

Introduction:

LEA: Cali Calmécac Language Academy **Contact (Name, Title, Email, Phone Number):** Jeanne Acuna, Principal, jacuna@wusd.org, 837-7747 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
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| <p>Note: Cali Calmécac Language Academy (CCLA) Participated in the District process for stakeholder involvement and solicited stakeholder involvement at the site level through its Governance Council, which served as the LCAP Advisory Committee.</p> <p>November 2015: LCAP Core Committee (Comprised of reps from Board, DAT, DLT, School Site Councils, students, DELAC/ELAC, and teachers and classified unions) reviews 2015/16 LCAP and process and timeline to work on the</p> | <ul style="list-style-type: none"> • As a dependent, public charter, CCLA has its own LCAP and LCAP funding. • The Governing Council was engaged in developing survey questions on LCAP specified data. A question about whether there was someone at the school who could communicate with a parent in their home language was included on the survey. All office staff members are bilingual at CCLA • Survey data identifies expanded electronic capabilities would aid home to |

2016/17 LCAP.

November 2015: Director of Educational Services administers stakeholder surveys to all parents (English and Spanish), 5th- 12th grade students, and all district staff, and compiles results.

December 2015/January 2016: Board, District Administrative Team (DAT), District Leadership Team (DLT), & LCAP Core Committee review stakeholder survey results and begin to establish 16/17 priorities based on survey results. LCAP Core Committee members report out any input from their constituency groups.

February 2016: Board & DAT initiate budget development.

February/March 2016: DAT, LCAP Core Committee, and Board review Needs Assessment Data, and establish 2016/17 priorities based on Needs Assessment Data. (Needs Assessment consists of a data table with 3 years of trend data representing each of the priority areas, as well as a written summary of the data points in the data table.) LCAP Core Committee members report out any input from their constituency groups.

February 2016 CCLA Principal gives LCAP overview at PTA meeting, and at Governing Council

March 2016: DELAC reviews LCAP Needs Assessment and Survey Results, and shares interests for the 2016/17 priorities list.

April 2016: Board, DAT, DLT, and LCAP Core Committee review progress toward 2015/16 goals, continue to establish 2016/17 priorities based on progress toward 2015/16 goals, and identify priorities. LCAP Core Committee members report out any input from their constituency groups. Members are reminded of June 21st & June 28th Board meeting dates, and are encouraged/ invited to attend.

April 2016 Principal holds Governing Council meeting and separate parent meeting to discuss LCAP priorities and solicits input from parents

May 2016: DLT and LCAP Core Committee identify priority/goal areas and provide final input/feedback, and recommendations to the Board. Members are reminded of June 21st & June 28th Board meeting dates, and are encouraged/ invited to attend.

school communication. Parents at CCLA overwhelmingly feel that communication is effective, but felt further education and easier access to student information would be beneficial.

- Survey data and Governing Council input continues to identify increased socio-emotional counseling as a priority. Funding in the LCAP supports this.
- Board input identifies the importance of focusing on the ELD program across the district. CCLA’s instruction model is centered on bilingual education and staff provides daily ELD. The LCAP supports this with training and materials.
- Survey and principal feedback identifies the need for interventions. Increased interventions through intervention classes and the development of an Rtl model are included in the LCAP.
- Teacher survey data identifies the continuing need for CCSS professional development. This is included in the LCAP.
- Feed back from parents, staff and students indicates a desire to continue the enrichment "Wheel day" in grades 3-5 and see a need to continue to increase educational opportunities in the arts.

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| <p>May 2016: Board reviews and discusses identified 2016/17 LCAP priorities based upon stakeholder input.</p> <p>May/June 2016: CCLA Principal writes draft of 16/17 LCAP</p> <p>June 28, 2016: LCAP presented to Board.</p> <p>June 29, 2016: LCAP forwarded to Sonoma County Office of Education (SCOE) for approval.</p> | |
| <p>Annual Update:</p> <p>August/ September 2015- Board and District Administrative Team (DAT) conduct Needs Assessment, review LCAP timeline for the year, and plan for stakeholder engagement opportunities.</p> <p>October 2015- LCAP Core Committee members (new and continuing) are recruited</p> <p>December 2015 and March 2016: A quantitative and qualitative Needs Assessment was provided to stakeholders so that they could assess the effectiveness of the goals/ actions/ services/ expenditures in the 2015/16 plan. This included a mid-year update that addressed the progress thus far in each of the required priority goal areas, in addition to a few extra. Please see the information listed in Actual Annual Measurable Outcomes in the annual update to understand which data were provided to stakeholders so that they could assess the effectiveness of the goals/ actions/services/ expenditures in the 2015/16 plan.</p> | <p>Annual Update:</p> <p>LCAP survey data , indicate that Social-Emotional learning is an on-going priority, In addition to a full-time counselor, Soul Shoppe curriculum K-8 has been implemented K-8 and will continue in the 2016-17 school year.</p> <p>.</p> <p>The feedback from stakeholders on the 15/16 plan included recommendations to retain all LCAP goals and to expand upon the actions and services in the 2016-17 LCAP based on stakeholder engagement activities and input.</p> |

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?

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| <p>GOAL 1:</p> | <p>Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.</p> | <p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <p>1) Need:Continue to Implement Common Core State Standards (CCSS) to prepare students with 21st century critical thinking and problem-solving skills. Metric: Teacher survey data and classroom observation for selected CCSS content and instructional strategies using a CCSS observation tool based on The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Silver, Dewey and Perini. Instructional Leadership Team (ILT) will do observations with Curriculum Specialist within the first two months of school to set a baseline. 1) Common assessments in ELA, SLA and Math established K-8 based on newly adopted CCSS aligned curriculum 2) Students, parents and staff identified language arts and math as the areas in which students needed most additional help 3) 91% of teachers report that the school is working to implement the CCSS 4)19% of 5th grade students performed in the Healthy Fit Zone in 2014 5) CCLA did not meet AMAO targets for Progress toward English proficiency(target: 60.5% result 57.9 = -2.5%) and RFEP rate (target for less than 5 years of instruction: 24.2%, result: 21.6%=-2.6%/ 5 yrs or more: 50.9%. result: 45.8 = -5.8%) . 6) 9% of CCLA students grades 4-8 are enrolled in an academic intervention class.</p> | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>All</p> |

LCAP Year 1: 2016-17

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| <p>Expected Annual Measurable Outcomes:</p> | <p>1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies.</p> <p>2) Students will have participated in at least three ELA and math common assessments as a means to monitor interim progress on mastery of the CCSS</p> <p>3) 3% fewer Students, parents, and staff combined will identify math and reading as the subject with which students need more help</p> <p>4) 5% more, or 96% of teachers will report that the school is working to implement CCSS (2015/16 = 91%)</p> <p>5) 5% more, or 24% of students will perform in the HFZ in 2015.</p> <p>6) 10% more, or 17% of students in grades K-8 are enrolled in an academic intervention class</p> <p>7 All students, maintain access to the full course of study described in Education Code</p> <p>8) 100% of teachers continue to spend 8 hours or more of school-sponsored professional development in educational technology.</p> <p>9) 10% more, or 48% of teachers use digital or online assessments with their students.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>1) With on-going support from the DLT, the Instructional Leadership Team (ILT) continues work with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500.</p> <hr/> <p>teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 14,500</p> |
| <p>2) Teachers work with data management system included in the purchase of Benchmark CCSS aligned SLA/ELA curriculum. Identifying and administering benchmark and interim assessments.</p> | <p>Charter-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>Release time for training and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base 22000</p> |
| <p>3) CCSS aligned Continued implementation of Eureka Math for K-8</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | <p>Purchase mathematics materials K-8 4000-4999: Books And Supplies Base 100,000</p> |

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| | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 4) All schools have visuals that communicate a college/career focused culture. | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 500.00 |
| 5) Teachers in grades K-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength. | Charter 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) | Certificated Salaries 1000-1999: Certificated Personnel Salaries 400,000.00 |
| 6) Develop a leadership team of grade-level reps that will address vertical articulation of programs, policies, program fidelity and data analysis. | Charter-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) | Certificated Stipends 1000-1999: Certificated Personnel Salaries Base 12000 |
| 7) FTE positions are maintained to respond to and monitor and address students' academic needs in ELA & math in grades K-8 when they are not making progress on district common assessments. | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient | Personnel 1000-1999: Certificated Personnel Salaries Supplemental 121,440 Additional materials, including technology programs are purchased for use with intervention students and classes Dreambox, Lexia. 4000-4999: Books And Supplies Title I 20,000. |

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| | | _ Other Subgroups: (Specify) | Hire teachers for after-school tutoring 1000-1999: Certificated Personnel Salaries Title I 7,000 Personnel 2000-2999: Classified Personnel Salaries Supplemental 45,900 |
| 8) District to provide continued professional development for district issued mobile devices (ipads and Chromebooks) for teachers. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Summer and after school professional development for teachers- no cost- IT Director to provide training -0- |
| 9) Continue to provide after school tutoring support in grades K-8, including transportation home. | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 800 Tutoring/ homework support teachers- 2 days per week- school year K-4 0000: Unrestricted Title I 8400 Tutoring/ homework support teachers-After school tutoring 5-8 gr 0000: Unrestricted Supplemental 7,000 |
| 10) Select and purchase Common Core aligned ELA and SLA curriculum (Benchmark) | Charter-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Purchase ELA/SLA curriculum Supplemental 400000 |
| 11) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: | Contract for high quality professional development 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 3000 |

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| | | (Specify) | |
| 12) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness 74,000 |
| 13) Students are encouraged and counseled to meet the A-G requirements to be college/career ready. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries Base 3500 Subscription cost for Naviance- college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 1,000. |
| 14) Continue to provide funding for Advancement Via Individual Determination (AVID) Program | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 AVID sections at CCLA Inc. stipend 1000-1999: Certificated Personnel Salaries Supplemental 2000 |
| | | <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) | Supplemental Books and supplies |

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 1) Teachers will identify and implement 1-3 best practice strategies from "Visible Learning for Teachers, Maximizing Impact on Learning" by John Hattie
 Progress Goal: Survey data will show that 80% of teachers are implementing specified strategies.
 2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS
 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with
 4) 10% less, or 58% of teachers report in 2015 that they need more CCSS professional development
 5) 5% more, or 24% of students will perform in the HFZ in 2015.
 6) 10% more, or 17% of students in grades TK-12 are enrolled in an academic intervention class
 7 All students, including English Learners, low income, foster youth, and students with disabilities maintain access to the full course of study described in Education Code
 8) 10% more, or 21% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology.
 9) 10% more, or 48% of teachers use digital or online assessments with their students.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 12,500 |
| | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 2) CCSS aligned Eureka Math for K-8 | Charter-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | Purchase mathematics materials K-8 4000-4999: Books And Supplies Lottery 100,000 |

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| | | _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 3) All schools have visuals that communicate a college/career focused culture. | Charter-wide | X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) | Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 500.00 |
| 4) Teachers in grades K-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength. | Charter wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Certificated Salaries 2000-2999: Classified Personnel Salaries 5000 |
| | LEA-wide | _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 6) FTE are hired to respond to and monitor and address students' academic needs in ELA & math in grades K-8 when they are not making progress on district common assessments. | CCLA | X All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient | Personnel 1000-1999: Certificated Personnel Salaries Supplemental 121,440 Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 20,000. Personnel 2000-2999: Classified Personnel Salaries |

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| | | _ Other Subgroups: (Specify) | Supplemental 45,900 |
| 7) District to provide at least 3 hours of professional development for district issued mobile devices (ipads and Chromebooks) for teachers. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Summer and after school professional development for teachers- no cost- IT Director to provide training -0- |
| 8) District to provide one full day of professional development focused upon technology integration and 21st century skills | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | One professional development day bringing in consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 2400 |
| 9) Provide after school tutoring support in grades K-8, including transportation home | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 800 Tutoring/ homework support teachers- 2 days per week- school year K-8 0000: Unrestricted Title I 12400 |
| 10) Site leads train colleagues and facilitate work sessions to create common assessments in ELA and math. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Site Lead training 1000-1999: Certificated Personnel Salaries Base 2,000. |

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| <p>11) Supervised after school computer lab/ library access</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 900</p> |
| <p>12 High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Contract for high quality professional development 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 3000</p> |
| <p>13 District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 10,000</p> |
| <p>14) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1000-1999: Certificated Personnel Salaries Base 3500 Subscription cost for Naviance- college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 1,000.</p> |
| | | <p><input type="checkbox"/> All OR:</p> | <p>1000-1999: Certificated Personnel Salaries Base</p> |

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| | | <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) | |
| 159) Continue to provide funding for Advancement Via Individual Determination (AVID) Program | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 AVID sections at CCLA Inc. stipend? 1000-1999: Certificated Personnel Salaries Supplemental ?????? |

LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | 1) Teachers will identify and implement 1-3 best practice strategies from "Visible Learning for Teachers, Maximizing Impact on Learning" by John Hattie Progress Goal: Survey data will show that 80% of teachers are implementing specified strategies. 2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with 4) 10% less, or 58% of teachers report in 2015 that they need more CCSS professional development 5) 5% more, or 24% of students will perform in the HFZ in 2015. 6) 10% more, or 17% of students in grades TK-12 are enrolled in an academic intervention class 7 All students, including English Learners, low income, foster youth, and students with disabilities maintain access to the full course of study described in Education Code 8) 10% more, or 21% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology. 9) 10% more, or 48% of teachers use digital or online assessments with their students. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| 1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent | Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 12,500 |

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| <p>provide support to teachers on implementing the Core Six.</p> | | <p>English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3) CCSS aligned Eureka Math for K-8</p> | <p>Charter-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>Purchase mathematics materials K-8 4000-4999: Books And Supplies Lottery 100,000</p> |
| <p>4) All schools have visuals that communicate a college/career focused culture.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 500.00</p> |
| <p>5) Teachers in grades K-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility, and strength.</p> | <p>Charter 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>Certificated Salaries 2000-2999: Classified Personnel Salaries 5000</p> |

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| | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 7) FTE are hired to respond to and monitor and address students' academic needs in ELA & math in grades K-8 when they are not making progress on district common assessments. | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Personnel 1000-1999: Certificated Personnel Salaries Supplemental 121,440 Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 20,000. Personnel 2000-2999: Classified Personnel Salaries Supplemental 45,900 |
| 8) District to provide at least 3 hours of professional development for district issued mobile devices (ipads and Chromebooks) for teachers. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Summer and after school professional development for teachers- no cost- IT Director to provide training -0- |
| 9) District to provide one full day of professional development focused upon technology integration and 21st century skills | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | One professional development day bringing in consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 2400 |
| 11) Provide after school tutoring support in grades K-8, | Charter- | <input checked="" type="checkbox"/> All | Bus transportation home 2000-2999: Classified Personnel |

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| including transportation home | wide | OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Salaries Supplemental 800 Tutoring/ homework support teachers- 2 days per week- school year K-8 0000: Unrestricted Title I 12400 |
| 12) Site leads train colleagues and facilitate work sessions to create common assessments in ELA and math. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Site Lead training 1000-1999: Certificated Personnel Salaries Base 2,000. |
| 13) Supervised after school computer lab/ library access | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 900 |
| 14) High quality professional development focused upon curriculum delivery and implementation of The Standards for Mathematical Practice will continue. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Contract for high quality professional development 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 3000 |
| 15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 10,000 |

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| | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries Base 3500 Subscription cost for Naviance- college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base 1,000. |
| | | <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) | 1000-1999: Certificated Personnel Salaries Base |
| 19) Continue to provide funding for Advancement Via Individual Determination (AVID) Program | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 10,000 AVID sections at CCLA Inc. stipend? 1000-1999: Certificated Personnel Salaries Supplemental ?????? |

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

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| GOAL 2: | Students will be engaged in their learning in order to be successful. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
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| Identified Need : | All students benefit from strong engagement in school. The School Accountability Report Card, school attendance rates, chronic absenteeism rates, middle school drop-out rates will be reviewed and analyzed annually to measure progress. |
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| Goal Applies to: | Schools: All |
| | Applicable Pupil Subgroups: All |

LCAP Year 1: 2016-17

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| Expected Annual Measurable Outcomes: | 1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| 1) Hold SARB hearings monthly, and systematize SARB process at each site. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | None- process is in place and will need to expand to monthly. 0000: Unrestricted 0.00 |
| 2)Welfare and attendance Clerk will make daily follow-up phone calls to verify absences | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: | Attendance verification 2000-2999: Classified Personnel Salaries Supplemental 27,725 |

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| | | (Specify) | |
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LCAP Year 2: 2017-18

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| Expected Annual Measurable Outcomes: | 1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| 1) Hold SARB hearings monthly, and systematize SARB process at each site. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | None- process is in place and will need to expand to monthly. 0000: Unrestricted 0.00 |
| 2)Welfare and attendance Clerk will make daily follow-up phone calls to verify absences | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Attendance verification 2000-2999: Classified Personnel Salaries Supplemental 27,725 |

LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | 1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| 1) Hold SARB hearings monthly, and systematize SARB process at each site. | LEA-wide | <input checked="" type="checkbox"/> All OR: | None- process is in place and will need to expand to monthly. 0000: Unrestricted 0.00 |

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| | | <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) | |
| Welfare and attendance Clerk will make daily follow-up phone calls to verify absences | Charter-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Attendance verification 2000-2999: Classified Personnel Salaries Supplemental 27,725 |

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

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| GOAL 3: | Create and maintain optimum learning and working environments for students and staff. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
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Identified Need : All students and staff must have a safe, positive and motivating environment in which to learn and work. SARC, suspension rates, expulsion rates, teacher misassignment rates, FIT report, counselig ratios (academic and Socio/emotional) and survey results will be reviewed and analyzed annually to measure progress.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 1) The rate of teacher misassignment continues to be <1%.
- 2) Student access to standards-aligned instructional materials continues to be 100%.
- 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%.
- 4) The student suspension rate maintains at 3%.
- 5) The student expulsion rate continues to be <1%.
- 6) The school learning environment survey feedback increases by 2% to 94%.
- 7) The ratio of academic/socio emotional counselors at CCLA maintains at 1/1100
- 8) 10% more, or 84% of staff report that our schools support students who are struggling socially/ emotionally.
- 9) 5% more of staff will report that the school grounds and buildings are clean and in good condition,

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| 1) The District's maintenance department continues to remedy the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Renewal of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 1,000. |

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| <p>2) Maintain full-time counselor to provide services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p> | <p>Charter-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>Counselor 1000-1999: Certificated Personnel Salaries Base 66,000.</p> |
| <p>3) School will purchase ELA/SLA CCSS aligned state-adopted curriculum.</p> | <p>Charter-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>Release time for professional development 1000-1999: Certificated Personnel Salaries Title II 2,000. Purchase CCSS aligned ELA/SLA curriculum for grades K-6 4000-4999: Books And Supplies Supplemental 300,000</p> |
| <p>4) Maintain additional 8 hour custodial position</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>Custodian I 2000-2999: Classified Personnel Salaries Base 47,000</p> |
| <p>5) Existing school psychologist position will continue to work with district psych team to assist with district plan to improve services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1.0 FTE Psychologist partial salary 1000-1999: Certificated Personnel Salaries Base 4,500</p> |
| <p>6) The district retains highly qualified and dynamic certificated staff.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | <p>Certificated salaries and benefits CCLA</p> |

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| | | _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 1000-1999: Certificated Personnel Salaries Base 3,189,792 |
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LCAP Year 2: 2017-18

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | 1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%. 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%. 4) The student suspension rate maintains at 3%. 5) The student expulsion rate continues to be <1%. 6) The school learning environment survey feedback increases by 2% to 94%. 7) The ratio of academic/socio emotional counselors at CCLA maintains at 1/1044 8) 10% more, or 84% of staff report that our schools support students who are struggling socially/ emotionally. |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| 1) The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 1,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 8,000. |
| 2) Maintain full-time counselor to provide services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment. | Charter-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) | Counselor 1000-1999: Certificated Personnel Salaries Base 66,000. |

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| <p>3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS. Curriculum Specialist will provide on-site training and coaching based on best practices for CCSS implementation in a TWBI model.</p> | <p>Charter-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>Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 2,000.</p> |
| <p>4. Existing school psychologist position continue working with district psych team to assist with district plan to improve services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for RtI social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>1.0 FTE Psychologist partial salary 1000-1999: Certificated Personnel Salaries Base 4,500</p> |
| <p>5) The district retains highly qualified and dynamic certificated staff.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Certificated salaries and benefits CCLA 1000-1999: Certificated Personnel Salaries Base 3,189,792</p> |

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <ol style="list-style-type: none"> 1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%. 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%. 4) The student suspension rate maintains at 3%. 5) The student expulsion rate continues to be <1%. 6) The school learning environment survey feedback increases by 2% to 94%. 7) The ratio of academic/socio emotional counselors at CCLA maintains at 1/1044 8) 10% more, or 84% of staff report that our schools support students who are struggling socially/ emotionally. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| 1) The District’s maintenance department remedies the findings in the FIT Report so all schools meet the criteria for “good” condition by generating work orders directly from the FIT report findings. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 1,000. Floater Custodian 2000-2999: Classified Personnel Salaries Base 8,000. |
| 2) Maintain full-time counselor to provide services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment. | Charter-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) | Counselor 1000-1999: Certificated Personnel Salaries Base 66,000. |
| 3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS. Curriculum Specialist will provide on-site training and coaching based on best practices for CCSS implementation in a TWBI model. | Charter-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 | Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 2,000. |

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| | | English proficient _ Other Subgroups: (Specify) | |
| 4) Existing school psychologist position continue working with district psych team to assist with district plan to improve services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 1.0 FTE Psychologist partial salary 1000-1999: Certificated Personnel Salaries Base 4,500 |
| 6)) The district retains highly qualified and dynamic certificated staff. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Certificated salaries and benefits CCLA 1000-1999: Certificated Personnel Salaries Base 3,189,792 |

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

| | | |
|---------|---|--|
| GOAL 4: | Build effective and relevant family partnerships to increase student achievement and engagement in school | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
|---------|---|--|

Identified Need : 4) Need: Increase student achievement for all students and subgroup. Metric: benchmark assessments. Set a baseline with beginning of the year assessments or use existing baselines.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 1) 5% more, or 98% of parents responding to surveys indicate that the schools regularly seek parent input and participation.
 2) The response rate for parents on the 2016 survey will increase by 10%, from 20% to 30%.
 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1) Continued use of Aeries AIR to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 1100 Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 200 |

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|--|---------------------|---|---|
| <p>2) Parents to be provided continued access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.</p> | <p>Charter 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>computer lab instructional assistants 2000-2999: Classified Personnel Salaries Title I \$2000</p> |
| <p>3) One of each of the following will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety. Provide a parent leadership/US school access education program such as PIQE, Avance and/or Pasitos</p> | <p>LEA-wide</p> | <p><input checked="" 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>No cost- District staff to provide presentations Cost to provide childcare during meetings 2000-2999: Classified Personnel Salaries Title I 1500</p> |
| <p>4) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. Site administrators attend.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 200 Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Childcare during meetings 2000-2999: Classified Personnel Salaries Supplemental 100</p> |
| <p>5)For Low-income, English learners and re-designated fluent English proficient pupils: Provide parent education so parents can assist their child regardless of the language of instruction as well as how to use technology to access information regarding their child's performance.</p> | <p>Charter-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>Provide parent education. 2000-2999: Classified Personnel Salaries Supplemental \$5,000</p> |

LCAP Year 2: 2017-18

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | 1) Maintain 98% of parents responding to surveys indicating that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2017 survey will increase by 10%, 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 1) Continued use of Aeries AIR to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 1100 Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 200 |
| 2) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate. | Charter 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) | computer lab instructional assistants 2000-2999: Classified Personnel Salaries Title I \$2000 |
| 3) One of each of the following will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, | LEA-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils | No cost- District staff to provide presentations Cost to provide childcare during meetings 2000-2999: Classified Personnel Salaries Title I 1500 |

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|--|---------------------|--|---|
| <p>Parenting Skills, and Technology Skills/ Internet Safety. Provide a parent leadership/US school access education program such as PIQE, Avance and/or Pasitos</p> | | <p><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>4) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. Site administrators attend.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 200 Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Childcare during meetings 2000-2999: Classified Personnel Salaries Supplemental 100</p> |
| <p>5)For Low-income, English learners and re-designated fluent English proficient pupils: Provide parent education so parents can assist their children regardless of the language of instruction as well as how to use technology to access information regarding their child's performance.</p> | <p>Charter-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>Provide parent education. 2000-2999: Classified Personnel Salaries Supplemental \$5,000</p> |

LCAP Year 3: 2018-19

| | |
|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>1) Maintain 98% of parents responding to surveys indicating that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2017 survey will increase by 10%, 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth</p> |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|------------------|------------------|--|-----------------------|
| | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p> | |

| | | | |
|---|--------------|---|--|
| | | English proficient _ Other Subgroups: (Specify) | |
| 1) Continued use of Aeries AIR to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade and attendance information. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 1100 Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 200 |
| 2) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate. | Charter-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | computer lab instructional assistants 2000-2999: Classified Personnel Salaries Title I \$2000 |
| 3) One of each of the following will be implemented to assist with parent education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety. Provide a parent leadership/US school access education program such as PIQE, Avance and/or Pasitos | LEA-wide | <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | No cost- District staff to provide presentations Cost to provide childcare during meetings 2000-2999: Classified Personnel Salaries Title I 1500 |
| 4) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. Site administrators attend. | LEA-wide | <input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 200 Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Childcare during meetings 2000-2999: Classified Personnel Salaries Supplemental 100 |

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|---|---------------------|--|--|
| <p>5)For Low-income, English learners and redesignated fluent English proficient pupils:</p> <p>Provide parent education so parents can assist their children regardless of the language of instruction as well as how to use technology to access information regarding their child’s performance.</p> | <p>Charter-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>Provide parent education. 2000-2999: Classified Personnel Salaries Supplemental \$5,000</p> |
|---|---------------------|--|--|

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.

| | | | |
|---|---|---|---|
| <p>Original GOAL 1 from prior year LCAP:</p> | <p>Provide a rigorous curriculum based on the California Common Core State Standards to maximize student progress and achievement.</p> | <p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p> | |
| <p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>1) Students learn and apply problem-solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. Progress goal: Observations with rubric show that 70% of teachers are implementing specified strategies. 2) Students will have participated in three ELA and math common assessments as a means to monitor progress on mastery of the CCSS 3) 3% fewer Students, parents, and staff combined will identify math as the subject students need more help with 4) 10% less, or 58% of teachers report in 2015 that they need more CCSS professional development 5) 5% more, or 24% of students will perform in the HFZ in 2015. 6) 10% more, or 17% of students in grades TK-12 are enrolled in an academic intervention class 7 All students, including English Learners, low income, foster youth, and students with disabilities maintain access to the full course of study described in Education Code 8) 10% more, or 21% of teachers report spending 8 hours or more of school-sponsored professional development in educational technology. 9) 10% more, or 48% of teachers use digital or online assessments with their students.</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>1)MET: Students learn and apply problem solving strategies from The Core Six: Essential Strategies for Achieving Excellence with the Common Core. Progress goal: Observations with rubric show that 90% of teachers are implementing specified strategies. 2) MET: Students have participated in three common assessments as a means to monitor progress in the mastery of the CCSS 3) NOT MET: 15% more parents and 3% more staff members identified math as an area with which students needed more support 4) PARTIALLY MET: THIS specific question was not asked, but when staff was asked whether or not the school is working to implement CCSS, 3.7% more agreed in 2016 (92%) than in 2015 (88.3%) 5) NOT MET: 9.1% less met 6/6 fitness standards on the HFZ in 2015 6) MET: 15% of students K-8 are in some type of academic intervention class. 100% of all students have access to Dreambox as a math intervention/enrichment tool. 8) 100% of all teachers spent 8 hours or more of school sponsored professional development in educational technology in 2015/16 9) PARTIAL PROGRESS/NOT DIRECTLY MEASURED: MORE teachers used online assessments, but there was no direct measurement.</p> |

LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|--|--|---|---|
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| <p>1) With on-going support from the DLT, the Instructional Leadership Team (ILT) works with teachers to redesign lessons based on the Core Six and how to engage students in critical thinking and problem-solving regularly. The ILT observes classroom instruction to see evidence of the Core Six. ILT teachers are available to provide support to teachers on implementing the Core Six.</p> | <p>Professional development, classroom observation and instructional support on the Core Six. 0000: Unrestricted Base 2,500. teacher salary and benefit costs 1000-1999: Certificated Personnel Salaries Base 12,500</p> | <p>ILT representatives worked hard to communicate the goals and objectives of the ILT committee to staff. Observations were made and progress was observed</p> | <p>Teacher salary and benefit costs 1000-1009 1000-1999: Certificated Personnel Salaries 8000</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Charter wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>2) Work continues with renewed data and assessment management system with the capability of providing CCSS aligned common formative and summative assessments, and a means to monitor student progress. CCLA will review annually to see if this system is meeting charter's needs.</p> | <p>Release time for training colleagues and creating/ identifying common assessments 1000-1999: Certificated Personnel Salaries Base EADMS annual renewal 5000-5999: Services And Other Operating Expenditures Base 8400</p> | <p>This system has proved to not be at all useful for our site. None of the promised Spanish language assessments have been made available and as such, renders the program of extremely limited use to our staff.</p> | <p>EADMS Renewal 5000-5999: Services And Other Operating Expenditures Base 8000</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | |

| | | | |
|--|--|--|---|
| <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>3) CCSS aligned Eureka Math for K-8</p> | <p>Purchase mathematics materials K-8 4000-4999: Books And Supplies One Time Mandated Cost 100,000</p> | <p>CCSS aligned Eureka Math curriculum was purchased for all classes K-6</p> | <p>Purchase of K-6 Eureka Math curriculum 4000-4999: Books And Supplies Lottery</p> |
| <p>Scope of Service Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Charter wide K-6</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>4) All schools have visuals that communicate a college/career focused culture.</p> | <p>Purchase visuals to help promote a college/career focused culture at all schools. 4000-4999: Books And Supplies Base 500.00</p> | <p>Pre-existing visuals were used school wide as were others provided by the local colleges. No purchases were made.</p> | <p>No purchases made 0.00</p> |
| <p>Scope of Service charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Charter wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>5) Teachers in grades K-5 continue to provide physical activity to meet state minute requirements. The instruction includes opportunities to routinely develop aerobic capacity, flexibility,</p> | <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries 400,000.00</p> | <p>Additional PE minutes were instituted at all grade levels and "Wheel-day" enrichment days were established which included additional PE minutes.</p> | <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 400000</p> |

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|---|--------------|---|---|--|
| and strength. | | | | |
| Scope of Service | Charter wide | | Scope of Service | Charter wide |
| <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | | <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| 6)Continued implementation of Systematic English Language Development (SELD) Purchase of additional support materials.K-5 Purchase of supplemental materials for support of 6-8 grade long-term English learners. | | Materials to support SELD implementation 4000-4999: Books And Supplies Supplemental 20,000 Release time for training, coaching, and prep 1000-1999: Certificated Personnel Salaries Supplemental 15,000 | Teachers | Purchase of materials to support 6-8th grade ELs 4000-4999: Books And Supplies Supplemental 1000 |
| Scope of Service | Charter wide | | Scope of Service | Charter wide |
| <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | | <input 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) | |
| 7) FTE are hired to respond to and monitor and address students' academic needs in ELA & math in grades TK-12 when they are not making progress on district common assessments. | | Personnel 1000-1999: Certificated Personnel Salaries Supplemental 121,440 Additional materials, including technology programs are purchased for use with intervention students and classes 4000-4999: Books And Supplies Title I 10,000. | | |

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| | <p>CalPrep After-school Program 1000-1999: Certificated Personnel Salaries Title I 7,000</p> <p>Personnel 2000-2999: Classified Personnel Salaries Supplemental 45,900</p> | | |
| <p>Scope of Service CCLA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service</p> <hr/> <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>8) District to provide at least 3 hours of professional development for district issued mobile devices (ipads and Chromebooks) for teachers.</p> | <p>Summer and after school professional development for teachers- no cost- IT Director to provide training -0-</p> | <p>Staff who took advantage of the opportunity to receive these devices took advantage of the offered PD.</p> | <p>No cost PD 0</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service</p> <hr/> <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>9) District to provide one full day of professional development focused upon technology integration and 21st century skills</p> | <p>One professional development day bringing in consultants 5800: Professional/Consulting Services And Operating Expenditures Lottery 2400</p> | <p>100% of certificated and classified staff attended 8 hours or more of tech training</p> | <p>January 4th professional development day 5800: Professional/Consulting Services And Operating Expenditures Lottery 2400</p> |
| <p>Scope of Service LEA-wide</p> | | <p>Scope of Service</p> | |

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| <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>10) District to provide mobile devices (ipads or Chromebooks) for teachers to use.</p> | <p>Complete purchase of mobile devices for teachers (began in 14/15) 0001-0999: Unrestricted: Locally Defined Lottery 76,000.</p> | <p>Many teachers and staff took advantage of the provided mobile devices.</p> | <p>LEA funded initiative 0.00</p> |
| <p>Scope of Service LEA-wide</p> | | <p>Scope of Service LEA wide</p> | |
| <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>11) Provide after school tutoring support in grades K-8, including transportation home</p> | <p>Bus transportation home 2000-2999: Classified Personnel Salaries Supplemental 800 Tutoring/ homework support teachers- 2 days per week- school year K-4 0000: Unrestricted Title I 8400 CalPrep/AmeriCorp After school tutoring 5-8 gr. 0000: Unrestricted Title I 7,000</p> | <p>1) We were only able to provide transportation after the first of April, seriously limiting the scope of our after-school tutoring for students in the primary grades. We were able to provide 6 weeks • CalPrep/AmeriCorp provided after-school tutoring to 7-8th grade students and kept the computer lab open.</p> | <p>Bus transportation home from tutoring 2000-2999: Classified Personnel Salaries Supplemental Tutoring/homework support teachers 2 days/week 1000-1999: Certificated Personnel Salaries Title I CalPrep/ AmeriCorp After-school tutoring 5-8 0000: Unrestricted Title I 7000</p> |
| <p>Scope of Service </p> | | <p>Scope of Service </p> | |
| <p><input checked="" type="checkbox"/> All ----- OR:</p> | | <p><input checked="" type="checkbox"/> All ----- OR:</p> | |

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| <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input 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) | |
| 12) Site leads train colleagues and facilitate work sessions to create common assessments in ELA and math. | Site Lead training 1000-1999: Certificated Personnel Salaries Base 2,000. | Curriculum Specialist serves this function | No additional cost incurred |
| Scope of Service LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | Scope of Service <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) | |
| 13) Supervised after school computer lab/ library access | Classified personnel to provide after school supervision and computer lab/ library access for students 2000-2999: Classified Personnel Salaries Supplemental 900 | Position remained unfilled. Upper grade lab was staffed through the Cal/Prep grant (see #11) above. | No cost 0.00 |
| Scope of Service Charter wide <input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | Scope of Service <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) | |
| 14) High quality professional development focused upon curriculum | Contract for high quality professional | Professional development was provided by SCOE to all teachers of Math | Josh Deis provided training in |

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| <p>delivery and implementation of The Standards for Mathematical Practice will continue.</p> | <p>development 5000-5999: Services And Other Operating Expenditures One Time Mandated Cost 3000</p> | | <p>standards for Mathematical practice as applicable to Eureka Math 5800: Professional/Consulting Services And Operating Expenditures Base 5000</p> |
| <p>Scope of Service LEA-wide</p> | | <p>Scope of Service</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><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>15) District to continue to provide cutting-edge professional development in order to attract and retain high -quality teachers, and deliver the best possible educational program to students.</p> | <p>Professional Development for teachers and staff 5800: Professional/Consulting Services And Operating Expenditures One Time Mandated Cost 10,000</p> | | |
| <p>Scope of Service LEA-wide</p> | | <p><input checked="" type="checkbox"/> All</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>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>16) Students are encouraged and counseled to meet the A-G requirements to be college/career ready.</p> | <p>1000-1999: Certificated Personnel Salaries Base 3500 Subscription cost for Naviance-college and career software program for grades 6-12 5800: Professional/Consulting Services And Operating Expenditures Base</p> | <p>Counselor attended planning and training sessions for implementation of Naviance across the district</p> | <p>Counselor time 1000-1999: Certificated Personnel Salaries Base 3500 CCLA portion of Naviance Subscription 5800: Professional/Consulting Services And Operating Expenditures 1000</p> |

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| | 1,000. | | |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| | 1000-1999: Certificated Personnel Salaries Base | | |
| 17) Continue to provide funding for Advancement Via Individual Determination (AVID) Program | <p>AVID license renewal, training, and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 10,000</p> <p>AVID sections at CCLA Inc. stipend 1000-1999: Certificated Personnel Salaries Supplemental ?????</p> | Continued funding for AVID program | <p>AVID license renewal, training and subscription fees 5000-5999: Services And Other Operating Expenditures Supplemental 10000</p> <p>AVID sections at CCLA, including Stipend 1000-1999: Certificated Personnel Salaries Supplemental</p> |
| <p>Scope of Service CCLA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service CCLA</p> <hr/> <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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| 18) EL Students will be grouped by language level, and placement, as well as benchmark assessments to monitor progress will continue to be implemented throughout the year. | <p>FTE to teach program sections 1000-1999: Certificated Personnel Salaries Supplemental 525,000</p> <p>Supplies 4000-4999: Books And Supplies Supplemental 6,000.</p> | <p>ELD sections were maintained in 6-8th grade. We were able to purchase books from WMS that were previously purchased, but not being used.</p> | <p>FTE to teach sections 1000-1999: Certificated Personnel Salaries Supplemental 525000</p> <p>Curriculum 4000-4999: Books And Supplies Supplemental 1,000</p> |

| Scope of Service | LEA-wide | Scope of Service | Charter wide |
|--|---|---|--------------|
| <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | 3) In 2016/17, Eureka math materials and manipulatives to be purchased. 5) In order to routinely develop student's ability to achieve satisfactory levels of fitness as measured by the CA state fitness test, funds will be allocated for professional development. 11) After-school tutoring will be offered earlier in the school year, and additional sessions will be offered. 16) A better aligned scope and sequence will be implemented with Naviance to assist students with meeting A-G requirements to be college and career ready. 18) New ELA/SLA curriculum will be purchased which addresses the needs of EL students and is more closely aligned with the expectations set out in the California English Language Development Standards and Frameworks. | | |

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.

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| Original GOAL 2 from prior year LCAP: | Students will be engaged in their learning in order to be successful. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | 1) The school attendance rate will increase to 96.5% 2) The chronic absenteeism rate will continue to be <1%. 3) The middle school drop out rate will continue to be 0%. 4) The high school drop out rate will reduce by 2% to 5%. 5) The high school graduation rate will increase to 91%. The Hispanic/Latino graduation rate will increase to 88%. | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1) Hold SARB hearings monthly, and systematize SARB process at each site. | None- process is in place and will need to expand to monthly. 0000: Unrestricted 0.00 | 1) Hold SARB hearings monthly, and systematize SARB process at each site. | None- process is in place and will need to expand to monthly. 0.00 |
| Scope of Service: LEA-wide | | Scope of Service: | |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| Welfare and attendance Clerk will make daily follow-up phone calls to | Attendance verification 2000-2999: Classified Personnel Salaries | Welfare and attendance Clerk will make daily follow-up phone calls to verify | Attendance verification 2000-2999: Classified Personnel Salaries |

| verify absences | Supplemental 27,725 | absences | Supplemental 27,725 |
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| <p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service</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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>1) Monthly attendance will be shared by the district office with the sites to ensure SARB process is being implemented and followed.</p> | | |

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

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

| | | | |
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| Original GOAL 3 from prior year LCAP: | Create and maintain optimum learning and working environments for students and staff. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify | |
| Goal Applies to: | Schools: Cali Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> 1) The rate of teacher misassignment continues to be <1%. 2) Student access to standards-aligned instructional materials continues to be 100%. 3) The updated FIT report shows that all facilities are in overall good condition, and the district score increases by 1.5% to 85.4%. 4) The student suspension rate maintains at 3%. 5) The student expulsion rate continues to be <1%. 6) The school learning environment survey feedback increases by 2% to 94%. 7) The ratio of academic/socio emotional counselors at CCLA maintains at 1/1044 8) 10% more, or 84% of staff report that our schools support students who are struggling socially/ emotionally. | Actual Annual Measurable Outcomes: | |
| | | <ul style="list-style-type: none"> 1) MET: The rate of teacher misassignment continues to be <1%. 2) MET: Student access to standards-aligned instructional materials continues to be 100%. 3) NOT MET: The updated FIT report shows that all facilities are in overall "FAIR" condition, and the district score increased by 2.6% to 85.96%, but because the ranges were re-calibrated the overall rating dropped from good to fair. 4) MET: The student suspension rate maintains at 3%. 5) MET: The student expulsion rate continues to be <1%. 6) MET: The school learning environment survey feedback exceeded the stated goal and increased from 94% to 97.47, an increase of 5.4% 7)MET: The ratio of academic/socio emotional counselors at CCLA maintains at 1/1044 8) MET: The goal of 10% more, or 84% of staff reporting that our schools support students who are struggling socially/ emotionally was exceeded with 86.49% of staff responding positively.. | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| 1) The District's maintenance department remedies the findings in the FIT Report so all schools meet the criteria for "good" condition by generating work orders directly from the FIT report findings. | Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 1,000. | The district's maintenance department remedied some of the findiings in the FIT report so that the school continues to strive to meet the criteria for ""good condition" by generating work orders directly from the FIT report findings. | Purchase of work order software to track work orders and annual scheduled maintenance 5000-5999: Services And Other Operating Expenditures Base 1,000 |

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| | Floater Custodian 2000-2999: Classified Personnel Salaries Base 8,000. | Additional 8 hours of custodial time was provided to assist in the maintenance of the facility. | Additional custodian 2000-2999: Classified Personnel Salaries Base 40,000 |
| Scope of Service LEA-wide | | Scope of Service LEA wide and site | |
| X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 2) Maintain full-time counselor to provide services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment. | Counselor 1000-1999: Certificated Personnel Salaries Base 66,000. | Maintain full-time counselor to provide services to students in the areas of social skills/ conflict resolution skills, crisis/ grief support, maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment. | Counselor 1000-1999: Certificated Personnel Salaries Base 66,000 |
| Scope of Service CCLA | | Scope of Service CCLA | |
| X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| 3) The District will continue to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS. Curriculum Specialist will provide on- site training and coaching based on | Release time for unit alignment 1000-1999: Certificated Personnel Salaries Title II 2,000. | The Curriculum Specialist will continued to work with teachers on how to most effectively use existing standards aligned instructional materials to teach the CCSS. Curriculum Specialist will provide on- site training and coaching based on | Release time for 1000-1999: Certificated Personnel Salaries Base 14000 |

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| <p>best practices for CCSS implementation in a TWBI model.</p> | | <p>best practices for CCSS implementation in a TWBI model</p> | |
| <p>Scope of Service CCLA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service CCLA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>5. Existing school psychologist position will join district psych team to assist with district plan to improve services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p> | <p>1.0 FTE Psychologist partial salary 1000-1999: Certificated Personnel Salaries Base 4,500</p> | <p>Maintain school psychologist position. Continue work with district psych team to assist with district plan to improve services to students in the areas of coordinating services for students, Tier 2 Behavior support, crisis support and risk assessment, and building a framework for Rtl social/ emotional program, thereby maintaining reduced suspension/ expulsion rates, and promoting a positive learning environment.</p> | <p>1.0 FTE Psychologist partial salary 1000-1999: Certificated Personnel Salaries Base 4500</p> |
| <p>Scope of Service ELA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>8) The district retains highly qualified and dynamic certificated staff.</p> | <p>Certificated salaries and benefits CCLA</p> | <p>Continue to retain highly qualified, dynamic certificated staff.</p> | <p>Certificated salaries and benefits CCLA 1000-1999: Certificated Personnel Salaries Base 3,189,792</p> |

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| | 1000-1999: Certificated Personnel Salaries Base 3,189,792 | | |
| Scope of Service: LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | Scope of Service: CCLA <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) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | 1)The district will be going out for a bond to attempt to address some of the more costly FIT items/repairs such as roofs and dry rot. 2) Implementation of a School-wide, K-8 social emotional/anti-bullying curriculum 3) Additional release days in the upcoming year will focus on new standards aligned curriculum | | |

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.

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|---|--|--|--|---|
| Original GOAL 4 from prior year LCAP: | Build effective and relevant family partnerships to increase student achievement and engagement in school | | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | 1) 5% more, or 85% of parents responding to surveys indicate that the schools regularly seek parent input and participation. 2) The response rate for parents on the 2016 survey will increase by 10%, from 20% to 30%. 3) Attendance tracking for program and events will begin happening to establish a baseline and then monitor growth | | Actual Annual Measurable Outcomes: | 1) MET: 93.68% of parents responding to surveys indicate that the schools regularly seek parent input and participation, an increase of 13.68%. 2) NOT MET: The response rate for parents on the 2016 survey did not increase by 10%, but stayed the same., (actually 2 fewer participants in this year's survey). 3) MET: Attendance is tracked for participation via Volunteer hour records |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| Scope of Service LEA-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| 2) Aeries AIR purchased to allow parents to update contact info and complete re-registration info on line, as well as access their student's grade | | Aeries AIR 5800: Professional/Consulting Services And Operating Expenditures Base 1100 | Continue use of Aeries AIR purchased to allow parents to update contact info and complete re-registration info on line, as well as access their student's | Aeries AIR 5000-5999: Services And Other Operating Expenditures Base 1100 |

| | | | |
|--|---|---|---|
| <p>and attendance information.</p> | <p>Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 200</p> | <p>grade and attendance information. Computer provided parents in the school office was heavily used by parents not owning a device with which to access the Aeries program. Additional hours for bilingual community liaison position were added to support parent participation in online tasks to relieve school secretaries of the added responsibility.</p> | <p>Desktop computers provided in each school office for parents without a device or internet access to use 0001-0999: Unrestricted: Locally Defined Lottery 200 Bilingual Community Liaison hours 2000-2999: Classified Personnel Salaries Supplemental 18000</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA wide</p> <hr/> <p><input checked="" 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>3) Parents to be provided access to computer lab during parent conferences to complete annual online survey, in hopes of increasing response rate.</p> | <p>No cost- computer lab instructional assistants included in another section Title I \$2000</p> | <p>We were unable to provide access to the computer lab during parent conferences to complete the parent survey online.</p> | <p>No cost 0.0</p> |
| <p>Scope of Service CCLA</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service</p> <hr/> <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>4) One of each of the following will be implemented to assist with parent</p> | <p>No cost- District staff to provide presentations</p> | <p>School was able to provide parent education nights regarding: Above the</p> | <p>Childcare provided during parent meetings 2000-2999: Classified</p> |

| | | | |
|--|---|---|--|
| <p>education and promotion of parent participation: LCAP Education, CCSS and CAASPP, Parenting Skills, and Technology Skills/ Internet Safety. Provide a parent leadership/US school access education program such as PIQE, Avance and/or Pasitos</p> | <p>Cost to provide childcare during meetings 2000-2999: Classified Personnel Salaries Title I 1500</p> | <p>Fray presentation jointly offered with BES, WMS and CCLA, LCAP, Common Core math, Technology and internet safety, Pasitos, Triple P parenting classes, as well as.Socio-emotional learning. Funded by PTA provided speakers, Community partners, READY grant presentations for pre-K-1 parents, PTA presentations, and Soul Shoppe parent training,</p> | <p>Personnel Salaries Title I 1500 Presentation fees 5800: Professional/Consulting Services And Operating Expenditures Base 500</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" 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 Charter-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>5) ELAC/DELAC meetings will be scheduled at different sites, and will include required agenda items, as well as items of interest to parents such as: Gang awareness, Graduation and A-G requirements, College/Career Readiness & Scholarship opportunities, Parenting, Technology, Emergency Preparedness, Nutrition/Fitness, and Internet Safety, with a goal of educating parents, as well as promoting their participation. Site administrators attend.</p> | <p>Provide translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 200 Provide presenters on parent identified topics at meetings 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000 Childcare during meetings 2000-2999: Classified Personnel Salaries Supplemental 100</p> | <p>ELAC/DLAC meetings were held at different sites and included required agenda items as well as items of interest to parents: LCAP/LCFF training, College and Career Readiness, with a goal of educating parents and promoting participation</p> | <p>Translators at meetings 2000-2999: Classified Personnel Salaries Supplemental 150 Presenters on identified topics 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1000</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> | | <p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> | |

| | | | |
|---|---|---|---|
| <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| For Low-income, English learners and redesignated fluent English proficient pupils: Provide parent education so parents can assist their child regardless of the language of instruction as well as how to use technology to access information regarding their child's performance. | Provide parent education. 2000-2999: Classified Personnel Salaries Supplemental \$5,000 | Programs provided for parent education | No cost to school. PTA sponsored parent classes (See above # 4) |
| Scope of Service Charter-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) | | Scope of Service CCLA <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | 3) Better advance communication and a more deliberate system to be put in place in hopes of generating more parent participation on LCAP parent survey during conference week in November | | |

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.

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| Original GOAL 5 from prior year LCAP: | Replace instructional materials with new high quality CCSS aligned instructional materials as available and funds permit. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: | All | |
| Expected Annual Measurable Outcomes: | All students continue to have standards aligned instructional materials. Progress goal: Williams Report identifies all students have standards-aligned instructional materials. | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| The District will work with teachers on how to most effectively use existing standards aligned instructional materials to teach CCSS. The District will evaluate, pilot, select and then adopt CCSS aligned instructional materials in math at grades TK to 12th. Scope of Service: LEA-wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | ILT works with teachers on planning how to use existing materials to teach CCSS. Cost: \$0, ILT stipends are funded under another priority Base \$75,000 Lottery | Scope of Service: <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |

| | | | |
|--|--|--|--|
| _ 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? | | | |

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.

| | | |
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| Original GOAL 6 from prior year LCAP: | Schools have visuals that promote a college/ career focused culture. There is an increase in the percentage of students who take AP classes, meet A-G course requirements and show college career readiness on the EAP. High school students in pathways and academies take one or more CTE courses in their junior and senior years. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
|---------------------------------------|---|--|

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

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| Expected Annual Measurable Outcomes: | <p>More high school students are enrolled in A-G courses, take AP tests, and are college ready on the EAP. WHS students in grades 11 and 12 in academies and pathways continue to be enrolled in one or more CTE courses per year. A college/ career ready message is visually communicated at all schools.</p> <p>Progress goal: 2% annual increase in the percentage of students who take AP classes, meet A-G course requirements and show college career readiness on the EAP. High school students in pathways and academies take one or more CTE courses in their junior and senior years.</p> | Actual Annual Measurable Outcomes: | |
|--------------------------------------|--|------------------------------------|--|

LCAP Year: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|--|---|-------------------------|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| All schools have visuals that communicate a college/career focused culture. Students are encouraged and counseled to enroll in AP classes and meet A-G requirements to be college/ career ready. WHS continues to provide strong academy and pathway programs at grades 11-12 with one or more CTE courses integrated with academic courses at each grade level. | Promote college/ career focused culture at all schools. Maintain existing CTE sections while funding shifts from SCOE to the District under LCFF Other 82,000 | | |
| Scope of Service | LEA-wide | Scope of Service | |

| | | | |
|--|--|--|--|
| <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | | | |

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

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| Original GOAL 7 from prior year LCAP: | Decrease the truancy rate to 20%. Increase attendance rate to 97%. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Student's parent is consistently contacted if the student is absent or late for school (at risk of being truant). Progress goal: Truancy rate decreases by .77%, attendance rate increases by .43% | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Classroom teachers at grades TK – 5 schedule and provide physical education instruction that includes physical activity to meet state minute requirements. This instruction includes opportunities to routinely develop aerobic capacity, flexibility and strength. | Implement increased attendance plan and monitor results. Hire four part-time attendance and welfare clerks to work in each school office. Other 53,585 | | |
| Scope of Service: LEA-wide | | Scope of Service: | |
| <input type="checkbox"/> All | | <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 | | 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) | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | |

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.

| | | | |
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| Original GOAL 8 from prior year LCAP: | Increase physical education minutes to the standard in Education Code for grades K-5 to increase physical fitness (HFZ). | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Students in grades K-5 have physical fitness activities an average of at least four days per week. Progress goal: Schedules show that students in grades K-5 have an average of 200 minutes of physical education every 10 days. 75% of students at grade 5 meet benchmarks for aerobic capacity, flexibility and body composition on the CA Physical Fitness Report at 5th grade. | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Classroom teachers at grades TK – 5 schedule and provide physical education instruction that includes physical activity to meet state minute requirements. This instruction includes opportunities to routinely develop aerobic capacity, flexibility and strength. | Increase PE time in the school schedule | | |
| Scope of Service | School-wide (MWE, WCE & BES) | Scope of Service | |
| <u>All</u> | | <u>All</u> | |
| OR: | | OR: | |
| <u>Low Income pupils</u> | | <u>Low Income pupils</u> | |
| <u>English Learners</u> | | <u>English Learners</u> | |

| | | | |
|--|--|--|--|
| _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | |

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

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

| | | | |
|---|--|--|--------------------------------------|
| Original GOAL 9 from prior year LCAP: | Maintain students' access to the full course of study defined in Education Code. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Students continue to have full access to the curriculum defined in Education Code. Progress goal: All students have full access to the course of study defined in Education Code. | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue existing or comparable schedule to give all students access to the full course of study at all grade levels. | Maintain practices | | |
| Scope of Service: LEA-wide | | Scope of Service: | |
| <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <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? | |
|---|--|

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 10 from prior year LCAP: | Maintain teachers who are fully qualified and appropriately assigned. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify | |
| Goal Applies to: | Schools: All ----- Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | No change. Students continue to have highly qualified and appropriately assigned teachers. Progress goal: District records show that all teachers are highly qualified and appropriately assigned. | Actual Annual Measurable Outcomes: | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| The District continues existing practices for hiring appropriately qualified staff and making assignments consistent with NCLB and California Department of Education requirements. | Maintain practices. Base \$2,500 | | |
| Scope of Service | LEA-wide | Scope of Service | |
| <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <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?

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: | \$614,290 |
| Cali Calmecac Language Academy (Unduplicated count is 40% district-wide) is receiving \$614,290 in supplemental grant funds. The majority of this funding supports ELD teachers. This year, the school is focused on academic intervention and ELD instruction with further focus on teacher training and coaching. In year 1 the school will also be preparing for a significant investment upon academic and Social/Emotional Response to Intervention (RtI) that will further address the needs of economically disadvantaged students, R-FEP students, ELs and Foster youth. The school will also provide AVID to middle school students to support them in College-to-Career Readiness. | |

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.

| | |
|--|---|
| 8.39 | % |
| The school's prior year supplemental grant expenditure was \$272,129, and the MPP percentage was 3.91%. The school's estimated Supplemental Grant funding is \$614,290, and the school's minimum proportionality percentage is 8.39%. As demonstrated in the LCAP, we are spending \$614,290 above our Base Grant in services specifically for our unduplicated target population and have met our MPP in increased or improved services for these students. | |

Section 4: Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|---|---------------------------------------|--------------|--------------|--------------|------------------------------|
| Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| All Funding Sources | 6,034,039.00 | 4,337,367.00 | 6,016,254.00 | 4,775,554.00 | 4,775,554.00 | 15,567,362.00 |
| | 974,200.00 | 9,000.00 | 974,200.00 | 579,200.00 | 579,200.00 | 2,132,600.00 |
| Base | 3,822,092.00 | 3,733,392.00 | 3,909,192.00 | 3,736,192.00 | 3,736,192.00 | 11,381,576.00 |
| Educator Effectiveness | 0.00 | 0.00 | 74,000.00 | 0.00 | 0.00 | 74,000.00 |
| Lottery | 78,600.00 | 2,600.00 | 200.00 | 102,600.00 | 102,600.00 | 205,400.00 |
| One Time Mandated Cost | 113,000.00 | 0.00 | 3,000.00 | 13,000.00 | 13,000.00 | 29,000.00 |
| Other | 135,585.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Supplemental | 779,065.00 | 583,875.00 | 921,165.00 | 213,065.00 | 213,065.00 | 1,347,295.00 |
| Title I | 105,900.00 | 8,500.00 | 108,900.00 | 105,900.00 | 105,900.00 | 320,700.00 |
| Title II | 2,000.00 | 0.00 | 2,000.00 | 2,000.00 | 2,000.00 | 6,000.00 |
| Title III | 23,597.00 | 0.00 | 23,597.00 | 23,597.00 | 23,597.00 | 70,791.00 |

| Total Expenditures by Object Type | | | | | | |
|---|---|---------------------------------------|--------------|--------------|--------------|------------------------------|
| Object Type | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| All Expenditure Types | 6,034,039.00 | 4,337,367.00 | 6,016,254.00 | 4,775,554.00 | 4,775,554.00 | 15,567,362.00 |
| | 1,326,682.00 | 0.00 | 1,511,597.00 | 1,111,597.00 | 1,111,597.00 | 3,734,791.00 |
| 0000: Unrestricted | 17,900.00 | 7,000.00 | 17,900.00 | 14,900.00 | 14,900.00 | 47,700.00 |
| 0001-0999: Unrestricted: Locally Defined | 76,200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 600.00 |
| 1000-1999: Certificated Personnel Salaries | 4,348,732.00 | 4,210,792.00 | 3,844,732.00 | 3,401,732.00 | 3,401,732.00 | 10,648,196.00 |
| 2000-2999: Classified Personnel Salaries | 90,125.00 | 87,375.00 | 130,225.00 | 97,125.00 | 97,125.00 | 324,475.00 |
| 4000-4999: Books And Supplies | 136,500.00 | 2,000.00 | 420,500.00 | 120,500.00 | 120,500.00 | 661,500.00 |
| 5000-5999: Services And Other Operating Expenditures | 22,400.00 | 20,100.00 | 14,000.00 | 14,000.00 | 14,000.00 | 42,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 15,500.00 | 9,900.00 | 77,100.00 | 15,500.00 | 15,500.00 | 108,100.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|---------------------|---|---------------------------------------|--------------|--------------|--------------|------------------------------|
| Object Type | Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| All Expenditure Types | All Funding Sources | 6,034,039.00 | 4,337,367.00 | 6,016,254.00 | 4,775,554.00 | 4,775,554.00 | 15,567,362.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|---------------------------|---|---------------------------------------|--------------|--------------|--------------|------------------------------|
| Object Type | Funding Source | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| | | 574,200.00 | 0.00 | 574,200.00 | 574,200.00 | 574,200.00 | 1,722,600.00 |
| | Base | 521,300.00 | 0.00 | 443,800.00 | 443,800.00 | 443,800.00 | 1,331,400.00 |
| | Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Other | 135,585.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Supplemental | 0.00 | 0.00 | 400,000.00 | 0.00 | 0.00 | 400,000.00 |
| | Title I | 72,000.00 | 0.00 | 70,000.00 | 70,000.00 | 70,000.00 | 210,000.00 |
| | Title III | 23,597.00 | 0.00 | 23,597.00 | 23,597.00 | 23,597.00 | 70,791.00 |
| 0000: Unrestricted | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0000: Unrestricted | Base | 2,500.00 | 0.00 | 2,500.00 | 2,500.00 | 2,500.00 | 7,500.00 |
| 0000: Unrestricted | Supplemental | 0.00 | 0.00 | 7,000.00 | 0.00 | 0.00 | 7,000.00 |
| 0000: Unrestricted | Title I | 15,400.00 | 7,000.00 | 8,400.00 | 12,400.00 | 12,400.00 | 33,200.00 |
| 0001-0999: Unrestricted: Locally Defined | Lottery | 76,200.00 | 200.00 | 200.00 | 200.00 | 200.00 | 600.00 |
| 1000-1999: Certificated Personnel Salaries | | 400,000.00 | 8,000.00 | 400,000.00 | 0.00 | 0.00 | 400,000.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 3,278,292.00 | 3,677,792.00 | 3,312,292.00 | 3,278,292.00 | 3,278,292.00 | 9,868,876.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 661,440.00 | 525,000.00 | 123,440.00 | 121,440.00 | 121,440.00 | 366,320.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 7,000.00 | 0.00 | 7,000.00 | 0.00 | 0.00 | 7,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title II | 2,000.00 | 0.00 | 2,000.00 | 2,000.00 | 2,000.00 | 6,000.00 |
| 2000-2999: Classified Personnel Salaries | | 0.00 | 0.00 | 0.00 | 5,000.00 | 5,000.00 | 10,000.00 |
| 2000-2999: Classified Personnel Salaries | Base | 8,000.00 | 40,000.00 | 47,000.00 | 8,000.00 | 8,000.00 | 63,000.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 80,625.00 | 45,875.00 | 79,725.00 | 80,625.00 | 80,625.00 | 240,975.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 1,500.00 | 1,500.00 | 3,500.00 | 3,500.00 | 3,500.00 | 10,500.00 |
| 4000-4999: Books And Supplies | Base | 500.00 | 0.00 | 100,500.00 | 500.00 | 500.00 | 101,500.00 |
| 4000-4999: Books And Supplies | Lottery | 0.00 | 0.00 | 0.00 | 100,000.00 | 100,000.00 | 200,000.00 |
| 4000-4999: Books And Supplies | One Time Mandated Cost | 100,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Supplemental | 26,000.00 | 2,000.00 | 300,000.00 | 0.00 | 0.00 | 300,000.00 |
| 4000-4999: Books And Supplies | Title I | 10,000.00 | 0.00 | 20,000.00 | 20,000.00 | 20,000.00 | 60,000.00 |

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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