

Public Hearing: 6/25/15 Agenda Item #14.A
Approval: 6/29/15 Agenda Item #6.A

Local Control and Accountability Plan 2015-16

**Apple Blossom
Elementary School
(District 53- Fund 01)**

Introduction:

LEA: Twin Hills Union School District: Apple Blossom School **Contact (Name, Title, Email, Phone Number):** Barbara Bickford, Ed.D, Superintendent, bbickford@twinhillsusd.org, 707-823-0871 **LCAP Year:** 2015-16

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>The LEA (Apple Blossom School) provided many opportunities for parents, teachers, and community members to be involved in gathering data and information.</p> <p>Bimonthly report to the Board of Trustees. 9/14, 11/14, 1/15, 3/15, 5/15</p> <p>Parent Survey April 2015 103 parents completed a survey about the eight priority areas. The survey was provided in English and Spanish.</p> <p>Information presented to Education Foundation (PTA Equivalent) Bimonthly 9/9/14, 11/5/14, 1/6/15, 3/5/15, 5/5/15</p> <p>ELAC Bimonthly meetings Specific focus on LCAP goals on Oct. 6 and Jan. 12. The meetings, conducted in Spanish, was attended by several parents.</p> <p>Monthly Staff Meetings include LCAP Goals and Actions</p> <p>Student Conflict Managers met fall and spring. Student Council met monthly.</p> <p>Weekly staff Leadership Team meetings with Principal Rosenquist. Review of STAR Reading assessment, DIBELS, benchmarks, report cards Data was used to provide information on performance of significant subgroups.</p> <p>Review of Final Draft with School Site Council: June 11, 2015 Parent comments</p>	<p>Board Meeting - Principal Rosenquist reported about implementation of CC Math support for underachieving students and professional development relative to LCAP goals, including plans being developed for 2015-16 LCAP.</p> <p>5, Parent Survey and Meeting Input - Discussions with parents at Education Foundation Meetings and information from the surveys show that overall parents are very satisfied with the academic and enrichment programs available at Apple Blossom School. There were many comments about the positive school culture. There is interest in more art at all grades and more music in primary grades. Some parents mentioned desire for counselor. ELAC parents were very positive about the academic opportunities for their children.</p> <p>Review of Data - School assessment indicate there is still an achievement gap with low income and EL students. Current programs and services are positively influencing student achievement. An increase of these services and the addition of services could have a positive effect on student achievement.</p> <p>ELAC parents expressed an interest in homework support for primary grades; technology training for parents, and summer school.</p> <p>Staff Meetings: Teachers identified Writing to be the curriculum focus for the 2015-16 school year with continued emphasis on creating CC Math units. They participated in multiple sessions of professional development including release days to plan math units, assessments, reporting forms, and more. They currently request time to develop units over the summer in math and CC ELA and NGSS in the coming year. Professional development continues to be a goal.</p> <p>Weekly, staff leadership team meets to de-brief professional development experiences, discuss curriculum materials, share information from grade-level meetings, plan of up-coming professional development, share strategies to support underachieving students, all part of the LCAP goals and actions. The leadership team reviewed data an survey input to contribute to development of 2015-16 LCAP actions. Time for teachers to apply professional learning and to create units continues to be a need.</p> <p>Conflict Managers give feedback about playground climate and suggestions for improvement.</p> <p>Student Council selected assemblies and after school social activities.</p>

were responded to in writing.
 Board Meeting for Public Hearing of LCAP and Budget: June 25, 2015.
 Board Meeting for Approval of LCAP and Budget: June 29, 2015.

Annual Update:

Parent Survey April 2015
 103 parents completed a survey about the eight priority areas. The survey was provided in English and Spanish.

ELAC Bimonthly meetings Specific focus on LCAP goals on Oct. 6 and Jan. 12.
 The meetings, conducted in Spanish, was attended by several parents.

Information presented to Education Foundation (PTA Equivalent) Bimonthly

Annual Update:

Parent Survey and Meeting Input - Discussions with parents at Education Foundation Meetings and information from the surveys show that overall parents are very satisfied with the academic and enrichment programs available at Apple Blossom School. There were many comments about the positive school culture. There is interest in more art at all grades and more music in primary grades. Some parents mentioned desire for counselor. ELAC parents were very positive about the academic opportunities for their children.

Staff Meetings: Teachers identified Math to be the focus for the 2014-15 school year. They participated in multiple sessions of professional development including release days to plan math units, assessments, reporting forms, and more. They currently request time to develop units over the summer in math and CC ELA and NGSS in the coming year. Professional development continues to be a goal.

Weekly, staff leadership team meets to de-brief professional development experiences, discuss curriculum materials, share information from grade-level meetings, plan of up-coming professional development, share strategies to support underachieving students, all part of the LCAP goals and actions. Time for teachers to apply professional learning and to create units continues to be a need.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals. Provide strong, inclusive instructional leadership that uses data in decision-making.</p>	<p>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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to attain proficiency in Common Core State Standards and be prepared for success in the 21st Century.</p> <p>Metric: CAASSP; CELDT. Establish baseline results from 2015 test administration. 4A</p> <p>Common Core State Standards: ELA/ELD; Math Implementation baseline = 50% 2</p> <p>CELDT: All EL students increase one level annually. Baseline: 32% increased one or more levels. Reclassification rate = 14% 4D & E</p> <p>API: N/A A-G: N/A CTE: N/A AP: N/A EAP: N/A</p> <p>Basic: Students need all teachers to be highly qualified and appropriately assigned. Baseline: 100% of teachers are highly qualified. 1A Students need standards aligned instructional materials Baseline (Williams). 100% of students have standards aligned instructional materials. 1B Students need to be physically active.</p> <p>Metric: Physical Fitness test results. Baseline: 71% on average are in the Healthy Fitness Zone 8A</p> <p>Course Access Baseline: All students, including unduplicated students and students with exceptional needs, have access to core academic subjects (English, Math, NGSS, Social Studies) and music, art, PE, library. 8A 7</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Apple Blossom</p> <hr/> <p>Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: CAASPP targets to be determined using baseline data.

100% of ELA/ELD and Math CCSS fully implemented.

English Learners: 50% of English Learners will increase by one CELDT level annually.

Increase reclassification rate by 2% = 18%

Continue to insure that 100% of teachers are appropriately assigned and highly qualified.

100% of students will have access to standards aligned instructional materials.

80% of students will test in the Healthy Fitness Zone.

Continue to provide 100% of students access to core academic subjects and PE, art, music, and library services.

Continue to provide unduplicated students and students with exceptional needs with support programs as identified in the actions/services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Highly Qualified teachers in all classrooms	Apple Blossom School	<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)	Salary and Benefits for Highly Qualified Teachers. Funding: LCFF Base & EPA \$1,537,768 Res 0000 & 1400, Obj 11x, 3xx1
WIN: What I Need Now. ELA RtI leveled support program for intervention and challenge to meet individual student learning goals.	Apple Blossom School	<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)	Salary and Benefits, Certificated and Classified Funding: LCFF Base & Supplemental \$7,984 + \$1,385 Res 0000, 1x, 2x, 3x

Provide intervention services for students with disabilities and other students not meeting standards. 2 special education teachers and one .8 Title I Teacher.	Apple Blossom School	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Below proficient</u>	Salary, Benefits, Instructional Materials, Professional Services Funding: LCFF Base & Supplemental, Federal \$176,059 Special Education: \$144,812 Title 1: \$31,247 Res 0000, 6500, 3010, Obj 1x, 3x, 4x, 5x
Grade Level collaborative planning	Apple Blossom School	<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)	Substitute Costs for 2 half-days days per teacher per trimester. Funding: LCFF Base \$18,100 Res 0000, Obj 1x, 3x
Dreambox online math program for all students	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Renewal of Licenses Funding: LCFF Base \$7,140 Res 0000, Obj 43x
Lexia Reading program to support emerging readers	Apple Blossom School	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Below Proficient</u>	Renewal of Licenses Funding: LCFF Supplemental \$3,000 Res 0000, Obj 43x

<p>Continue to provide art, music, PE, and other enrichment classes.</p>	<p>Apple Blossom School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Staff Salary and benefits and Professional Services, Materials Funding: LCFF Base \$114,310</p> <hr/> <p>Music & PE teachers \$87,310 Art & Garden \$27,000 Res 0000, Obj 1x, 3x, 58x</p>
<p>Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.</p>	<p>Apple Blossom School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development Funding: LCFF Base, Federal \$22,930 Res 0000, 3010, Obj 1x, 3x, 52x</p>
<p>Implement instructional goals for technology.</p>	<p>Apple Blossom School</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>Technology tools. Funding: LCFF Base \$35,000 Res 0000, Obj 43, 44x</p>
<p>Provide standards aligned instructional materials.</p>	<p>Apple Blossom School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase math textbooks. Examine and pilot ELA textbooks and materials. Purchase supplemental materials as needed Funding: LCFF Base & Supplemental \$75,000 Res 0000, Obj 41x</p>
<p>Continue to provide a highly qualified teacher to serve as an Instructional Resource Coordinator to offer a wide array of service to students, teachers, and staff to</p>	<p>Apple Blossom School</p>	<p><input type="checkbox"/> All OR:</p>	<p>Salary, Benefits, Professional Development, Instructional Materials.</p>

support the accelerated learning of students who are not proficient.		<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Below Proficient</u>	Funding: Base & Supplemental \$77,645 B=\$15,530 S=62,115 Res 0000, Obj 1x, 3x
Continue instructional assistant to provide support services to underachieving students in math and ELA in a push in model.	Apple Blossom School	<u>All</u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Below proficient</u>	Salary and Benefits, Certificated and Classified Funding: LCFF Supplemental \$5,405 Res 0000, 2x, 3x
Increase instructional assistant to 1 FTE to provide additional support for ELA especially in written expression.	Apple Blossom School	<u>All</u> 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)	Salary and Benefits Classified staff Funding: Supplemental \$40,262 Res 0000, Obj 2x, 3x
Provide redesignated EL students the same rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Achievement monitored by Instructional Support Teacher. Costs shown on previous page.
Provide a 20% school counselor.	Apple Blossom School	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Salary and Benefits Certificated staff Funding: Supplemental \$13,613 Res 0000, Obj 1x, 3x

		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with identified needs</u>	
Add .5 FTE instructional assistant to support under achieving students.	Apple Blossom School	<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)	Salary and Benefits Classified staff Funding: Supplemental \$14,325 Res 0000, Obj 2x, 3x

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	CAASPP targets to be determined using baseline data. 100% of ELA/ELD and Math CCSS fully implemented. English Learners: 50% of English Learners will increase by one CELDT level annually. Increase reclassification rate by 2% = 18% Continue to insure that 100% of teachers are appropriately assigned and highly qualified. 100% of students will have access to standards aligned instructional materials. 80% of students will test in the Healthy Fitness Zone. Continue to provide 100% of students access to core academic subjects and PE, art, music, and library services. Continue to provide unduplicated students and students with exceptional needs with support programs as identified in the actions/services.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Highly Qualified teachers in all classrooms	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Salary and Benefits for Highly Qualified Teachers. Funded: LCFF Base & EPA \$1,599,749 Res 0000 & 1400, Obj 11x, 3xx1

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
WIN: What I Need Now. ELA RtI leveled support program for intervention and challenge to meet individual student learning goals.	Apple Blossom School	<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)	Salary and Benefits, Certificated and Classified Funding: Base & Supplemental \$8,271 + \$1,440 <hr/> Res 0000, 1x, 2x, 3x
Provide intervention services for students with disabilities and other students not meeting standards. 2 special education teachers and one .8 Title I Teacher.	Apple Blossom School	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Below proficient	Salary, Benefits, Instructional Materials, Professional Services Funding: Base & Supplemental, Federal \$181,428 <hr/> Special Education: \$149,910 <hr/> Title 1: \$31,518 Res 0000, 6500, 3010, Obj 1x, 3x, 4x, 5x
Grade Level collaborative planning	Apple Blossom School	<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)	Substitute Costs for 2 half-days days per teacher per trimester. Funding: LCFF Base \$18,780 Res 0000, Obj 1x, 3x
reambox online math program for all students	Apple Blossom School	<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	Renewal of Licenses <hr/> Funding: LCFF Base \$7,280 Res 0000, Obj 43x

		_ Other Subgroups: (Specify)	
Lexia Reading program to support emerging readers	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Renewal of Licenses <hr/> Funding: LCFF Supplemental \$3,050 Res 0000, Obj 43x
Continue to provide art, music, PE, and other enrichment classes.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Staff Salary and benefits and Professional Services, Materials Funding: LCFF Base \$118,750 <hr/> Music & PE teacher \$91,750 Art & Garden \$27,000 Res 0000, Obj 1x, 3x, 58x
Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development <hr/> Funding: LCFF Base, Federal \$23,510 Res 0000, 3010, Obj 1x, 3x, 52x
Implement instructional goals for technology.	Apple Blossom School	<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)	Technology tools. Funding: LCFF Base \$35,700 Res 0000, Obj 43, 44x

<p>Provide standards aligned instructional materials.</p>	<p>Apple Blossom School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase math textbooks. Examine and pilot ELA textbooks and materials. Purchase supplemental materials as needed Funding: LCFF Base & Supplemental \$5,000 Res 0000, Obj 41x</p>
<p>Continue to provide highly qualified teacher to serve as an Instructional Resource Coordinator to offer a wide array of service to students, teachers, and staff to support the accelerated learning of students who are not proficient.</p>	<p>Apple Blossom School</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 checked="" type="checkbox"/> Other Subgroups: (Specify) Below proficient</p>	<p>Salary, Benefits, Professional Development, Instructional Materials. Funding: Supplemental \$80,375 Res 0000, Obj 1x, 3x</p>
<p>Continue provide instructional assistant to provide support services to underachieving students in math and ELA in a push in model.</p>	<p>Apple Blossom School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Below proficient</p>	<p>Salary and Benefits, Certificated and Classified Funding: LCFF Supplemental \$5,620 Res 0000, 2x, 3x</p>
<p>Continue to provide instructional assistant to provide additional support for ELA especially in written expression.</p>	<p>Apple Blossom School</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary and Benefits Classified staff Funding: Supplemental \$41,863 Res 0000, Obj 2x, 3x</p>
<p>Provide redesignated EL students the same rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.</p>	<p>Apple Blossom School</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Achievement monitored by Instructional Support Teacher. Costs shown on previous page.</p>

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to provide a 20% school counselor	Apple Blossom School	<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) <u>Students with identified needs.</u>	Salary and Benefits Certificated staff Funding: Supplemental \$14,090 Res 0000, Obj 1x, 3x
Continue .5 FTE instructional assistant to support under achieving students.	Apple Blossom School	<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)	Salary and Benefits Classified staff Funding: Supplemental \$14,939 Res 0000, Obj 2x, 3x

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

CAASPP targets to be determined using baseline data.

100% of ELA/ELD and Math CCSS fully implemented.

English Learners: 50% of English Learners will increase by one CELDT level annually.

Increase reclassification rate by 2% = 18%

Continue to insure that 100% of teachers are appropriately assigned and highly qualified.

100% of students will have access to standards aligned instructional materials.

80% of students will test in the Healthy Fitness Zone.

Continue to provide 100% of students access to core academic subjects and PE, art, music, and library services.

Continue to provide unduplicated students and students with exceptional needs with support programs as identified in the actions/services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Highly Qualified teachers in all classrooms	Apple Blossom School	<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)	Salary and Benefits for Highly Qualified Teachers. Funded: LCFF Base & EPA \$1,667,499 Res 0000 & 1400, Obj 11x, 3xx1
WIN: What I Need Now. ELA RtI leveled support program for intervention and challenge to meet individual student learning goals.	Apple Blossom School	<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)	Salary and Benefits, Certificated and Classified Funding: Base & Supplemental \$8,583 + \$1,499 Res 0000, 1x, 2x, 3x

<p>Provide intervention services for students with disabilities and other students not meeting standards. 2 special education teachers and one .8 Title I Teacher.</p>	<p>Apple Blossom School</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 checked="" type="checkbox"/> Other Subgroups: (Specify) Below proficient</p>	<p>Salary, Benefits, Instructional Materials, Professional Services Funding: Base & Supplemental , Federal \$188,286 <hr/> Special Education: \$155,418 <hr/> Title 1: \$32,868 Res 0000, 6500, 3010, Obj 1x, 3x, 4x, 5x</p>
<p>Grade Level collaborative planning</p>	<p>Apple Blossom School</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>Substitute Costs for 2 half-days days per teacher per trimester. Funding: LCFF Base \$19,520 Res 0000, Obj 1x, 3x</p>
<p>Dreambox online math program for all students</p>	<p>Apple Blossom School</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>Renewal of Licenses <hr/> Funding: LCFF Base \$7,425 Res 0000, Obj 43x</p>
<p>Lexia Reading program to support emerging readers</p>	<p>Apple Blossom School</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>Renewal of Licenses <hr/> Funding: LCFF Supplemental \$3,100 Res 0000, Obj 43x</p>
<p>Continue to provide art, music, PE, and other enrichment classes.</p>	<p>Apple Blossom School</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Certificated Staff Salary and benefits and Professional Services, Materials</p>

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Funding: LCFF Base \$123,745 Music & PE teachers \$96,745 Art & Garden \$27,000 Res 0000, Obj 1x, 3x, 58x
Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development Funding: LCFF Base, Federal \$24,150 Res 0000, 3010, Obj 1x, 3x, 52x
Implement instructional goals for technology.	Apple Blossom School	<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)	Technology tools. Funding: LCFF Base \$36,400 Res 0000, Obj 43, 44x
Provide standards aligned instructional materials.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase math textbooks. Examine and pilot ELA textbooks and materials. Purchase supplemental materials as needed Funding: LCFF Base & Supplemental \$5,000 Res 0000, Obj 41x
Continue to provide highly qualified teacher to serve as an Instructional Resource Coordinator to offer a wide array of service to students, teachers, and staff to support the accelerated learning of students who are not proficient.	Apple Blossom School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Salary, Benefits, Professional Development, Instructional Materials. Funding: Base & Supplemental \$83,335 B=18,335 S=\$65,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Below proficient	Res 0000, Obj 1x, 3x
Continue provide instructional assistant to provide support services to underachieving students in math and ELA in a push in model.	Apple Blossom School	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Below proficient	Salary and Benefits, Certificated and Classified Funding: LCFF Supplemental \$5,845 Res 0000, 2x, 3x
Continue to provide instructional assistant to provide additional support for ELA especially in written expression.	Apple Blossom School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary and Benefits Classified staff Funding: Supplemental \$43,605 Res 0000, Obj 2x, 3x
Provide redesignated EL students the same rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Achievement monitored by Instructional Support Teacher. Costs shown on previous page.
Continue to provide a 20% school counselor	Apple Blossom School	<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:	Salary and Benefits Certificated staff Funding: Supplemental \$14,606 Res 0000, Obj 1x, 3x

		(Specify) <u>Students with identified needs.</u>	
Continue .5 FTE instructional assistant to support under achieving students.	Apple Blossom School	<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)	Salary and Benefits Classified staff Funding: Supplemental \$15,615 Res 0000, Obj 2x, 3x

<p>GOAL 2:</p>	<p>To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 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</p>
<p>Identified Need :</p>	<p>Students need a safe, supportive, respectful environment in order to learn.</p> <p>Metric: Healthy Kids Survey Baseline: 86% of students stated they felt safe at school all or most of the time. 6C</p> <p># Suspensions (Baseline Less than 1%) and Expulsions (Baseline 0%) 6A & B</p> <p>Students need parents to be involved in the school community.</p> <p>75% of parents, including parents of unduplicated students and students with exceptional need, attend conferences, open house, and back to school night. 3</p> <p>Students need clean and safe buildings and grounds.</p> <p>FIT Survey: All rating are good. 1C</p> <p>Student Engagement:</p> <p>Attendance Baseline: 96.78% 5A</p> <p>Chronic Truancy 5B Baseline 0%</p> <p>Middle School Dropout Rates: N/A High School Dropout Rates: N/A High School Graduation Rates: N/A</p>	
<p>Goal Applies to:</p>	<p>Schools: Apple Blossom</p>	<p>Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>Maintain current levels of suspension and expulsion.</p> <p>Maintain school wide goals and programs. 90% of students will report feeling safe at school all or most of the time.</p> <p>Maintain strong involvement of parents as measured by attendance at events and conferences. Increase 75% baseline by 2%.</p> <p>Continue to maintain clean and safe buildings and grounds with FIT ratings all good.</p> <p>Maintain current attendance and chronic absenteeism rates.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide character education programs and implement with fidelity: SecondStep; Conflict Managers; Solution Team; Lifeskills; and Best Program.	Apple Blossom School	<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)	Implement selected programs. No funding needed.
Monitor student attendance.	Apple Blossom School	<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)	Office staff monitor student attendance Funding: LCFF Base \$2,350 Res 0000, Obj 58x
Continue to offer PIP program to students K-3.	Apple Blossom School	<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 checked="" type="checkbox"/> Other Subgroups: (Specify)	Classified Salary and benefits. Nothing budgeted yet. Anticipated expenses \$8,844 Funding: LCFF Base and Supplemental Res 9010, Obj 2x, 3x

		With SEL needs	
Continue parent and community volunteer program, outreach, and education (CBET), ELAC, Wellness Committee Education activities, Site Council.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated and Classified Salary, Benefits Funding: LCFF Base, Federal \$5,284 Res 0000, 4203, Obj 1x, 2x, 3x
Provide Custodial Services	Apple Blossom School	<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)	Classified Salary, Benefits, Supplies, Services Funding: LCFF Base \$170,495 Res 0000, Obj 2x, 3x, 4x, 5x
Provide Campus Supervision	Apple Blossom School	<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)	Classified Salary, Benefits Funding: LCFF Base \$46,933 Res 0000, Obj 2x, 3x

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>Maintain current levels of suspension and expulsion.</p> <p>Maintain school wide goals and programs. 90% of students will report feeling safe at school all or most of the time.</p> <p>Maintain strong involvement of parents as measured by attendance at events and conferences. Increase 75% baseline by 2%.</p> <p>Continue to maintain clean and safe buildings and grounds with FIT ratings all good.</p> <p>Maintain current attendance and chronic absenteeism rates.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide character education programs and implement with fidelity: SecondStep; Conflict Managers; Solution Team; Lifeskills; and Best Program.	Apple Blossom School	<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)	Implement selected programs. No funding needed.
Monitor student attendance.	Apple Blossom School	<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)	Office staff monitor student attendance Funding: LCFF Base \$2,390 Res 0000, Obj 58x
Continue to offer PIP program to students K-3.	Apple Blossom School	<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 checked="" type="checkbox"/> Other Subgroups: (Specify)	Classified Salary and benefits. Nothing budgeted yet. Anticipated expenses \$9,900 Funding: LCFF Base and Supplemental Res 9010, Obj 2x, 3x

		<u>Students with SEL needs</u>	
Continue parent and community volunteer program, outreach, and education (CBET), ELAC, Wellness Committee Education activities, Site Council.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated and Classified Salary, Benefits Funding: LCFF Base, Federal \$5,800 Res 0000, 4203, Obj 1x, 2x, 3x
Provide Custodial Services	Apple Blossom School	<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)	Classified Salary, Benefits, Supplies, Services Funding: LCFF Base \$176,620 Res 0000, Obj 2x, 3x, 4x, 5x
Provide Campus Supervision	Apple Blossom School	<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)	Classified Salary, Benefits Funding: LCFF Base \$48,660 Res 0000, Obj 2x, 3x

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Maintain current levels of suspension and expulsion.</p> <p>Maintain school wide goals and programs. 90% of students will report feeling safe at school all or most of the time.</p> <p>Maintain strong involvement of parents as measured by attendance at events and conferences. Increase 75% baseline by 2%.</p> <p>Continue to maintain clean and safe buildings and grounds with FIT ratings all good.</p> <p>Maintain current attendance and chronic absenteeism rates.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide character education programs and implement with fidelity: SecondStep; Conflict Managers; Solution Team; Lifeskills; and Best Program.	Apple Blossom School	<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)	Implement selected programs. No funding needed.
Monitor student attendance.	Apple Blossom School	<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)	Office staff monitor student attendance Funding: LCFF Base \$2,430 Res 0000, Obj 58x
Continue to offer PIP program to students K-3.	Apple Blossom School	<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 checked="" type="checkbox"/> Other Subgroups: (Specify)	Classified Salary and benefits. Nothing budgeted yet. Anticipated expenses \$11,100 Funding: LCFF Base and Supplemental Res 9010, Obj 2x, 3x

		<u>Students with SEL needs</u>	
Continue parent and community volunteer program, outreach, and education (CBET), ELAC, Wellness Committee Education activities, Site Council.	Apple Blossom School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated and Classified Salary, Benefits Funding: LCFF Base, Federal \$6,510 Res 0000, 4203, Obj 1x, 2x, 3x
Provide Custodial Services	Apple Blossom School	<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)	Classified Salary, Benefits, Supplies, Services Funding: LCFF Base \$183,250 Res 0000, Obj 2x, 3x, 4x, 5x
Provide Campus Supervision	Apple Blossom School	<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)	Classified Salary, Benefits Funding: LCFF Base \$50,545 Res 0000, Obj 2x, 3x

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?

Original GOAL 1 from prior year LCAP:	To provide every student with the opportunity to attain increasing levels of achievement that prepares them for success in the 21st century with district curriculum that is rigorous, aligned with Common Core State Standards, and meets 21st century learning goals.	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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: Apple Blossom	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Establish CAASPP ELA and Math proficiency baselines. 100% of Math CCSS fully implemented. English Learners: 50% of English Learners will increase by one CELDT level annually. There are currently less than 30 EL students. Increase reclassification by 2% = 16%. Continue to insure that 100% of teachers are appropriately assigned and highly qualified. 100% of students will have access to standards aligned instructional materials. 75% of students will test in the Healthy Fitness Zone. Continue to provide 100% of students PE, art, music, and library services.	Actual Annual Measurable Outcomes:	CAASPP student results pending 100% of Math CCSS fully implemented. Teachers received training throughout the year, development units, and reviewed instructional materials. EL CELDT 41.5% of EL students increased by at least one level. 22% of English Learner students are reclassified. 100% of teachers are appropriately assigned and highly qualified. Physical Fitness test results pending 100% of students participate in PE, art, music, and library services.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Highly Qualified teachers in all classrooms	Salary and Benefits for Highly Qualified Teachers. 1000-1999: Certificated Personnel Salaries Base \$1,360,919	All classrooms had highly qualified teachers.	Salary and Benefits for Highly Qualified Teachers. Funded: LCFF Base & EPA \$1,515,601 Res 0000 & 1400, Obj 11x, 3xx1

Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	
<input checked="" type="checkbox"/> All			<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)			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)		
WIN: What I Need Now. ELA RtI leveled support program for intervention and challenge to meet individual student learning goals.		Staffing/Instructional Materials 1000-1999: Certificated Personnel Salaries Base \$7,890 2000-2999: Classified Personnel Salaries Supplemental \$4,300	The WIN program was implemented as planned.		Salary and Benefits, Certificated and Classified Funding: Base & Supplemental \$8,840 + \$6,740 Res 0000, 1x, 2x, 3x
Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	
<input checked="" type="checkbox"/> All			<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)			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 students with disabilities and other students not meeting standards. 2 special education teachers and one .8 Title I Teacher.		Salary, Benefits, Instructional Materials Base \$134,405 Other \$56,020 Other \$1,500	Students with disabilities and other students not meeting standards were appropriately served.		Salary, Benefits, Instructional Materials, Professional Services Funding: Base & Supplemental, Federal \$176,467 Special Education: \$141,495 Title 1: \$34,972
Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students below proficient or with learning needs.</u></p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students below proficient or with learning needs.</u></p>	
<p>Grade Level collaborative planning</p>	<p>Substitute Costs for 2 half-days days per teacher per trimester. 3000-3999: Employee Benefits Base \$8,530</p>	<p>The grade levels participated in many professional development opportunities and in collaborative planning.</p>	<p>Substitute Costs for 2 half-days days per teacher per trimester. Funding: LCFF Base & Common Core \$25,400 Res 0000, 7405, Obj 1x, 3x</p>
<p>Scope of Service Apple Blossom School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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 Apple Blossom School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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>Dreambox online math program for all students</p>	<p>Renewal of Licenses 4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>Dreambox licenses were purchased and provided to all students to participate in school and at home.</p>	<p>Renewal of Licenses Funding: LCFF Base \$7,000 Res 0000, Obj 43x</p>
<p>Scope of Service Apple Blossom School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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 Apple Blossom School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><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>Lexia Reading program to support emerging readers</p>	<p>Renewal of Licenses 4000-4999: Books And Supplies Base \$5,000 Supplemental</p>	<p>Licenses were renewed and the program was implemented.</p>	<p>Licensing, apps, equipment Funding: LCFF Supplemental \$9,975 Res 0000, Obj 43x</p>

Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	
_ All			_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students below proficient</u>			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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students below proficient</u>		
Continue to provide art, music, PE, and other enrichment classes.		Staff/teacher salary, materials 1000-1999: Certificated Personnel Salaries Base \$18,385 4000-4999: Books And Supplies Supplemental \$47,000	Art, Music, PE and other enrichment classes were offered as planned.		Certificated Staff Salary and benefits and Professional Services, Materials Funding: LCFF Base, Foundation \$79,775 Res 0000, 9053, Obj 1x, 3x, 58x, 43x
Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	
<input checked="" type="checkbox"/> All			<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)			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)		
Teachers will develop and implement units/lesson development with Common Core State Standards using existing curriculum and exploring new adoptions, Professional development will continue to support this work.		Professional Development 5000-5999: Services And Other Operating Expenditures Base \$13,700 Common Core carryover from 13-14 is not budgeted until August and a portion of the carryover will be budgeted for Prof. Development. 1000-1999: Certificated Personnel Salaries Other \$3,385	Teachers participated in several professional development opportunities through the Sonoma County Office of Education and onsite. They especially attended to Common Core Math Standards and curriculum development.		Professional Development Funding: LCFF Base, Federal \$8,180 Res 0000, 3010, Obj 1x, 3x, 52x
Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	

<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><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>Develop and implement instructional goals for technology.</p>	<p>Professional Development and technology tools 4000-4999: Books And Supplies Base \$9,000</p>	<p>Additional Chromebooks were added to classrooms in grades 3-5. iPads were purchased for grades K-2. Teachers received training in Google Docs.</p>	<p>Technology tools. Funding: LCFF Base, Supplemental, Common Core, Lottery over \$100,000 Res 0000,1100,7405, Obj 43x, 44x</p>
<p>Scope of Service Apple Blossom School</p>		<p>Scope of Service Apple Blossom School</p>	
<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><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>Standards aligned instructional materials.</p>	<p>Examine and pilot Math textbooks and materials. 4000-4999: Books And Supplies Base \$120,000</p> <p>Purchase supplemental ELA and math materials. 4000-4999: Books And Supplies Base \$30,000</p> <p>Supplemental</p>	<p>We did not purchase as many materials as expected. The excellent professional development in CCSS in math, showed that the first step was to build curriculum units and determine what resources are needed. Teacher teams are now reviewing curriculum materials for purchase in the next fiscal year.</p>	<p>None</p>
<p>Scope of Service Apple Blossom School</p>		<p>Scope of Service Apple Blossom School</p>	
<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 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 <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire a highly qualified teacher to serve as an Instructional Support Teacher to offer a wide array of service to students, teachers, and staff to support the accelerated learning of students who are not proficient.</p>	<p>Salary, Benefits, Professional Development, Instructional Materials. 1000-1999: Certificated Personnel Salaries Supplemental \$61,300 4000-4999: Books And Supplies Supplemental \$15,000</p>	<p>The Instructional Resource Coordinator was hired. She participated in support of English Learners, ELAC and parent support, and the math professional development, among her many duties.</p>	<p>Salary, Benefits, Professional Development, Instructional Materials. Funding: Base & Supplemental B=\$26,900 S=\$49,040 + \$7,190 Res 0000, Obj 1x, 3x, 43x, 44x</p>
<p>Scope of Service Apple Blossom School</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 Apple Blossom School</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>Hire instructional assistant to provide support services to underachieving students in math and ELA in a push in model.</p>	<p>Salary, Benefits 3000-3999: Employee Benefits Supplemental \$4,300</p>	<p>The instructional assistant was hired and supported math students in grades 4 and 5.</p>	<p>Salary and Benefits Classified staff Funding: Supplemental \$3,370 Res 0000, Obj 2x, 3x</p>
<p>Scope of Service Apple Blossom School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Apple Blossom School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The EL population is 6.5%. Hire instructional assistant to provide</p>	<p>Salary, Benefits 2000-2999: Classified Personnel Salaries Supplemental \$14,040</p>	<p>The hours of the English Learner Coordinator were increased. She worked with English Learners in pull out</p>	<p>Salary and Benefits Classified staff Funding: Supplemental \$17,720 Res 0000, Obj 2x, 3x</p>

<p>additional support for ELA especially in written expression.</p>		<p>groups and worked with ELAC.</p>	
<p>Scope of Service Apple Blossom School</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 Apple Blossom School</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>Provide rigorous instructional program that is offered to all students. Monitor achievement and differentiate as needed.</p>	<p>Achievement monitored by Instructional Support Teacher.</p> <p>Costs shown on previous page.</p>	<p>The instructional program at Apple Blossom is rigorous and supports Redesignated English learners. Achievement was monitored.</p>	<p>None</p>
<p>Scope of Service Apple Blossom School</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 Apple Blossom School</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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The EL Instructional Assistant position was very effective, but we determined that she did not have enough hours to assist with translation in writing and verbally to support our ELAC parents. We will increase the EL Coordinator position to 1 FTE. The teacher professional development was very successful. As teachers learned to create instructional units in CC Math standards, they realized they were not prepared, yet, to purchase new math adoption. We will purchase math materials in 2015-16, as teachers are now reviewing the materials. The addition of the Teacher Resource Coordinator position was very effective in supporting new teachers, mentoring the EL Instructional Assistant, and helping to coordinate professional development. The support of emergent readers with by the reading teacher and with afterschool Lexia Reading support is evidenced by data to be effective. We need to improve our math support as evidenced by classroom assessments in CC Math. We will provide a .5 FTE instructional assistant in 2015-16 to provide differentiated and small group support for under achieving students. When we receive CAASPP and Physical Fitness Scores we will update the annual review data.</p>		

Original GOAL 2 from prior year LCAP:	To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: Apple Blossom	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Maintain current level of suspensions and expulsions. Maintain school wide goals and programs. 90% of students will report feeling safe at school all or most of the time. Maintain strong involvement of parents as measured by attendance at events and conferences. Continue to maintain clean and safe buildings and grounds with FIT ratings all good. Maintain current attendance and chronic absenteeism rates.	Actual Annual Measurable Outcomes:	Current level of suspensions maintained with 0 expulsions Healthy kids survey results pending Parent attendance at events and conferences remains strong All FIT ratings good Current attendance rates are maintained.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Review available character education programs and select those to implement with fidelity: SecondStep; Conflict Managers; Solution Team; Lifeskills; and Best Program.	Review programs to expand or purchase. Implement selected programs. 4000-4999: Books And Supplies Base \$5,000	Second Step, Conflict Managers, Solution Team, and Lifeskills were implemented. There were no materials purchased. Funds were spent for some assemblies.	No funds needed.
Scope of Service	Apple Blossom School	Scope of Service	Apple Blossom School
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Monitor student attendance.	Office staff monitor student attendance 5800: Professional/Consulting Services And Operating Expenditures Base \$2,200	Student attendance was closely monitored and office staff attended SARB training.	Office staff monitor student attendance Funding: LCFF Base \$2,205 Res 0000, Obj 58x				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0e0e0;">Scope of Service</td> <td>Apple Blossom School</td> </tr> </table> <input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> 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	Apple Blossom School		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0e0e0;">Scope of Service</td> <td>Apple Blossom School</td> </tr> </table> <input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> 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	Apple Blossom School	
Scope of Service	Apple Blossom School						
Scope of Service	Apple Blossom School						
Continue to offer PIP program to students K-3.	Salary 1000-1999: Certificated Personnel Salaries Base \$3,600	PIP program was available to students.	Salary and Benefits Classified staff Funding: Base \$6,670 Res 0000, Obj 2x, 3x				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0e0e0;">Scope of Service</td> <td>Apple Blossom School</td> </tr> </table> <input type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students who need support with school adjustment</u>	Scope of Service	Apple Blossom School		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #e0e0e0;">Scope of Service</td> <td>Apple Blossom School</td> </tr> </table> <input type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students who need support with school adjustment</u>	Scope of Service	Apple Blossom School	
Scope of Service	Apple Blossom School						
Scope of Service	Apple Blossom School						
Continue parent and community volunteer program, outreach, and education (CBET), ELAC, Wellness Committee Education activities, Site Council.	Staff Salary, Benefits 1000-1999: Certificated Personnel Salaries Base \$4,385 <hr style="border-top: 1px solid black;"/> Supplemental	Parent and community volunteer programs and outreach were provided as planned.	Certificated and Classified Salary, Benefits Funding: LCFF Base, Federal \$5,270 Res 0000, 4203, Obj 1x, 2x, 3x				

Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide Custodial Services		Salary, Benefits, Supplies 2000-2999: Classified Personnel Salaries Base \$116,860	Custodial services were provided.		Classified Salary, Benefits Funding: LCFF Base \$107,865 Res 0000, Obj 2x, 3x
Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide Campus Supervision		Staff salary 4000-4999: Books And Supplies Base \$41,050	Campus supervision was provided as planned.		Classified Salary, Benefits Funding: LCFF Base \$38,973 Res 0000, Obj 2x, 3x
Scope of Service	Apple Blossom School		Scope of Service	Apple Blossom School	
<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 school climate remains safe and welcoming, and is supported by the parent survey. Healthy Kids survey results will be analyzed as soon as available to add the student voice. Attendance rates and suspension/expulsion rates were sustained. School Managers received training in the SARB process. We provide the PIP program to primary students exhibiting social/emotional or school adjustment difficulties. Most students who participate exit after a few sessions. We have not had services available on a regular basis for intermediate students who require extra support. We plan to add a .20 school counselor in the following year. The Lifeskills program, solution team and conflict managers programs are effective in reducing playground behavior issues and student referral to the office is limited. The school grounds are clean and orderly.

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:	\$139,202
Supplemental Grant funding is projected at \$139,202 for 2015-16 based on the BASC LCFF calculator’s MPP worksheet. This is an increase of \$64,546 from prior year. This school has 26.32 percent of enrollment of unduplicated pupils. These funds will be spent on the students attending this elementary school. Expenditures include hiring of a .20 FTE Pupil Personnel Counselor, a .50 FTE instructional assistant to support under achieving students and doubling the EL instructional assistant hours. The Instructional Support Coordinator will continue to provide instructional support to teachers and instructional assistants who work with unduplicated students, as well as other students. This teacher provides direct instruction, analyze student achievement data, provide support to grade level teams in the implementation of common core state standards and differentiation, provide parent education, and other assigned tasks. Instructional assistants will be hired to provide direct service to English Learners and for student support during classroom math instruction.	

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

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

4.22	%
According to the BASC LCFF Calculator, the Minimum Proportionality Percentage (MPP) for 2015-16 is 4.22%. To achieve minimum proportionality we are providing increased instructional services and a counselor. These services are increasing for unduplicated students by providing additional instructional support for English Learners and for students not proficient in math. In addition, the highly qualified Instructional Support Teacher will increase her FTE to work directly with students and will provide support for grade level teams to develop differentiation strategies for these students in the classroom. The cost of the additional support shown when compared to the cost of like staff in the base programs as well as adding new services surpasses the required 4.22%.	

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).