

Introduction:

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

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
|---|---|
| <p>At all meetings, LCAP budget and assessment data that was available was presented.</p> <p>District Parent Meetings February 23 and March 16</p> <p>Board Meetings in January 22, February 19, March 19 and April 16</p> <p>District Staff (Association) Meeting in November 12</p> <p>Parent Advisory/EL Presentation of data and LCAP - January 12 & May 11</p> | <p>Request for a simpler format for LCAP closer to the SARC - The new LCAP reflects a reduction in goals to meet the request for a simpler document.</p> <p>There were requests to open a middle school that didn't impact the LCAP</p> <p>The Superintendent didn't respond in writing since there weren't any questions directly related to the LCAP.</p> |

LCAP was provided through our weekly notes out to parents
The public hearing for the budget and LCAP - May 21
The approval of the budget and LCAP - June 18
Student survey in April
Parent Advisory Committee January 12 and March 9

Annual Update:

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

District Parent Meetings February 23 and March 16
Board Meetings in January 22, February , March and April

District Staff (Association) Meeting in November 12
Parent Advisory Committee January 12 and March 19
Student survey in April

Annual Update:

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

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

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>Improve Student Achievement in English/Language Arts and Math while providing the skills and behaviors necessary for future success in career and college.</p> | <p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <p>Improve Student Achievement</p> <p>72% of students are currently proficient in ELA on District assessments 78% of students are currently proficient in math on District assessments</p> <p>Common Core trained Highly Qualified Teachers in all classrooms - All teachers appropriately assigned</p> <p>100% of teachers have participated in CCSS professional development</p> <p>100% of classrooms have standards aligned instructional materials</p> <p>Increase English Learner proficiency and academic content knowledge in English through access to CCSS and ELD standards - CELDT Scores: 50% progress</p> <p>Due to the grade level of student population, statewide assessments are not applicable Due to the grade level of student population, UC/CSU entrance requirements and CTE frameworks are not applicable Due to the grade level of student population, AP examination scores are not applicable Due to the grade level of student population, the college preparedness assessment, Early Assessment Program, and any subsequent assessment of college preparedness are not applicable</p> | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>All</p> |

LCAP Year 1: 2015-2016

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| Expected Annual Measurable Outcomes: | Local assessments: Multiple Measures 76% District Multiple Measures in ELA 82% District Multiple Measures in Math CELDT Scores: 60% progress Students reclassified: 0% Maintain 0 teacher misassignments Common Core training for all instructional staff 100% of classrooms have standards aligned instructional materials |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| Maintain Highly Qualified teachers | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Maintain highly qualified teachers- salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$140,000 |
| Classrooms will maintain classroom instructional assistants. | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Aide salary and benefits 2000-2999: Classified Personnel Salaries Supplemental \$31,956 |
| Continue EL intervention support services | LEA-Wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent | Instructional Aide Support-Listed above 0 |

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| | | English proficient _ Other Subgroups: (Specify) | |
| Assess student progress using formative, interim, and summative assessments. May include: <ul style="list-style-type: none"> • DIBELS • Dolch • El Paso • STAR Literacy & Math • Sound Units • Cal Lit Fluencies | LEA-Wide | <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Listed above. 0 |
| Implement High Quality Instructional Practices Utilizing Common Core State Standards <ul style="list-style-type: none"> • ELA & Math Common Core Professional Development • Segment Meetings • Highly Qualified Teachers • Standards Aligned Materials | LEA-Wide | <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Purchase standards aligned materials 4000-4999: Books And Supplies Base \$5,866 |
| For low income pupils as needed: Provide intervention services to students in need of additional support to meet grade level standards. | LEA-Wide | <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Instructional Aide Support-Listed above 0 |

LCAP Year 2: 2016-2017

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| Expected Annual Measurable Outcomes: | Local assessments: Multiple Measures 78% District Multiple Measures in ELA 84% District Multiple Measures in Math CELDT scores: 60% progress Students reclassified: 0% Maintain 0 teacher misassignments Common Core training for all instructional staff 100% of classrooms have standards aligned instructional materials |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| Maintain Highly qualified teachers | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Maintain highly qualified teachers- salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$144,000 |
| Classrooms will maintain instructional assistants | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | LCFF Funding- Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental \$32,956 |
| Continue EL intervention support services | LEA-Wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | Instructional Aide Support-Listed above 0 |

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

LCAP Year 3: 2017-2018

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| Expected Annual Measurable Outcomes: | Local assessments: Multiple Measures 80% District Multiple Measures in ELA 86% District Multiple Measures in Math CELDT scores: 60% progress Students reclassified: 0% Maintain 0 teacher misassignments Common Core training for all instructional staff 100% of classrooms have standards aligned instructional materials |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| Maintain highly Qualified teachers | Lea-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Maintain highly qualified teachers- salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$166,500 |
| Classrooms will maintain instructional assistants | Lea-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | LCFF Funding- Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental \$33,000 |
| Continue EL intervention support services | Lea-Wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent | Instructional Aide Support-Listed above 0 |

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

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

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|--------------------------|--|---|
| <p>GOAL 2:</p> | <p>Improve School Culture Both Socially and Emotionally While Engaging Students and Parents</p> | <p>Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <p>Improve School Culture/ Social Emotional Learning While Engaging Students and Parents</p> <p>Suspensions: 0 Expulsions: 0</p> <p>Review and Improve Attendance Rates Attendance: 98% Chronic Absenteeism: 0</p> <p>Parent and Staff School Climate Survey Will Be Distributed Survey: 20%</p> <p>All unduplicated population parents will receive notification of available programs All parents of students with exceptional needs will receive notification of available programs</p> <p>School Climate Survey is not distributed to K & 1 students</p> <p>Middle school dropout rate is not applicable to our district High school graduation rate is not applicable to our district</p> | |
| <p>Goal Applies to:</p> | <p>Schools: All Applicable Pupil Subgroups:</p> | <p>All</p> |

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Suspensions: 0
 Expulsions: 0
 Attendance: 98%
 Chronic Absenteeism: 0
 Parent and Staff School Climate Survey: 20%
 Unduplicated population parent conferences: 100% participation

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| Using EMHI, provide additional training in social interaction. | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | EMHI Program 2000-2999: Classified Personnel Salaries Base \$3,161 |
| Place all committee and Board meetings on District website. | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Listed above. 0 |
| Parent and community outreach and education through the use of a school climate survey | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Listed above. 0 |

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

LCAP Year 2: 2016-2017

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Suspensions: 0 Expulsions: 0 Attendance: 98.1% Chronic Absenteeism: 0% Parent and Staff School Climate Survey: 22.5% Unduplicated population parent conferences: 100% |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| Using EMHI, provide additional training in social interaction. | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | EMHI Program 2000-2999: Classified Personnel Salaries Base \$3,224 |

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

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: Suspensions: 0
Expulsions: 0
Attendance: 98.2%
Chronic Absenteeism: 0%
Parent and Staff School Climate Survey: 25%
Unduplicated population parent conferences: 100%

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| Using EMHI, provide additional training in social interaction. | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | EMHI Program 2000-2999: Classified Personnel Salaries Base \$3,400 |
| Place all committee and Board meetings on District website. | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Listed above. 0 |
| Parent and community outreach and education through the use of a school climate survey | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Listed above. 0 |

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

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

| | | |
|---------|---|---|
| GOAL 3: | Maintain school facilities through regular inspection | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
|---------|---|---|

| | |
|-------------------|---|
| Identified Need : | Maintain School Facilities Baseline: Facilities Inspection Tool – Good Repair |
|-------------------|---|

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

LCAP Year 1: 2015-2016

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Facilities Inspection Tool – Good Repair |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/ maintenance staff. | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | See below. 0 |
| Provide custodial support services | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Custodial and maintenance services 2000-2999: Classified Personnel Salaries Base \$12,213 |

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: Facilities Inspection Tool – Good Repair

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

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: Facilities Inspection Tool – Good Repair

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

| | | | |
|--|----------|---|--|
| | | English proficient _ Other Subgroups: (Specify) | |
| Provide custodial and maintenance services | LEA-Wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Custodial and maintenance services 2000-2999: Classified Personnel Salaries Base \$12,600 |

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

| | | |
|---------|--|--|
| GOAL 4: | Provide ELA, Math, Social Studies, Science, Art, Technology, Library, etc.... to all students. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
|---------|--|--|

| | |
|-------------------|---|
| Identified Need : | Provide access to a full range of classes to all students All students will have access to a full range of courses as demonstrated on report card for all students All students will have access to programs developed and provided to unduplicated students All students will have access to programs developed and provided to students with exceptional needs |
|-------------------|---|

| | |
|------------------|--|
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: EL & Exceptional Needs |
|------------------|--|

LCAP Year 1: 2015-2016

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Maintain current programs for all students as reported on student report cards |
|--------------------------------------|--|

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

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: Maintain Current Program

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

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: Maintain Current Program

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

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

| | | | |
|---|---|--|---|
| Original GOAL 1 from prior year LCAP: | Improve student achievement in ELA Continue instructional programs supporting student learning. All students have access to the full range of courses. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Local Assessments (DIBELS, El Paso, AR, Star Literacy, STAR Math, etc...) 74% proficient in district Multiple Measures in ELA Maintain 0 teacher misassignments Common Core training for all instructional staff | Actual Annual Measurable Outcomes: 74% proficient in district Multiple Measures in ELA 0 teacher misassignments All instructional staff provided common core training | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Maintain Highly Qualified teachers in all classrooms. | Maintain highly qualified teachers-salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$164,864 | Maintained Highly Qualified teachers in all classrooms. | Maintain highly qualified teachers-salary and benefits LCFF funding 1000-1999: Certificated Personnel Salaries Base \$138,025 |
| Scope of Service | LEA-Wide | Scope of Service | LEA-Wide |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | | <input 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) | |

| | | | |
|--|---|--|---|
| _ Other Subgroups: (Specify) | | | |
| Classrooms will maintain instructional assistants | Aide salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental \$31,330 | Classrooms maintained instructional assistants | Aide salaries and benefits 2000-2999: Classified Personnel Salaries Supplemental \$37,976 |
| Scope of Service LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | Scope of Service LEA-Wide <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Continue EL intervention support services | Listed with Instructional Aides 0 | Continued EL support services | Listed with Instructional Aides 0 |
| Scope of Service LEA-Wide <hr/> _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) | | Scope of Service LEA-Wide <hr/> _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Assess student progress using formative, interim and summative assessments. DIBELS Dolch El Paso STAR Literacy & Math Sound Units Cal Lit Fluencies | Listed above. 0 | Assessed student progress using formative, interim and summative assessments. DIBELS Dolch El Paso STAR Literacy & Math Sound Units Cal Lit Fluencies | Listed above. 0 |

| | | | |
|---|--|---|--|
| <p>Scope of Service LEA-Wide</p> | | <p>Scope of Service LEA-Wide</p> | |
| <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Implement High Quality instructional practices utilizing Common Core State Standards ELA & math Common Core professional development Segment meetings Highly Qualified teachers Standards aligned materials</p> | <p>Purchase standards aligned materials Base \$5,751</p> | <p>Implement High Quality instructional practices utilizing Common Core State Standards ELA & math Common Core professional development Segment meetings Highly Qualified teachers Standards aligned materials</p> | <p>Purchase standards aligned materials 4000-4999: Books And Supplies Base \$5,579</p> |
| <p>Scope of Service LEA-Wide</p> | | <p>Scope of Service LEA-Wide</p> | |
| <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Continue differentiated academic settings in grade level segments.</p> | <p>Listed with Instructional Aides 0</p> | <p>Continued differentiated academic settings in grade level segments.</p> | <p>Listed with Instructional Aides 0</p> |
| <p>Scope of Service LEA-Wide</p> | | <p>Scope of Service LEA-Wide</p> | |
| <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | | <p>X 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>Maintain small class sizes in primary grades.</p> | <p>See above - Maintain highly qualified teachers- salary and benefits LCFF funding 0</p> | <p>Maintain small class sizes in primary grades.</p> | <p>See above - Maintained highly qualified teachers- salary and benefits LCFF funding 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 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>Continue after school reading tutoring program.</p> | <p>Listed with Instructional aides. 0</p> | <p>Continued after school reading tutoring program.</p> | <p>Listed with Instructional aides. 0</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 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 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> | |
| <p>Continue Read Naturally Program.</p> | <p>Listed with Instructional Aides. 0</p> | <p>Continued Read Naturally Program.</p> | <p>Listed with Instructional Aides. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils</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) | | <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) | |
| Maintain student Individual Action Plans. | Listed above. 0 | Maintain student Individual Action Plans. | Listed above. 0 |
| 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 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) | |
| Provide intervention services for below proficient students. | Listed above. 0 | Provided intervention services for below proficient students. | Listed above. 0 |
| 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 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) | |
| Reading Specialist will support language arts intervention. | Listed above. 0 | Reading Specialist supported language arts intervention. | Listed above. 0 |
| Scope of Service LEA-Wide <input checked="" type="checkbox"/> All OR: | | Scope of Service LEA-Wide <input checked="" type="checkbox"/> All OR: | |

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>Collaborative instructional decisions will be shared amongst grade level segments.</p> | <p>Listed above. 0</p> | <p>Collaborative instructional decisions were shared amongst grade level segments.</p> | <p>Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>School/home collaboration will be supported through the continuation of Accelerated Reading goals.</p> | <p>Listed above. 0</p> | <p>School/home collaboration was supported through the continuation of Accelerated Reading goals.</p> | <p>Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>Summer School will be provided to students scoring below proficient on state and local assessments.</p> | <p>Listed above under highly qualified teachers. 0</p> | <p>Summer School is being provided to students scoring below proficient on state and local assessments.</p> | <p>Listed above under highly qualified teachers. 0</p> |

| | | | |
|---|--|---|--|
| Scope of Service LEA-Wide | | Scope of Service LEA-Wide | |
| X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Develop individual action plans (IAP) for student support. | Listed above. 0 | Developed individual action plans (IAP) for student support. | Listed above. 0 |
| Scope of Service LEA-Wide | | Scope of Service LEA-Wide | |
| X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Provide intervention services to students in need of additional support to meet grade level standards | LCFF Funding - Instructional Aide Support - Listed Above 0 | Provided intervention services to students in need of additional support to meet grade level standards | LCFF Funding - Instructional Aide Support - Listed Above 0 |
| Scope of Service LEA-Wide | | Scope of Service LEA-Wide | |
| _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | _ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |

| | | | |
|--|---|--|---|
| <p>Provide intervention services to English Learner students in need of additional support to meet grade level standards</p> | <p>LCFF Funding - Instructional Aide Support - Listed Above 0</p> | <p>Provided intervention services to English Learner students in need of additional support to meet grade level standards</p> | <p>LCFF Funding - Instructional Aide Support - Listed Above 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Instruction: Continue integrated ELD instruction</p> | <p>LCFF Funding-Supplemental-Listed Above 0</p> | <p>Instruction: Continued integrated ELD instruction</p> | <p>LCFF Funding - Instructional Aide Support - Listed Above 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input 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 checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Support: Provide summer ELD support and integrate support programs for EL students</p> | <p>LCFF Funding-Supplemental-Listed Above 0</p> | <p>Support: Provide summer ELD support and integrate support programs for EL students</p> | <p>LCFF Funding-Supplemental-Listed Above 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> | |

| | | | |
|--|---|--|--|
| <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> 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? | The District goal 1 was met and programs were found to be effective. No changes are expected to be made to our program, though we will adjust the LCAP goals for the coming year to address the concern about the readability of the document. Some expenses weren't equal to the original estimates. These mostly reflected changed personnel assigned to the positions. | | |

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

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

| | | |
|---------------------------------------|---|---|
| Original GOAL 2 from prior year LCAP: | Improve student achievement - Math. Continue instructional programs supporting student learning. All students have access to the full range of courses. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
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| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All |
|------------------|--------------|---------------------------------|

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| Expected Annual Measurable Outcomes: | 80% proficient in District Multiple Measures in math. Maintain 0 teacher misassignments. | Actual Annual Measurable Outcomes: | 80+% proficient in District Multiple Measures in math. Maintained 0 teacher misassignments. |
|--------------------------------------|---|------------------------------------|--|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | | | | | |
|--|---|---|---|--|------------------|----------|--|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | | | | |
| Continue differentiated academic settings in grade level segments. | Maintain highly qualified teachers. Listed above. 0 | Continued differentiated academic settings in grade level segments. | Maintain highly qualified teachers. Listed above. 0 | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service | LEA-Wide | | <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service | LEA-Wide | |
| Scope of Service | LEA-Wide | | | | | | |
| Scope of Service | LEA-Wide | | | | | | |
| Maintain small class sizes in primary. | Maintain highly qualified teachers. Listed above. 0 | Maintained small class sizes in primary. | Maintain highly qualified teachers. Listed above. 0 | | | | |

| | | | |
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| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Classrooms will maintain classroom assistants.</p> | <p>Instructional assistants. Listed above. 0</p> | <p>Classrooms maintained classroom assistants.</p> | <p>Instructional assistants. Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Continue math tutoring program.</p> | <p>Listed above. 0</p> | <p>Continued math tutoring program.</p> | <p>Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Maintain student Individual Action Plans (IAP).</p> | <p>Listed above. 0</p> | <p>Maintain student Individual Action Plans (IAP).</p> | <p>Listed above. 0</p> |

| | | | |
|---|---|---|---|
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Continue EL intervention support services.</p> | <p>Instructional Aides. Listed above. 0</p> | <p>Continued EL intervention support services.</p> | <p>Instructional Aides. Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Intervention services for below proficient students will be maintained.</p> | <p>Instructional Aides. Listed above. 0</p> | <p>Intervention services for below proficient students was maintained.</p> | <p>Instructional Aides. Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Math exchange will be kept to support</p> | <p>Listed above. 0</p> | <p>Math exchange was kept to support all</p> | <p>Listed above. 0</p> |

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|--|--------------------------------------|--|--------------------------------------|
| all students at their own success level. | | students at their own success level. | |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| Math Specialist will support differentiated math instruction | Instructional Aides. Listed above. 0 | Math Specialist supported differentiated math instruction | Instructional Aides. Listed above. 0 |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| Collaborative instructional decisions will be shared amongst grade level segments. | Listed above. 0 | Collaborative instructional decisions were shared amongst grade level segments. | Listed above. 0 |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

| | | | |
|--|---|--|---|
| <p>Summer School will be provided to students scoring below proficient on state and local assessments.</p> | <p>Maintain highly qualified teachers. Listed above. 0</p> | <p>Summer School is being provided to students scoring below proficient on state and local assessments.</p> | <p>Maintain highly qualified teachers. Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Assess student progress using formative, interim, and summative assessments. Unit Assessments STAR Math</p> | <p>Listed above. 0</p> | <p>Assessed student progress using formative, interim, and summative assessments. Unit Assessments STAR Math</p> | <p>Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Implement High Quality Instructional Practices - Math Common Core Segment Meetings Highly Qualified Teachers Standards Aligned Materials</p> | <p>Maintain highly qualified teachers. Listed above. 0</p> <p>Purchase standards aligned materials. Listed above. 0</p> | <p>Implemented High Quality Instructional Practices - Math Common Core Segment Meetings Highly Qualified Teachers Standards Aligned Materials</p> | <p>Maintain highly qualified teachers. Listed above. 0</p> <p>Purchase standards aligned materials. Listed above. 0</p> |

| Scope of Service | LEA-wide | | Scope of Service | LEA-wide | |
|--|--|--|--|----------|--|
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The District goal 2 was met and programs were found to be effective. No changes are expected to be made to our program, though we will adjust the LCAP goals for the coming year to address the concern about the readability of the document. | | | | |

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

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

| | | | |
|--|---|---|---|
| Original GOAL 3 from prior year LCAP: | Improve student achievement - Common Core Deliver appropriate Common Core training to 100% of instructional staff. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" 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: | 100% of instructional staff will receive common core training. | Actual Annual Measurable Outcomes: 100% of instructional staff received common core training. | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Create staff development plan for all staff that incorporates Common Core and District goals Curriculum development EL strategies Writing instruction Report Card | Professional development workshops. 7000-7439: Other Outgo Base \$8,798 | Created staff development plan for all staff that incorporates Common Core and District goals Curriculum development EL strategies Writing instruction Report Card | Professional development workshops. 7000-7439: Other Outgo Base \$12,026.00 |
| Scope of Service: LEA-Wide | | Scope of Service: LEA-Wide | |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We met our goal. No changes are expected to be made to our program, though we will adjust the LCAP goals for the coming year to address the concern about the readability of the document. The cost exceeded the original estimates due to a decision to increase professional development.

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

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

| | | |
|---------------------------------------|---|--|
| Original GOAL 4 from prior year LCAP: | Improve student achievement ELL Increase EIs who gain at least one language proficiency level as measured by CELDT. Increase the percentage of EIs who are reclassified as Fluent English Proficient within 5 years of enrolling in school. All ELL students have access to the full range of courses. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify |
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|------------------|--------------|--|
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: EL & Exceptional Needs |
|------------------|--------------|--|

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|--------------------------------------|--|------------------------------------|---|
| Expected Annual Measurable Outcomes: | Increase EIs who gain at least one language proficiency level as measured by CELDT. Increase the percentage of EIs who are reclassified as Fluent English Proficient within 5 years of enrolling in school. | Actual Annual Measurable Outcomes: | 50% EL students gained at least one language proficiency level as measured by CELDT. No EL students were enrolled 5 years. |
|--------------------------------------|--|------------------------------------|---|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|--|---|---|
| Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| Create staff development plans for all staff that incorporates EL strategies. Curriculum development. Writing instruction. Academic language. Individualized technology. | Professional development workshops. Listed above. 0 Use of technology. 0000: Unrestricted Base \$6,000 Use of intervention support 2000-2999: Classified Personnel Salaries Supplemental \$4,613 | Created staff development plans for all staff that incorporates EL strategies. Curriculum development. Writing instruction. Academic language. Individualized technology. | Professional development workshops. Listed above. 0 Use of technology. 0000: Unrestricted \$8,240 Use of intervention support 1000-1999: Certificated Personnel Salaries Supplemental \$4,000 |
| Scope of Service | LEA-Wide | Scope of Service | LEA-Wide |
| _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient | | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient | |

| _ 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? | We didn't have enough data to determine if the goal was met. No changes are expected to be made to our program, though we will adjust the LCAP goals for the coming year to address the concern about the readability of the document. The costs didn't align due to changing personnel and increased technology needs. | | |

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

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

| | | | |
|---|---|---|--|
| Original GOAL 5 from prior year LCAP: | Improve School Culture - Social and Emotional Provide additional training in social interaction. EMHI will be offered. Parent and community outreach and education. Increase access to school psychologist. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All ----- Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Suspensions 0 Expulsions 0 Attendance 97% | Actual Annual Measurable Outcomes: Suspensions 0 Expulsions 0 Attendance 97.24% | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide additional training in social interaction | Use of Toolbox 2000-2999: Classified Personnel Salaries Base \$6,000 | Provided additional training in social interaction | Use of Toolbox 2000-2999: Classified Personnel Salaries Base \$9,393 |
| Scope of Service: LEA-Wide | | Scope of Service: LEA-Wide | |
| <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| EMHI will be implemented. | EMHI Support. 2000-2999: Classified Personnel Salaries Base \$3,099 | EMHI was implemented. | EMHI Support. 2000-2999: Classified Personnel Salaries Base \$9,393 |

| | | | |
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| <p>Scope of Service LEA-Wide</p> | | <p>Scope of Service LEA-Wide</p> | |
| <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>Parent and community outreach and education.</p> | <p>Use of Toolbox. Listed above. 0</p> | <p>Used Toolbox systems to reach out to parents about improved social and emotional interactions at school.</p> | <p>Use of Toolbox. Listed above. 0</p> |
| <p>Scope of Service LEA-Wide</p> | | <p>Scope of Service LEA-Wide</p> | |
| <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>Increase access to psychologist.</p> | <p>EMHI Program. Listed Above. 0</p> | <p>Used EMHI supervision to increase access to psychologist.</p> | <p>EMHI Program. Listed Above. 0</p> |
| <p>Scope of Service LEA-Wide</p> | | <p>Scope of Service LEA-Wide</p> | |
| <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |

| | | | |
|--|---------------------------------|--|---------------------------------|
| Train and support staff for use of Toolbox. | Use of Toolbox. Listed above. 0 | Trained staff in use of Toolbox. | Use of Toolbox. Listed above. 0 |
| <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 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> | |
| Place all committee meetings on District website. | Listed above. 0 | Placed all committee meetings on District website. | Listed above. 0 |
| <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 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> | |
| Develop parent and teacher understanding of the Character Attributes section of the Report Card. | Listed above. 0 | Used staff development to develop teacher understanding of the Character Attributes section of the Report Card. Teachers used conferences to build parent understanding. | Listed above. 0 |
| <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</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</p> | |

| | | | |
|--|--|--|--|
| _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We met our goal. No changes are expected to be made to our program, though we will adjust the LCAP goals for the coming year to address the concern about the readability of the document. Costs didn't align due to increased personnel expenses. | | |

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

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

| | | | |
|--|---|--|--------------------------------------|
| Original GOAL 6 from prior year LCAP: | Increase Parent Involvement Encourage parent involvement and participation in school activities. Encourage parent participation at information nights, such as Open House, Back to School Night, etc... | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Attendance at events, currently at 50% | Actual Annual Measurable Outcomes: Through the use of staff surveys, we determined that event participation increased to over 60%. | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Increase bilingual outreach support. | Listed above. 0 | Used bilingual aides to increase bilingual outreach support. | Listed above. 0 |
| Scope of Service: LEA-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: LEA-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) | |
| Increase use of school all-call system. | Listed above. 0 | Increased use of school all-call system. | Listed above. 0 |
| Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All | | Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All | |

| | | | |
|---|---|---|--|
| <p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | | <p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>We met our goal. No changes are expected to be made to our program, though we will adjust the LCAP goals for the coming year to address the concern about the readability of the document.</p> | | |

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

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

| | | | |
|--|--|---|--|
| Original GOAL 7 from prior year LCAP: | Maintain school facilities through regular inspection. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Facilities Inspection Tool - Good Repair. | Actual Annual Measurable Outcomes: Facilities Inspection Tool - Good Repair. | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Review and rank all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/maintenance staff. | Listed below. 0 | Reviewed and ranked all areas of facilities needs on the annual and monthly inspections forms by both administration and custodial/maintenance staff. | Listed below. 0 |
| Scope of Service: LEA-Wide | | Scope of Service: LEA-Wide | |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| Increase custodial support services. | Custodial services. 2000-2999: Classified Personnel Salaries Base \$11,974 | Increased custodial support services. | Custodial services. 2000-2999: Classified Personnel Salaries Base \$37,196 |

| | | | |
|--|--|--|--|
| Scope of Service LEA-Wide | | Scope of Service LEA-Wide | |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | We will maintain our current level of services based on our findings. No changes are expected to be made to our program, though we will adjust the LCAP goals for the coming year to address the concern about the readability of the document. Our expenses exceeded the original budget due to the business offices decision to charge all custodial expenses to this budget item. | | |

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 8 from prior year LCAP: | All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Improve Student Achievement Continue instructional programs supporting student learning. Local Assessments - See Goals 1 & 2 | Actual Annual Measurable Outcomes: Improved Student Achievement Continued instructional programs supporting student learning. Local Assessments - See Goals 1 & 2 | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Implementation of Common Core | Professional Development Workshops LCFF Funding - Listed Above 0 | Implementing of Common Core | Professional Development Workshops LCFF Funding - Listed Above 0 |
| Scope of Service | LEA-Wide | Scope of Service | LEA-Wide |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input 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) | |
| Assess student progress towards mastery of content standards | Listed above. 0 | Assessed student progress towards mastery of content standards | Listed above. 0 |

| | | | |
|--|---|--|---|
| Scope of Service LEA-Wide | | Scope of Service LEA-Wide | |
| X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Use of Toolbox LCFF Funding-Listed Above 0 EMHI Program - Listed Above 0 | X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Use of Toolbox LCFF Funding-Listed Above 0 EMHI Program - Listed Above 0 |
| Improve pupil engagement and articulation | | Improved pupil engagement and articulation | |
| Scope of Service LEA-Wide | | Scope of Service LEA-Wide | |
| X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | The goal was met. No changes are expected to be made to our program, though we will adjust the LCAP goals for the coming year to address the concern about the readability of the document. | X 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? | | | |

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: | \$15,169 |
| The supplemental funds derived from the 24% unduplicated count were used districtwide and are providing support to EL and low-income students through the use of classroom aide support. The use of these funds districtwide created a low staff to student ratio that allowed students in these categories to receive immediate support and feedback. | |

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

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

| | |
|---|---|
| 2.98 | % |
| Supplemental funds allow the district to maintain services over the base allocations for all pupils by providing English learners and low-socioeconomic students with the services necessary to meet State and District standards. The District continues to exceed the amount of supplemental funding provided to meet the needs of the unduplicated population. | |

Section 4: Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|------------------------|----------------------|------------|------------|------------|----------------|
| Funding Source | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Funding Sources | 242,429.00 | 253,588.00 | 193,196.00 | 198,637.00 | 222,000.00 | 613,833.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Base | 206,486.00 | 211,612.00 | 161,240.00 | 165,681.00 | 189,000.00 | 515,921.00 |
| Supplemental | 35,943.00 | 41,976.00 | 31,956.00 | 32,956.00 | 33,000.00 | 97,912.00 |

| Total Expenditures by Object Type | | | | | | |
|--|------------------------|----------------------|------------|------------|------------|----------------|
| Object Type | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Expenditure Types | 236,678.00 | 253,588.00 | 193,196.00 | 198,637.00 | 222,000.00 | 613,833.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0000: Unrestricted | 6,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 164,864.00 | 142,025.00 | 140,000.00 | 144,000.00 | 166,500.00 | 450,500.00 |
| 2000-2999: Classified Personnel Salaries | 57,016.00 | 93,958.00 | 47,330.00 | 48,637.00 | 49,000.00 | 144,967.00 |
| 4000-4999: Books And Supplies | 0.00 | 5,579.00 | 5,866.00 | 6,000.00 | 6,500.00 | 18,366.00 |
| 7000-7439: Other Outgo | 8,798.00 | 12,026.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|---------------------|------------------------|----------------------|------------|------------|------------|----------------|
| Object Type | Funding Source | Annual Update Budgeted | Annual Update Actual | Year 1 | Year 2 | Year 3 | Year 1-3 Total |
| All Expenditure Types | All Funding Sources | 236,678.00 | 253,588.00 | 193,196.00 | 198,637.00 | 222,000.00 | 613,833.00 |
| | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0000: Unrestricted | Base | 6,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 164,864.00 | 138,025.00 | 140,000.00 | 144,000.00 | 166,500.00 | 450,500.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 0.00 | 4,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Base | 21,073.00 | 55,982.00 | 15,374.00 | 15,681.00 | 16,000.00 | 47,055.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 35,943.00 | 37,976.00 | 31,956.00 | 32,956.00 | 33,000.00 | 97,912.00 |
| 4000-4999: Books And Supplies | Base | 0.00 | 5,579.00 | 5,866.00 | 6,000.00 | 6,500.00 | 18,366.00 |
| 7000-7439: Other Outgo | Base | 8,798.00 | 12,026.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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).