

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

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LCAP Year: 2014-2015

### ***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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

#### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Throughout the process, the School Board was informed and updated about the progress of the LCAP Committee. The Association of Cinnabar Teachers (ACT) has three representatives on the committee, who keep their members informed and relay input to the committee meetings. ACT will receive the final document for comments and input before adoption.</p> <ol style="list-style-type: none"> <li>1. 10/8/13– Site Council meeting Mr. Bush shared an overview of LCAP and LCFF. He also presented the LCAP planning calendar.</li> <li>2. 10/30/13 – First LCAP Team meeting</li> <li>3. 11/7/13 – ELAC meeting Mr. Bush presented an update on the progress of the LCAP committee.</li> <li>4. 1/9/14 – ELAC meeting Mr. Bush presented an update on the progress of the LCAP committee.</li> <li>5. 1/14/14 – Site Council meeting Mr. Bush presented an update on the progress of the LCAP committee and presented two models from surrounding districts.</li> <li>6. 2/11/14 – Site Council meeting Mr. Bush presented an update on the progress of the LCAP committee.</li> <li>7. 2/13/14 – LCAP workshop at SCOE</li> </ol>	<ol style="list-style-type: none"> <li>1. This began the involvement process. Represented stakeholders included parents, staff, and ELAC members.</li> <li>2. Responsibilities were assigned to begin process of writing the report.</li> <li>3. Parents were given the opportunity for input but none was offered at this meeting.</li> <li>4. Parents were given the opportunity for input but none was offered at this meeting.</li> <li>5. SSC suggested that we use a survey to get input from parents due to low turnout at meetings.</li> <li>6. SSC began work on the development of survey to ensure that it was asking questions to gain input for overall school improvement, but also to ensure parents had an opportunity to speak to LCAP.</li> </ol>

Involvement Process	Impact on LCAP
8. 2/21/14 – ELAC meeting Mr. Bush presented an update on the progress of LCAP	7. Attendees included LCAP committee members and a site council member – information learned was shared at March Site Council meeting.
9. 2/27/14 – Open Parent Meeting at Cinnabar School	8. Parents were given the opportunity for input but none was offered at this meeting.
10. 3/6/14 – LCAP meeting at Cinnabar School	9. Meeting publicized as an opportunity for the parents and community to learn about the implementation of Common Core Standards and to provide input for our LCAP. Five parents attended. One parent commented that she would like to see more art opportunities available at school. This was considered as we developed the LCAP – district plans to add incorporate additional art opportunities into curriculum.
11. 3/11/14 – Site Council Meeting – Mr. Bush shared the progress of the LCAP process	10. Information from SCOE workshop was shared with remaining members of the committee and responsibilities were adjusted to match new understanding of the process.
12. 3/27/14 – LCAP workshop at SCOE	11. Site Council used information from the LCAP workshop to assist in developing a Single Plan that would align with LCAP.
13. 4/7/14 – LCAP team meeting	12. In addition to committee members and the Site Council representative, a parent was invited to attend. She provided helpful input, especially concerning parent involvement issues. Single Plan was reviewed for input helpful to the LCAP goals.
14. 4/8/14 – Site Council meeting Mr. Bush shared progress of LCAP team	13. First draft of Template begun. Next meeting scheduled for Wednesday, April 9.
15. 4/9/14 – LCAP committee meeting	14. SSC provided input on 1st draft of LCAP, finalized survey, and set dates for data collection. It was also decided to post an electronic version of the survey in both English and Spanish on the district website.
16. 4/25/14 – LCAP team meeting	15. Committee reviewed documents from the State Attorney General and neighboring schools to assist in refining our LCAP template.
17. 4/30/14 – Staff meeting	16. Results of parent surveys were tallied and reported, then passed on
18. 5/8/14 – LCAP team meeting	
19. 5/13/14 - Site Council meeting LCAP Rep and Mr. Bush shared final draft of LCAP. Minutes of meeting with superintendent’s responses to SSC comments on LCAP Final Draft sent to all SSC members and posted on 5/15/14.	
20. 5/14/14 – Staff meeting	
21. 6/17/14 – Public Hearing for LCAP and public hearing for Budget held at Board meeting.	

Involvement Process	Impact on LCAP
22. 6/24/14 - LCAP and budget approved by Board.	<p>to the LCAP committee. Input was reviewed to insure that parent concerns have been addressed in the LCAP template. There were no trends in the responses that would demand action beyond what is currently being done. One parent asked that more proactive anti-bullying activities happen during the school year.</p> <p>17. Survey results were presented. Current draft of goals was shared with teachers. Bullying was discussed but dismissed as a possible problem. It was suggested however to include education on bullying and/or Safe Schools as an action. This information was taken to the committee for consideration.</p> <p>18. Revisions made of goals based on input from SSC, parent survey, and Cinnabar staff. Presentation of final draft scheduled and prepared for SSC and ELAC</p> <p>19. SSC commented on thorough work of LCAP Committee.</p> <p>20. Final Draft of LCAP Goals presented to all staff for discussion.</p>

## **Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address

each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

**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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Students need to be proficient in grade level standards.</p> <p>Metric – Percentage proficient in curriculum-embedded assessments and summative assessments (baseline: - ELA 65%; Math 75%), CST scores (baseline: ELA – N/A;</p>	<p>Goal 1: All students will be proficient in grade level standards</p>	All	All	<p>Increase percentage of returning students who are proficient in grade level standards by 3%</p> <p>CELDT score increase</p> <p>RFEP Goal: increase CELDT level each year until reclassified</p> <p>Maintain teacher misassignments</p>	<p>Increase percentage of returning students who are proficient in grade level standards by 3%</p> <p>CELDT score increase</p> <p>RFEP Goal: Increase CELDT level each year until reclassified</p> <p>Maintain teacher misassignments</p>	<p>Increase percentage of returning students who are proficient in grade level standards by 3%</p> <p>CELDT score increase</p> <p>RFEP Goal: increase CELDT level each year until reclassified</p> <p>Maintain teacher misassignments</p>	1, 2, 4, 7, 8	



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Math – N/A, CELDT scores (baseline: assess all Kinder ELL students and have a 10% increase per CELDT category per year, teacher misassignment rate (baseline: all teachers correctly assigned), Williams Act certification (baseline: ELA state-adopted CCSS materials)					at 0%  Investigate and pilot CCSS Math materials.	at 0%  Adopt CCSS Math Materials	at 0%	
Parents need to be involved	Goal 2: Parents will be	All	All		Increase parent involvement by	Increase parent involvement by	Increase parent involvement by	3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
in their students' education in order for students to be successful  Metric – Percentage of return of Site Council Survey (baseline: 20.5%), percentage of parent involvement in school functions (baseline: 50%),	provided with appropriate opportunities to be involved in their students' education				5%  Percentage of return of Site Council Survey 25%  Increase percentage of parent involvement in school functions 60%	5%  Percentage of return of Site Council Survey 30%  Increase percentage of parent involvement in school functions 65%	5%  Percentage of return of Site Council Survey 35%  Increase percentage of parent involvement in school functions 70%	
Students need to feel safe and secure in order to be	Goal 3: Provide a safe, secure environment	all	all		Maintain zero expulsion rate  Maintain low	Maintain zero expulsion rate  Maintain low	Maintain zero expulsion rate  Maintain low	1, 6, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
successful.  Metric: Suspensions (baseline: less than 1%), Parent survey (baseline: 94%), FIT (baseline: exemplary)	for students.				suspension rate  Maintain or increase high percentage of parents who agree or strongly agree that their child feels safe at school  Maintain exemplary rating for all facilities	suspension rate  Maintain or increase high percentage of parents who agree or strongly agree that their child feels safe at school  Maintain exemplary rating for all facilities	suspension rate  Maintain or increase high percentage of parents who agree or strongly agree that their child feels safe at school  Maintain exemplary rating for all facilities	
Students need to be engaged in their learning in order to be	Goal 4: Students will be engaged in their learning in order to be	all	all		District will maintain high attendance rate.	District will maintain high attendance rate.	District will maintain high attendance rate.	5,7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>successful</p> <p>Metric: Attendance (baseline: 96%), tardy rates (baseline: tardies - 3%), Physical Fitness – Maintain state mandated Kinder P.E. Minutes</p> <p>Metric: Regular and ongoing access to art, music, PE and library (baseline: 100%)</p>	successful				<p>District will decrease the number of tardies by 5%</p> <p>District will maintain required Physical Fitness minutes</p> <p>Maintain access rate to art, music, library, technology, and P.E</p>	<p>District will decrease the number of tardies by 5%</p> <p>District will maintain required Physical Fitness minutes</p> <p>Maintain access rate to art, music, library, technology, and P.E</p>	<p>District will decrease the number of tardies by 5%</p> <p>District will maintain required Physical Fitness minutes</p> <p>Maintain access rate to art, music, library, technology, and P.E</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

**Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will be proficient in grade level standards	1, 2, 4, 7, 8	1.1: Provide highly qualified teachers.  1.2: Provide instructional assistants to assist teachers in classrooms  1.3: Provide Professional Development	LEA-wide		1.1: Highly qualified teachers  Cost: \$80,166 Funding source: LCFF  1.2 Instructional assistant Cost: \$7,950 Funding source: Title I  1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work	1.1: Highly qualified teachers  Cost: \$93,000 Funding source: LCFF  1.2 Instructional assistants Cost: \$8,000 Funding source: Title I  1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work	1.1: Highly qualified teachers  Cost: \$95,000 Funding source: LCFF  1.2 Instructional assistants Cost: \$8,000 Funding source: Title I  1.3: Using staff development days and release time, teachers will strengthen their knowledge of CCSS and work

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>1.4: Provide CCSS aligned materials</p> <p>1.5: Provide CC based assessments and report cards</p>			<p>to align classroom materials to CCSS.</p> <p>Cost: \$2000 Funding source: PY Common Core Supplemental Grant,LCFF</p> <p>1.4: Adapt current classroom materials, choose math curriculum for next year’s adoption</p> <p>Cost: \$Included in 1.3 above Funding Source:</p> <p>1.5: District will develop and pilot new report cards aligned to CCSS.</p>	<p>to align classroom materials to CCSS.</p> <p>Cost: \$2000 Funding source: LCFF</p> <p>1.4: Math Adoption</p> <p>Cost: \$5000 Funding Source: LCFF</p> <p>1.5: District will adjust report cards and assessment benchmarks as necessary to improve their</p>	<p>to align classroom materials to CCSS.</p> <p>Cost: \$2000 Funding source: LCFF</p> <p>1.4: Purchase of further adopted materials</p> <p>Cost: \$1500 Funding Source: LCFF</p> <p>1.5 District will adjust report cards and assessment benchmarks as necessary to improve their</p>



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		1.7 Provide intervention services for students with disabilities			<p>District will develop new benchmarks for existing local Language Arts and Math assessments to align with CCSS</p> <p>District will provide Teacher release days for development of report cards and assessments</p> <p>Cost: \$Included in 1.3 above Funding Source:</p> <p>1.7: Provide staffing for services for students with disabilities</p> <p>Cost: \$9800 Funding Source:</p>	effectiveness  Cost: \$Included in 1.3 above Funding Source:	effectiveness  Cost: \$Included in 1.3 above Funding Source:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					IDEA, LCFF		
Goal 2: Parents will be provided with appropriate opportunities to be involved in their students' education	3	2.1: Meet with and survey existing parent groups to share school needs and to determine what opportunities parents consider appropriate. Years 2 and 3: Evaluate previous year's participation; consult with parent groups again to adjust opportunities as needed.	LEA wide		2.1: Use information from Site Council Parent Surveys, along with input from ELAC, Cinnabar School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.  Cost: \$0	2.1: Use information from Site Council Parent Surveys, along with input from ELAC, Cinnabar School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.  Cost: \$0	2.1: Use information from Site Council Parent Surveys, along with input from ELAC, Cinnabar School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.  Cost: \$0
Goal 3: Provide a safe, secure environment for students.	1, 6, 8	3.1: Solicit parent input through surveys and parent meetings (ELAC, Site Council, etc.);	LEA-wide		3.1: Gather data from Site Council Parent surveys and input solicited from	3.1: Gather data from Site Council Parent surveys and input solicited from	3.1: Gather data from Site Council Parent surveys and input solicited from

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>address concerns as needed</p> <p>3.2: Continue Character education as is currently embedded in every classroom</p> <p>3.3: Provide</p>			<p>stakeholders</p> <p>Cost: \$0</p> <p>3.2: Provide all new staff with Character Education info, training and orientation. Student of the Week character recognition assemblies continue as a way of recognizing students who demonstrate exemplary understanding of each week's highlighted character trait.</p> <p>Cost: \$100 Funding Source: LCFF</p> <p>3.3: Provide</p>	<p>stakeholders</p> <p>Cost: \$0</p> <p>3.2: Provide all new staff with Character Education info, training and orientation. Student of the Week character recognition assemblies continue as a way of recognizing students who demonstrate exemplary understanding of each week's highlighted character trait.</p> <p>Cost: \$100 Funding Source:</p> <p>3.3: Provide</p>	<p>stakeholders</p> <p>Cost: \$0</p> <p>3.2: Provide all new staff with Character Education info, training and orientation. Student of the Week character recognition assemblies continue as a way of recognizing students who demonstrate exemplary understanding of each week's highlighted character trait.</p> <p>Cost: \$100 Funding Source:</p> <p>3.3: Provide</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students with specific anti-bullying curriculum and awareness through assemblies and other school wide activities			three assemblies each year, one per trimester, focused on anti-bullying or bully awareness. Incorporate any and all classroom materials that go along with the assemblies.  Cost: \$0	three assemblies each year, one per trimester, focused on anti-bullying or bully awareness. Incorporate any and all classroom materials that go along with the assemblies.  Cost: \$0	three assemblies each year, one per trimester, focused on anti-bullying or bully awareness. Incorporate any and all classroom materials that go along with the assemblies.  Cost: \$0
Goal 4: Students will be engaged in their learning in order to be successful	5, 7	4.1: Present information to parents about how tardiness impacts student performance (include information in school newsletter each month, presentations at ELAC and other parent meetings	LEA wide		4.1: Disseminate information to parents.  Cost - \$0	4.1: Disseminate information to parents.  Cost - \$0	4.1: Disseminate information to parents.  Cost - \$0



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		4.5 Attain additional tablets/laptops for use in all grades with the objective of reaching a 1:1 ratio			<p>Purchase a cart of tablets for use in classroom. Continue use as an instructional tool and for the development of technology use skills for all students to close the technology gap.</p> <p>Cost: \$20000 Funding Source: Common Core R7405 c/o</p>	<p>Continue staff development for classroom teacher(s) in beneficial use of technology in the classroom.</p> <p>Cost: \$20000 Funding Source: LCFF Supp/Conc</p>	<p>Purchase Interactive Smart Boards, supporting software, hardware and training for use in classrooms. Continue use as an instructional tool and for the development of technology use skills for all students.</p> <p>Cost: \$15,000 Funding Source: LCFF Supp/Conc</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: All students will be proficient in grade level standards	1, 2, 4, 7, 8	For low income pupils:  1.6 Provide intervention services for low income students and those students performing below grade level standards.			1.6: Provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input. Provide learning materials such as Imagine Learning/Reading Egg  Cost	1.6: Provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input	1.6: Provide necessary hours per week of Language Arts and/or Math intervention services by credentialed teachers and/or other trained staff, based on data from local assessments and teacher input

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$35,200(Teacher) \$15,000(Software) Funding Source: LCFF Supp/Conc	Cost \$36,200 Funding Source: LCFF Supp/Conc	Cost \$37,200 Funding Source: LCFF Supp/Conc
Goal 1: All students will be proficient in grade level standards	1, 2, 4, 7, 8	For English learners and redesignated fluent English proficient pupils:  1.8: EL students will receive supplemental academic support through the services provided by our credentialed Intervention/ELD teacher	LEA-wide		1.8: ELD Teacher and designated ELD time  Cost: \$see 1.6 Funding Sources: LCFF Supplemental, LCFF Concentration, Title I	1.8: ELD Teacher and designated ELD time  Cost: \$see 1.6 Funding Sources: LCFF Supplemental, LCFF Concentration, Title I	1.8: ELD Teacher and designated ELD time  Cost: \$see 1.6 Funding Sources: LCFF Supplemental, LCFF Concentration, Title I
Goal 2: Parents will be provided with appropriate opportunities to be involved in	3	2.2: Provide translation services for Spanish speaking parents			2.2: Translation services  Cost: \$2,000 Funding Source: LCFF Supp/conc,	2.2: Translation services  Cost: \$2,000	2.2: Translation services  Cost: \$2,000



Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
their students' education						Funding Source: LCFF Supp/Conc,	Funding Source: LCFF Supp/Conc,
		For foster youth:	N/A				

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The LEA's increase in funds for the LCAP year 2014-15 is \$53,300. The District has chosen to expend those funds to pay a portion of the salary for our credentialed ELD teacher to provide support services to our EL population. The needs of our low income students who are not EL are currently being met through our intervention program, which includes a teacher and the purchase of new software. The district does not currently have any foster children.

- D. 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). 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). 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.

The percentage by which services for unduplicated pupils must be increased or improved, as compared to the services provided by all pupils, is 10.11%. We are using the full amount of our supplemental/concentration grant for our unduplicated students. This amount divided by our base grant equals 10.11%.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.