEA-wide/School-wide)						
<p>Provide .30 FTE intervention teacher (K teacher)</p>	<p>Funding Source(s): 01-3010-1xxx,3xxx</p> <hr/> <p>\$23,780</p>	<p>District is providing .30 FTE intervention teacher (K teacher) thru 11-17-15 and will reduce this to a .20 FTE intervention teacher effective 11-30-15. Additional intervention aide time was provided at a cost of \$7,890 upon the reduction of the intervention teacher.</p>	<p>Funding Source(s): 01-3010-1xxx,3xxx</p> <hr/> <p>\$24,358</p>				
<table border="1"> <tr> <td data-bbox="100 922 241 1003">Scope of Service</td> <td data-bbox="241 922 569 1003">Other (LEA-wide/School-wide)</td> </tr> </table> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Other (LEA-wide/School-wide)		<table border="1"> <tr> <td data-bbox="1031 922 1176 1003">Scope of Service</td> <td data-bbox="1176 922 1514 1003">Other (LEA-wide/School-wide)</td> </tr> </table> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Other (LEA-wide/School-wide)	
Scope of Service	Other (LEA-wide/School-wide)						
Scope of Service	Other (LEA-wide/School-wide)						
<p>The District will provide interventions services for students with disabilities. (SDC, RSP teachers and IA)</p>	<p>Funding Source(s): 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx 01-3310-2xxx,3xxx</p>	<p>The District is providing interventions services for students with disabilities. (SDC, RSP teachers and IA). Extra time has been added for both the RSP teacher and the IA.</p>	<p>Funding Source(s): 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx 01-3310-2xxx,3xxx</p>				

	\$122,569		\$136,892				
<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> </table>	Scope of Service	Other (LEA-wide/School-wide)		<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> </table>	Scope of Service	Other (LEA-wide/School-wide)	
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<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disability</u>		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
The School Board will designate funds to adopt new CCSS aligned curriculum.	Committed annual Funding Source(s): 01-0000 EFB \$13,500	The School Board has designated funds to adopt new CCSS aligned curriculum to be set aside annually through 2022-23.	Committed annual Funding Source(s): 01-0000 EFB \$13,500				
<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> </table>	Scope of Service	Other (LEA-wide/School-wide)		<table border="1"> <tr> <td>Scope of Service</td> <td>Other (LEA-wide/School-wide)</td> </tr> </table>	Scope of Service	Other (LEA-wide/School-wide)	
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<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input 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)					
For English learners and for redesignated fluent English proficient pupils: English Learner Aide will be provided with professional development. Teachers will receive professional development in CCSS. (Teacher on special assignment 1 day per week.)	Funding Source(s): 01-0005-5xxx \$500 Funding Source(s): 01-0000-1xxx,3xxx \$5,150	English Learner Aide is provided with professional development. Teachers receive professional development in CCSS. (Teacher on special assignment 1 day per week.) District will continue to look for professional development opportunities to send the bilingual aide to.	Funding Source(s): 01-0005-5xxx \$100 Funding Source(s): 01-0000-1xxx,3xxx \$5,150				

		Continued support by a lead teacher to train and streamline common core and smarter balance implementation for all teachers.		
Scope of Service	Other (LEA-wide/School-wide)	Scope of Service	Other (LEA-wide/School-wide)	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Our Kindergarten schedule was changed to provide more instructional minutes for these students. This reduces the time available for the .30 FTE. intervention teachers to .20 FTE. This year we added a reading specialist to work with our most needy reading students. Our Summer School will be redesigned to include more students and more subjects.		

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:	The District will work with PTA, ELAC and other parent groups to encourage participation in school activities.	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:	Parent Advisory Committee and District will work to increase the parent responses, including the responses of the parents of unduplicated students and students with exceptional needs, to the LCAP school survey by 20%. Administration and teachers will work to increase the understanding of parents, including the responses of the parents of unduplicated students and students with exceptional needs, regarding CCSS by 20%.	Actual Annual Measurable Outcomes: Parent Advisory Committee and District increased the parent responses, including the responses of the parents of unduplicated students and students with exceptional needs, to the LCAP school survey by 37%(82 total responses). Administration and teachers increased the understanding of parents, including the responses of the parents of unduplicated students and students with exceptional needs, regarding CCSS by -13%. (48 of 81 responses understand new CCSS. This is an increase in number, but by less percentage.)	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
CCSS information will be linked to the school webpage.		We have a new webpage and we are in the process of adding CCSS information. Annual charge for web page.	
Funding Source(s): 01-0000-5xxx \$203		Funding Source(s): 01-0000-5xxx \$203	
Scope of Service	Other (LEA-wide/School-wide)	Scope of Service	Other (LEA-wide/School-wide)
<input checked="" type="checkbox"/> All		<input 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)	

<p>Parents will be more informed as reported on the LCAP survey results.</p>	<p>Funding Source(s): 01-0000-1xxx,3xxx \$1,500</p>	<p>More parents completed the LCAP survey this year. More parents said they understood the CCSS, but this was a smaller percentage than last year.</p>	<p>Funding Source(s): 01-0000-1xxx,3xxx \$1,500</p>
<p>Scope of Service Other (LEA-wide/School-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 Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide ELD Coordinator.</p>	<p>Funding Source(s): 01-4203-1xxx,3xxx 01-0005-1xxx,3xxx \$2,861</p>	<p>District is providing an ELD Coordinator. Stipend for ELD Coordinator.</p>	<p>Funding Source(s): 01-4203-1xxx,3xxx 01-0005-1xxx,3xxx 2861</p>
<p>Scope of Service Other (LEA-wide/School-wide)</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input 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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Other (LEA-wide/School-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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide translations for meetings and some publications.</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx \$520</p>	<p>District has provided more translations this year then in years past. District is translating more communication to their ELL families. Additional time was added to the budget.</p>	<p>Funding Source(s): 01-0005-1xxx,3xxx 01-0005-2xxx,3xxx \$1,300</p>
<p>Scope of Service Other (LEA-wide/School-wide)</p>		<p>Scope of Service Other (LEA-wide/School-wide)</p>	

<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input 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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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>We will provide more parent support for CCSS so a larger percentage will understand them. We have improved our communication with our EL parent group.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$80,169</u>
<p>Wilmar District is projected to receive \$80,169 in supplemental grants funds. Based on test results from SBAC and from teacher recommendations these District funds will be providing the following services for low income and EL students (currently we do not have Foster Youth students): before and after school interventions, after school homework support, summer school, EL-bilingual aide time for pullout and push in support, two .20 FTE intervention teachers during the school day, a part-time reading specialist teacher and translations services. Projected percentage of unduplicated students for 2016-17 is 23.94%. Each of these services is offered to children who need help. In particular we offer support to children who are part of our unduplicated pupil count. Because most children in the UPC have more challenges to overcome in their education we are sure to focus on their needs first and then include other struggling students. The opportunities above have been selected based on the results they have shown based on the use of data from SBAC testing, from assessments of our reading specialists analysis and from teacher observation.</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.

4.74	%
<p>The MPP is 4.74% for 2016-17. The services we are providing for low income and EL students is 4.74% greater than the amount for all students. These students receive extra services that is equivalent or greater than 4.74% in the form of: before and after school interventions, after school homework support, summer school, EL aide time for pullout and push in support, Two .20 FTE intervention teachers during the school day, a part-time reading specialist teacher and translations services. Projected percentage of unduplicated students for 2016-76 is 23.94%. Estimated 2016-17 expenditures for these students are budgeted at \$88,256 which is over and above the base funding of \$1,691,151 which translates to a 4.74 minimum proportionality percentage.</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).