Introduction: LEA: <u>Wilmar Union Elementary</u>

Email: <u>www.wilsonschoolpetaluma.org</u>   Phone: <u>(707) 765-4340</u>   LCAP Year: <u>2015-18</u>

Local Control and Accountability Plan and Annual Update Template

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 school site, 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 52055(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
October 8, 2014 School Site Council meeting	Reviewed the School Site Counsel responsibilities, as the Parent Advisory Group, for creating and approving the LCAP.
November 5, 2014 Faculty meeting	Discussion on how to identify students for Title I program supports.
December 5, 2014 LCAP workshop for Superintendent and Business Manager	Superintendent/Principal and Business Manager attended training on the Annual Update and new LCAP template.
	Review and edit LCAP parent survey- SSC to

December 12, 2014 School Site Council	review survey and request necessary changes before next meeting. Survey to go out in the end of February or beginning of March 2015. LCAP review and update on State requirements- Business Manager will update financial figures on LCAP
January 14, 2015 School Site Council	Review data from Title 1 Counts (those students that are below proficient in ELA and Math). Data on Free/Reduced Lunch, Special Ed, and EL will be used to create goals for the LCAP and Single School District Plan for grades 1-6. Adopted the LCAP survey and dates to send out. Survey reviewed and a few changes made. Beth Molinari to update survey on Survey Monkey as well as paper copies. Will see if survey can be IPad compatible. Maryanne Flores to update Spanish version and will go over with parents in ELAC meeting.
February 1, 2015	LCAP Survey sent out in paper form and online to be returned by Friday, February 13th.
February 2, 2015 ELAC meeting held.	At this meeting ELAC parents were assisted in doing the LCAP survey.
February 11, 2015 Parent LCAP online survey at school	To encourage parents to complete and turn in the LCAP survey, we hosted bagels and coffee and provided IPads for them to use.

February 12, 2015 School Board meeting	Board members were shown the revised LCAP survey that is being used to collect data from parents and students.
February 13, 2015 Students take LCAP survey online	Students in grades 4, 5, 6 came to the computer lab and did the LCAP survey online.
March 11, 2015 School Site Council	Site Council reviewed the LCAP survey results and discussed needs and goals for the coming year.
March 12, 2015 School Board meeting	The Board reviewed the LCAP survey results.
April 1, 2015 Faculty meeting	Faculty reviewed LCAP survey and made suggestions for goals for 2015-16.
April 22, 2015 School Site Council	School Site Council reviewed progress on the LCAP to date and made suggestions for edits.
May 27, 2015 School Site Council	There were no additional questions or input from the English Learner parent group. The draft of the LCAP was reviewed and edits were proposed. LCAP will be edited and then reviewed by email of the group. This final copy will then be ready to submit to the Board of Education.

June 18, 2015 Board LCAP and Budget hearing date.	School Board will be presented with the LCAP and Budget for review and for Public Hearing. There were no additional comments received.
June 23, 2015 Board LCAP and Budget approval date.	School Board approves the LCAP and Budget for 2015-16.
Annual Update: January 14, 2015 School Site Council	**Annual Update:** Review data from Title 1 Counts (those students that are below proficient in ELA and Math). Data on Free/Reduced Lunch, Special Ed, and EL will be used to create goals for the LCAP and Single School District Plan for grades 1-6.
February 2, 2015 ELAC meeting held.	At this meeting ELAC parents were assisted in doing the LCAP survey. This information helped determine the level to which we are serving this group of students/families.
February 13, 2015 Students take LCAP survey online	Students in grades 4, 5, 6 came to the computer lab and did the LCAP survey online. This information will used to determine level of effectiveness of programs offered to students.
March 11, 2015 School Site Council	Site Council reviewed the LCAP survey results to determine annual progress on goals and to discussed needs and goals for the coming year.
March 12, 2015 School Board meeting	The Board reviewed the LCAP survey results and Superintendent's report from Site Council.

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, school site-level advisory groups, as applicable (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.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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 schools sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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, school wide, countywide, or charter wide.

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 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 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 school sites?

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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	**All students will be educated in learning environments that are clean, safe, drug-free, and conducive to learning.**	Related State and/or Local Priorities: 1 ✔ 2__ 3__ 4__ 5__ 6 ✔ 7 __ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** Students need to feel safe and secure in their school. **Metric:** Suspension Rate: 0 % of students were suspended during the 2014-15 school year. Expulsion Rate: 0 % of students were expelled during the 2014-15 school year. 15% of students reported some type of bullying from the LCAP survey. All facilities are exemplary based on the FIT.

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

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Continue low rate of suspension of 0%. Continue low rate of expulsion of 0%. Reduce the number of students feeling unsafe by 15%. No areas out of compliance on the FIT.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete routine maintenance and repairs.	Other (LEA-wide/School-wide)	✔ All	Est. Cost: $70,243 Funding

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Source(s) Funding Source(s): 01-0000-4xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-8150-objects 2xxx-6xxx
Fully implement Tool Box social skills program by training all teachers and classified staff.	Other (LEA-wide/School-wide)	✔ All --------------------------------------- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s): Donations: 1,500
Phase One of modernization took place in the summer of 2014 and Phase Two will take place in the summer of 2015 to address facility issues.	Other (LEA-wide/School-wide)	✔ All --------------------------------------- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2,000,000 Funding Source(s): GO Bond B: Fund 21

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Continue low rate of suspension of 0%. Continue low rate of expulsion of 0%. Reduce the number of students feeling unsafe by 10%. No areas out of compliance on the FIT.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete routine maintenance and repairs.	Other (LEA-	✔ All ---------------------------------------	Est. Cost:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	wide/School-wide)	__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	$72,025 Funding Source(s): 01-0000-4xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-8150-objects 2xxx-6xxx
Continue to provide ongoing professional development and purchase materials for Tool Box social skills program.	Other (LEA-wide/School-wide)	✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s): Donations: 1,500
Complete any unfinished modernization projects.	Other (LEA-wide/School-wide)	✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s): GO Bond Series Fund 21

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Continue low rate of suspension of 0%. Continue low rate of expulsion of 0%. Reduce the number of students feeling unsafe by 5%. No areas out of compliance on the FIT		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete routine maintenance and repairs.	Other (LEA-	✔ All	Est. Cost:

	wide/School-wide)	__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ .	$73,025 Funding Source(s): 01-0000...oper 01-0000…cust- 01-8150…main 01-0000-4xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-8150-objects 2xxx-6xxx
Continue to provide ongoing professional development and purchase materials for Tool Box social skills program.	Other (LEA-wide/School-wide)	✔ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s) :Donations -1500

		Related State and/or Local Priorities:
GOAL #2:	**Students will be engaged in their education.**	1__ 2__ 3__ 4__ 5 ✔ 6__ 7 ✔ 8 ✔ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Identified Need:** Students, including unduplicated students and students with exceptional needs, need to be engaged in their education in order to access instruction and curriculum. **Metric:** School Attendance Rates (Truancy rate: 10.25%) ADA (95.1%). Extracurricular and Resource Access (100% of students have access to PE, Library, computers, art, garden, music, band). Extracurricular Enrollment (25 students participated in an afterschool sport. 20 students joined the running club, 12 students are in the leadership club. Less than 10 students participate in Band for 4th, 5th, 6th graders. PFT baseline for kids in healthy fitness zone: 100% of students meet at least 3 HFZ requirements. Middle School Dropout Rates N/A. High School dropout rates N/A. High School graduation rates N/A.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:	ADA will improve for all students, including unduplicated students and students with exceptional needs, by .25%. Truancy rate will decrease for all students, including unduplicated students and students with exceptional needs, by 2%. 100% of students, including unduplicated students and students with exceptional needs, will continue to have access to PE, Library, computers, art, garden, music and band. Maintain Healthy Fitness Zone of 100% of students meet at least 3 HFZ requirements.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
District will inform parents of the definition of truancy, use truancy letters and the SART process to improve truancy rate.	Other (LEA-wide/School-wide)	✔ All ------------------------------------ __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est. Cost: $450 Funding Source(s): 01-0000-1xxx supt
District will look for ways to expand co-curricular and extra-curricular activities to more students.	Other (LEA-wide/School-wide)	✔ All ------------------------------------ __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est. Cost: $49,000 Funding Source(s): 01-0000-1xxx,3xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-0621 - 4xxx,5xxx-run
Students will be encouraged with rewards for positive attendance.	LEA-wide	✔ All ------------------------------------ __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Est. Cost: $375 Funding Source(s): 01-0000

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	ADA will improve for all students, including unduplicated students and students with exceptional needs, by .25%. Truancy rate will decrease for all students, including unduplicated students and students with exceptional needs, by 2%. 100% of students, including unduplicated students and students with exceptional needs, will continue to have access to PE, Library, computers, art, garden, music and band. Maintain Healthy Fitness Zone of 100% of students meet at least 3 HFZ requirements.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will inform parents of the definition of truancy, use truancy letters and the SART process to improve truancy rate.	Other (LEA-wide/School-wide)	✔ All ------------------------------------ __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $250 Funding Source(s): 01-0000-1xxx supt
District will look for ways to expand co-curricular and extra-curricular activities to more students.	Other (LEA-wide/School-wide)	✔ All ------------------------------------ __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $49,000 Funding Source(s): 01-0000-1xxx,3xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-0621 - 4xxx,5xxx-run
Students will be encouraged with rewards for positive attendance.	LEA-wide	✔ All ------------------------------------ __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $375 Funding Source(s): 01-0000 .4xxx

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	ADA will improve for all students, including unduplicated students and students with exceptional needs, by .25%. Truancy rate will decrease for all students, including unduplicated students and students with exceptional needs, by 2%. 100% of students, including unduplicated students and students with exceptional needs, will continue to have access to PE, Library, computers, art, garden, music and band. Maintain Healthy Fitness Zone of 100% of students meet at least 3 HFZ requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will inform parents of the definition of truancy, use	Other (LEA-	✔ All ------------------------------------	Est. Cost: $200

truancy letters and the SART process to improve truancy rate.	wide/School-wide)	__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s): 01-0000-1xxx supt
District will look for ways to expand co-curricular and extra-curricular activities to more students.	Other (LEA-wide/School-wide)	✔ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $49,000 Funding Source(s): 01-0000-1xxx,3xxx 01-0000-2xxx,3xxx 01-0000-5xxx 01-0621 - 4xxx,5xxx-run
Students will be encouraged with rewards for positive attendance.	LEA-wide	✔ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $375 Funding Source(s): 01-0000 .4xxx

GOAL #3:	**Students will become proficient in grade level standards.**	Related State and/or Local Priorities: 1 ✔ 2 ✔ 3 __ 4 ✔ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	**Identified Need:** Students need to be proficient in grade level standards. **Metric:** Teacher Misassignment: All teachers are Highly Qualified Teachers and appropriately assigned. Standards-aligned Materials: All teachers have CCSS aligned materials for Math and ELA. CCSS Implementation: 100% of teachers are implementing Math and ELA CCSS and ELD standards. Standardized Tests: no results from SBAC. Other Tests, CELDT: Only 58.8% of EL students scored Early Advanced and Advanced on CELDT. Current reclassification rate for students is 10%. The following do not apply at this time. API, UC/CSU requirements, AP exams, EAP.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:	75% of students will score proficient on grade level standards. 68% of EL students will score proficient on grade level standards. 70% of SED students will score proficient on grade level standards. 65% of SWD students will score proficient on grade level standards. 70% of EL students will score Early Advanced and Advanced on CELDT. Reclassification rate for students will be 20%. 100% of teachers will continue to implement Math and ELA CCSS and ELD standards. Maintain 100% sufficient CCSS aligned materials for Math and ELA. All teachers are Highly Qualified Teachers and appropriately assigned. Maintain 100% of teachers implementing Math and ELA CCSS and ELD standards.			
Actions/Services	Scope of Service		Pupils to be served within identified scope of service	Budgeted Expenditures
Align ELD instruction to classroom instruction based on CCSS.	Other (LEA-wide/School-wide)		✔ All __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $601 Funding Source(s): 01-0005 4xxx 01-4201 4xxx
District will insure all teachers are Highly Qualified.	Other (LEA-wide/School-wide)		✔ All __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $853,365 Funding Source(s): 01-0000-1xxx,3xxx 01-3010-1xxx,3xxx 01-0004-1xxx,3xxx 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx 01-0005-1xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)		__ All __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $1186 Funding Source(s): 01-0005-1xxx,3xxx

For English learners and for redesignated fluent English proficient pupils: Provide Homework help after school	Other (LEA-wide/School-wide)	__ All --- __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $737 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Provide pullout instructional interventions during school hours.	Other (LEA-wide/School-wide)	__ All --- __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $4,291 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Summer school	Other (LEA-wide/School-wide)	__ All --- __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2,104 Funding Source(s): 01-0005-1xxx,3xxx
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide additional instructional aide support in classrooms for small group/individual intervention.	Other (LEA-wide/School-wide)	__ All --- ✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $9,045 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide intervention support in the form of a part-time Reading Specialist.	Other (LEA-wide/School-wide)	__ All --- ✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $12,000 Funding Source(s): 01-0005-1xxx,3xxx
For low income pupils: Provide before and after school	Other (LEA-	__ All	Est. Cost: $3049

instructional interventions.	wide/School-wide)	✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s): 01-0005-1xxx,3xxx
For low income pupils: Provide NSLP meals.	Other (LEA-wide/School-wide)	__ All - ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2,790 Funding Source(s): 13-5310-4xxx
For low income pupils: Provide pullout instructional interventions during school hours.	Other (LEA-wide/School-wide)	__ All - ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $11,035 Funding Source(s): 01-0005-2xxx,3xxx
For low-income pupils: Provide Homework help after school.	Other (LEA-wide/School-wide)	__ All - ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $1,895 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient and for low income pupils: Provide .30 FTE Intervention Teacher	Other (LEA-wide/School-wide)	__ All - ✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $24,330 Funding Source(s): 01-0005-1xxx,3xxx
For low-income pupils: Summer School	Other (LEA-wide/School-wide)	__ All - ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $5409 Funding Source(s): 01-0005-1xxx,3xxx

The School Board will designate funds for technology enhancement/replacement.	Other (LEA-wide/School-wide)	✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $14,500 annually Committed Funding Source(s): 01-0000-EFB
The District will provide Instructional assistants to assist students with disabilities. (IDEA funds)	Other (LEA-wide/School-wide)	-- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✔ Other Subgroups: Students with Disability	Est. Cost: $38,189 Funding Source(s): 01-6500-2xxx,3xxx 01-3310-2xxx,3xxx
Provide .30 FTE intervention teacher (K teacher)	Other (LEA-wide/School-wide)	✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $23,780 Funding Source(s): 01-3010-1xxx,3xxx
The District will provide interventions services for students with disabilities. (SDC, RSP teachers and IA)	Other (LEA-wide/School-wide)	✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✔ Other Subgroups: Students with Disability	Est. Cost: $122,569 Funding Source(s): 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx 01-9622-1xxx,3xxx
The School Board will designate funds to adopt new CCSS aligned	Other (LEA-	✔ All --	Est. Cost:

curriculum.	wide/School-wide)	__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✔ Other Subgroups: Students with Disability	$13,500 Committed annual Funding Source(s): 01-0000 EFB
For English learners and for redesignated fluent English proficient pupils: English Learner Aide will be provided with professional development.	Other (LEA-wide/School-wide)	✔ All	
		__ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $500Funding Source(s): 01-0005-5xxx
Teachers will receive professional development in CCSS. (Teacher on special assignment 1 day per week.)	Other (LEA-wide/School-wide)	✔ All	Est. Cost: $5,150 Funding Source(s): 01-0000-1xxx,3xxx
		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: Students with Disability	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	80% of students will score proficient on grade level standards. 75% of EL students will score proficient on grade level standards. 75% of SED students will score proficient on grade level standards. 70% of SWD students will score proficient on grade level standards. 75% of EL students will score Early Advanced and Advanced on CELDT. Reclassification rate for students will be 20%. 100% of teachers will continue to implement Math and ELA CCSS and ELD standards. Maintain 100% sufficient CCSS aligned materials for Math and ELA. All teachers are Highly Qualified Teachers and appropriately assigned. Maintain 100% of teachers implementing Math and ELA CCSS and ELD standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Align ELD instruction to classroom instruction based on CCSS.	Other (LEA-	✔ All	Est. Cost: $601

	wide/School-wide)	__ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s): 01-0005 4xxx 01-4201 4xxx
District will insure all teachers are Highly Qualified.	Other (LEA-wide/School-wide)	✔ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: Students with Disability	Est. Cost: $864,345 Funding Source(s): 01-0000-1xxx,3xxx 01-3010-1xxx,3xxx 01-0004-1xxx,3xxx 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx 01-0005-1xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	__ All - __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $1205 Funding Source(s): 01-0005-1xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Provide Homework help after school	Other (LEA-wide/School-wide)	__ All - __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $737 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient	Other (LEA-	__ All -	Est. Cost: $4435

pupils: Provide pullout instructional interventions during school hours.	wide/School-wide)	__ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Summer school	Other (LEA-wide/School-wide)	__ All __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2138 Funding Source(s): 01-0005-1xxx,3xxx
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide additional instructional aide support in classrooms for small group/individual intervention.	Other (LEA-wide/School-wide)	__ All _____ ✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $9,600 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide intervention support in the form of a part-time Reading Specialist.	Other (LEA-wide/School-wide)	__ All _____ ✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $12,000 Funding Source(s): 01-0005-1xxx,3xxx
For low income pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	__ All ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $3,098 Funding Source(s): 01-0005-1xxx,3xxx
For low income pupils: Provide NSLP meals.	Other (LEA-wide/School-wide)	__ All ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2,790 Funding Source(s): 13-5310-4xxx

Action/Service	Scope	Students Served	Cost/Funding
For low income pupils: Provide pullout instructional interventions during school hours.	Other (LEA-wide/School-wide)	__ All -- ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $11,405 Funding Source(s): 01-0005-2xxx,3xxx
For low-income pupils: Provide Homework help after school.	Other (LEA-wide/School-wide)	__ All -- ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $1896 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient and for low income pupils: Provide .30 FTE Intervention Teacher	Other (LEA-wide/School-wide)	__ All -- ✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $25,476 Funding Source(s): 01-0005-1xxx,3xxx
For low-income pupils: Summer School	Other (LEA-wide/School-wide)	__ All -- ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $5497 Funding Source(s): 01-0005-1xxx,3xxx
The School Board will designate funds for technology enhancement/ replacement.	Other (LEA-wide/School-wide)	✔ All -- __ Other Subgroups:(Specify)_____	Est. Cost: $14,500 annually Committed Funding Source(s): 01-0000-EFB
The District will provide Instructional assistants to assist students	Other (LEA-	__ All --	Est. Cost:

with disabilities. (IDEA funds)	wide/School-wide)	__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✔ Other Subgroups: Students with Disability	$29,036 Funding Source(s): 01-3310-2xxx,3xxx
Provide .30 FTE intervention teacher (K teacher)	Other (LEA-wide/School-wide)	✔ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: Students with Disability	Est. Cost: $25,643 Funding Source(s): 01-3010-1xxx,3xxx
The District will provide interventions services for students with disabilities. (SDC, RSP teachers)	Other (LEA-wide/School-wide)	✔ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✔ Other Subgroups: Students with Disability	Est. Cost: $130,034 Funding Source(s): 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx
The School Board will designate funds to adopt new CCSS aligned curriculum.	Other (LEA-wide/School-wide)	✔ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: Students with Disability	Est. Cost: $13,500 Funding Source(s): Committed annual Funding Source(s): 01-0000 EFB
For English learners and for redesignated fluent English proficient pupils: English Learner Aide will be provided with professional development.	Other (LEA-wide/School-wide)	__ All - __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $500Funding Source(s): 01-0005-5xxx
Teachers will receive professional development in CCSS. (Teacher	Other (LEA-	✔ All	Est. Cost: $5,234

| on special assignment 1 day per week.) | wide/School-wide) | __ Low Income __ English Learners
__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups: Students with Disability | Funding Source(s):
01-0000-1xxx,3xxx |

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	85% of students will score proficient on grade level standards. 80% of EL students will score proficient on grade level standards. 80% of SED students will score proficient on grade level standards. 75% of SWD students will score proficient on grade level standards. 78% of EL students will score Early Advanced and Advanced on CELDT. Reclassification rate for students will be 20%. 100% of teachers will continue to implement Math and ELA CCSS and ELD standards. Maintain 100% sufficient CCSS aligned materials for Math and ELA. All teachers are Highly Qualified Teachers and appropriately assigned. Maintain 100% of teachers implementing Math and ELA CCSS and ELD standards.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Align ELD instruction to classroom instruction based on CCSS.	Other (LEA-wide/School-wide)	__ All __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $601 Funding Source(s): 01-0005 4xxx 01-4201 4xxx
District will insure all teachers are Highly Qualified.	Other (LEA-wide/School-wide)	✔ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $890,738 Funding Source(s): 01-0000-1xxx,3xxx 01-3010-1xxx,3xxx 01-0004-1xxx,3xxx 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx 01-0005-1xxx,3xxx

For English learners and for redesignated fluent English proficient pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	__ All -- __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $1,224 Funding Source(s): 01-0005-1xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Provide Homework help after school	Other (LEA-wide/School-wide)	__ All -- __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $737 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Provide pullout instructional interventions during school hours.	Other (LEA-wide/School-wide)	__ All -- __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $4641 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient pupils: Summer school	Other (LEA-wide/School-wide)	__ All -- __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2171 Funding Source(s): 01-0005-1xxx,3xxx
For English learners and for redesignated fluent English proficient and for low income pupils: District will provide additional instructional aide support in classrooms for small group/individual intervention.	Other (LEA-wide/School-wide)	__ All _____ ✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ --	Est. Cost: $9,990 Funding Source(s): 01-0005-2xxx,3xxx

For English learners and for redesignated fluent English proficient and for low income pupils: District will provide intervention support in the form of a part-time Reading Specialist.	Other (LEA-wide/School-wide)	__ All ———————————————————————————————————— ✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $12,000 Funding Source(s): 01-0005-1xxx,3xxx
For low income pupils: Provide before and after school instructional interventions.	Other (LEA-wide/School-wide)	__ All --- ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $3147 Funding Source(s): 01-0005-1xxx,3xxx
For low income pupils: Provide NSLP meals.	Other (LEA-wide/School-wide)	__ All --- ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2,790 Funding Source(s): 13-5310-4xxx
For low income pupils: Provide pullout instructional interventions during school hours.	Other (LEA-wide/School-wide)	__ All --- ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $11,933 Funding Source(s): 01-0005-2xxx,3xxx
For low-income pupils: Provide Homework help after school.	Other (LEA-wide/School-wide)	__ All --- ✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $1896 Funding Source(s): 01-0005-2xxx,3xxx
For English learners and for redesignated fluent English proficient	Other (LEA-	__ All ---	Est. Cost:

and for low income pupils: Provide .30 FTE Intervention Teacher	wide/School-wide)	✔ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	$26,105 Funding Source(s): 01-0005-1xxx,3xxx
For low-income pupils: Summer School	Other (LEA-wide/School-wide)	__ All <hr>✔ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $5586 Funding Source(s): 01-0005-1xxx,3xxx
The School Board will designate funds for technology enhancement/replacement.	Other (LEA-wide/School-wide)	✔ All <hr>__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $14,500 annually Committed Funding Source(s): 01-0000-EFB
The District will provide Instructional assistants to assist students with disabilities. (IDEA funds)	Other (LEA-wide/School-wide)	<hr>__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✔ Other Subgroups: Students with Disability	Est. Cost: $29,395 Funding 01-3310-2xxx,3xxx
Provide .30 FTE intervention teacher (K teacher)	Other (LEA-wide/School-wide)	✔ All <hr>__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✔ Other Subgroups: Students with Disability	Est. Cost: $26,273 Funding Source(s): 01-3010-1xxx,3xxx
The District will provide interventions services for students with	Other (LEA-	__ All <hr>	Est. Cost:

disabilities. (SDC, RSP teachers and IA)	wide/School-wide)	__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✔ Other Subgroups: Students with Disability	$133,725 Funding Source(s): 01-6500-1xxx,3xxx 01-6501-1xxx,3xxx
The School Board will designate funds to adopt new CCSS aligned curriculum.	Other (LEA-wide/School-wide)	✔ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $13,500 Funding Source(s): Committed annual Funding Source(s): 01-0000 EFB
For English learners and for redesignated fluent English proficient pupils: English Learner Aide will be provided with professional development.	Other (LEA-wide/School-wide)	__ All -- __ Low Income ✔ English Learners __ Foster Youth ✔ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $500 Funding Source(s): 01-0005-5xxx
Teachers will receive professional development in CCSS. (Teacher on special assignment 1 day per week.)	Other (LEA-wide/School-wide)	✔ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $5317 Funding Source(s): 01-0005-1xxx,3xxx

GOAL #4:	**The District will work with PTA, ELAC and other parent groups to encourage participation in school activities.**	Related State and/or Local Priorities: 1__ 2__ 3 ✔ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	**Identified Need:** All Parents, including the parents of unduplicated students and students with exceptional needs, need to be involved in their students' education. **Metric:** Parent Input (Only 73% of parents reported understanding the new CCSS. Only 60 parents provided feedback on the LCAP school survey.)	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Parent Advisory Committee and District will work to increase the parent responses, including the responses of the parents of unduplicated students and students with exceptional needs, to the LCAP school survey by 20%. Administration and teachers will work to increase the understanding of parents, including the responses of the parents of unduplicated students and students with exceptional needs, regarding CCSS by 20.			
Actions/Services	Scope of Service		Pupils to be served within identified scope of service	Budgeted Expenditures
CCSS information will be linked to the school webpage.	Other (LEA-wide/School-wide)		✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s):
Parents will be more informed as reported on the LCAP survey results.	Other (LEA-wide/School-wide)		✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s):
Provide ELD Coordinator.	Other (LEA-wide/School-wide)		__ All -- __ Low Income ✔ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2,861 Funding Source(s): 01-4203-1xxx,3xxx
Provide translations for meetings and some publications.	Other (LEA-wide/School-wide)		__ All -- __ Low Income ✔ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ --	Est. Cost: $520 Funding Source(s): 01-0005-1xxx,3xxx
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Parent Advisory Committee and District will work to increase the parent responses, including the responses of the parents of unduplicated students and students with exceptional needs, to the LCAP school survey by 20%. Administration and teachers will work to increase the understanding of parents, including the responses of the parents of unduplicated students and students with exceptional needs, regarding CCSS by 20.			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCSS information will be linked to the school webpage.	Other (LEA-wide/School-wide)	✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s):
Parents will be more informed as reported on the LCAP survey results.	Other (LEA-wide/School-wide)	✔ All -- __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s):
Provide ELD Coordinator.	Other (LEA-wide/School-wide)	__ All -- __ Low Income ✔ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2,861 Funding Source(s): 01-4203-1xxx,3xxx
Provide translations for meetings and some publications.	Other (LEA-wide/School-wide)	__ All -- __ Low Income ✔ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $520 Funding Source(s): 01-0005-1xxx,3xxx

	LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	Parent Advisory Committee and District will work to increase the parent responses, including the responses of the parents of unduplicated students and students with exceptional needs, to the LCAP school survey by 20%. Administration and teachers will work to increase the understanding of parents, including the responses of the parents of unduplicated students and students with exceptional needs, regarding CCSS by 20.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCSS information will be linked to the school webpage.	Other (LEA-	✔ All	Est. Cost: $0

		wide/School-wide)	__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Funding Source(s):
Parents will be more informed as reported on the LCAP survey results.	Other (LEA-wide/School-wide)	✔ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $0 Funding Source(s):
Provide ELD Coordinator and Instructional Assistant.	Other (LEA-wide/School-wide)	__ All - __ Low Income ✔ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $2,861 Funding Source(s): 01-4203-1xxx,3xxx
Provide translations for meetings and some publications.	Other (LEA-wide/School-wide)	__ All - __ Low Income ✔ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Est. Cost: $520 Funding Source(s): 01-0005-1xxx,3xxx

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	#1 Students will become proficient in grade level standards.		Related State and/or Local Priorities: 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	85% of students will score proficient on grade level standards. 60% of EL students will score proficient on grade level standards. 65% of SED students will score proficient on grade level standards. 60% of SWD students will score proficient on grade level 50% of EL students will score Early Advanced and Advanced on CELDT. 100% of teachers will implement Math CCSS materials. All teachers are Highly Qualified Teachers	Actual Annual Measurable Outcomes:	63% of all students are proficient in grade level standards. 32% of EL. 24% of SED, and 10% of SWD are Proficient based on teacher assessments. 58.8% of EL students scored Early Advanced or Advanced. All teachers implemented new CCSS Math curriculum. Also, all teachers implemented a new CCSS English Language Arts program. All teachers are Highly Qualified.
LCAP Year: 2014-15			

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Align ELD instruction to classroom instruction based on CCSS.	$981	We did not purchase materials for ELD instruction that aligned with CCSS, but did send our ELD aide to training.		$258
Scope of service: Other (LEA-wide/School-wide) __ All __ Low Income ✓ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: Specify)_____		Scope of service: Other (LEA-wide/School-wide) __ All __ Low Income ✓ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: Specify)_____		
Teachers will receive professional development in CCSS.	$8,700	The school has a teacher on Special Assignment 2 days/month for support in CCSS and professional development.		$10,508
Scope of service: Other (LEA-wide/School-wide) ✓ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: Other (LEA-wide/School-wide) ✓ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Increase access to technology.	$5,600	Board took action to commit funds annually for technology replacement.		$14,500
Scope of service: Other (LEA-wide/School-wide) ✓ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: Other (LEA-wide/School-wide) ✓ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

Purchase common Core State Standards aligned instructional materials.	$4,300	Board took action to commit funds annually for curriculum adoptions.	$13,500
Scope of service: Other (LEA-wide/School-wide)		Scope of service: Other (LEA-wide/School-wide)	
✓ All		✓ All	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide intervention services for students score below proficient.	$22,435	District provided a 30% Intervention Teacher.	$22,781
Scope of service: Other (LEA-wide/School-wide)		Scope of service: Other (LEA-wide/School-wide)	
__ All		__ All	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups: Students with Disability		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups: Students with Disability	
Provide intervention services for students with disabilities.	$131,419	The school has provided SDC and RSP teachers.	$135,577
Scope of service: Other (LEA-wide/School-wide)		Scope of service: Other (LEA-wide/School-wide)	
__ All		__ All	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups: Students with Disability		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups: Students with Disability	

Action/Service	Budgeted Expenditure	Actual Service/Support	Actual Expenditure
Provide instructional assistants (IDEA funds)	$27,418	Special education aides were provided to support our special education students.	$46,881
Scope of service: Other (LEA-wide/School-wide) __ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups: Students with Disability		**Scope of service:** Other (LEA-wide/School-wide) __ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups: Students with Disability	
For low income pupils: Provide NSLP meals.	$2,713	District provides meals for students who qualify for NSLP.	$2,019
Scope of service: Other (LEA-wide/School-wide) __ All ✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		**Scope of service:** Other (LEA-wide/School-wide) __ All ✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
For low income pupils: Provide before and after school instructional interventions.	$7,710	Upper grade teachers provided homework support before or after school for all students who needed support, including EL and RFEP.	$3,620
Scope of service: Other (LEA-wide/School-wide) __ All ✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		**Scope of service:** Other (LEA-wide/School-wide) __ All ✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	

For low income pupils: Provide pullout instructional interventions during school hours.		$6,658	The school provided pullout instructional intervention during school hours.		$9,966
Scope of service:	Other (LEA-wide/School-wide)		Scope of service:	Other (LEA-wide/School-wide)	
__ All			__ All		
✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____			✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		
For low-income pupils: Summer School		$3,148	The school provided summer school in 2014		$4,115
Scope of service:	Other (LEA-wide/School-wide)		Scope of service:	Other (LEA-wide/School-wide)	
__ All			__ All		
✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____			✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		
For low-income pupils: Provide Homework help after school.		$7,534	Upper grade teachers provided homework support before or after school for all students who needed support, including EL and RFEP. More time and dollars were redirected to interventions in lieu of after school homework support.		$0
Scope of service:	Other (LEA-wide/School-wide)		Scope of service:	Other (LEA-wide/School-wide)	
__ All			__ All		
✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____			✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		
For low-income pupils: Provide .30 FTE Intervention Teacher		$14,960	The school has provided a .30 FTE Intervention teacher.		$15,374

Scope of service:	Other (LEA-wide/School-wide)		Scope of service:	Other (LEA-wide/School-wide)	
__ All			__ All		
✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____			✓ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		
For English learners and for redesignated fluent English proficient pupils: Provide before and after school instructional interventions.	$3,629		Teachers have provided before and after school instructional interventions.	$1,704	
Scope of service:	Other (LEA-wide/School-wide)		Scope of service:	Other (LEA-wide/School-wide)	
__ All			__ All		
__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____			__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		
For English learners and for redesignated fluent English proficient pupils: Provide pullout instructional interventions during school hours.	$3,134		The school provided pullout instructional intervention during school hours.	$4,691	
Scope of service:	Other (LEA-wide/School-wide)		Scope of service:	Other (LEA-wide/School-wide)	
__ All			__ All		
__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____			__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		

For English learners and for redesignated fluent English proficient pupils: Summer school	$1,481	District provided summer school during the summer of 2014.	$1,937
Scope of service: Other (LEA-wide/School-wide) __ All __ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		Scope of service: Other (LEA-wide/School-wide) __ All __ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
For English learners and for redesignated fluent English proficient pupils: Provide Homework help after school.	$3,546	Upper grade teachers provided homework support before or after school for all students who needed support, including EL and RFEP. More time and dollars were redirected to interventions in lieu of after school homework support.	$0
Scope of service: Other (LEA-wide/School-wide) __ All __ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		Scope of service: Other (LEA-wide/School-wide) __ All __ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
District will insure all teachers are Highly Qualified	$731,332	All teachers are Highly Qualified	$809,820
Scope of service: I Other (LEA-wide/School-wide) ✓ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		Scope of service: I Other (LEA-wide/School-wide) ✓ All __ Low Income __ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will need to focus more of our time and energy on helping students who are not proficient. In particular students who are in the EL, SED, and SWD student groups need more support to make achievement goals. Based on stakeholder input this goal was not met. The district will consider hiring a Reading Specialist to work with certain sub groups, restarting the homework room for EL students, and improving staff development in regards to subgroups.

Original GOAL from prior year LCAP:	**#2All students will be educated in learning environments that are clean, safe, drug-free, and conducive to learning.**	Related State and/or Local Priorities: 1 ✓ 2 __ 3 __ 4 __ 5 ✓ 6 ✓ 7 ✓ 8 ✓ COE only: 9 __ 10 __ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Continue low rate of suspension 0%. Reduce the number of students feeling unsafe by 20%. No areas out of compliance on RESIG survey. FIT survey shows exemplary.	Actual Annual Measurable Outcomes:	We continue to have a low rate of suspension at 0%. Number of students feeling unsafe reduced by 20% to 15%. No areas out of compliance on RESIG survey. FIT survey shows exemplary.

LCAP Year: 2014-15

Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
Complete routine Maintenance and repairs.	$68,940 custodian/supplies/maintenance/supplies	All routine maintenance and repairs were completed.	$53,982 Amount, fund, object, resource or management code.
Scope of service: District-wide/school-wide		Scope of service: District-wide/school-wide	
✓ All		✓ All	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Modernization will take place summer of 2014 to address some of the facility issues.	$2,000,000 series A of G.O. Bond	Phase 1 of modernization was completed in summer of 2014	$2,000,000

Scope of service: District-wide/school-wide		**Scope of service:** District-wide/school-wide
✓ All		✓ All
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
A new social skills program will be implemented to improve personal emotional feelings, drug free awareness, as well as to address bullying.	PTA funding for assemblies and social skills program.	The PTA purchased the materials and training for two teachers to begin implementation.	PTA funded
Scope of service: Other (LEA-wide/School-wide)		**Scope of service:** Other (LEA-wide/School-wide)
✓ All		✓ All
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The implementation of these action items met our metrics for this goal. From feedback on our implementation we will have all teachers and all support staff trained in the new social skills program. We will continue to implement Tool Box as a social, emotional curriculum to strengthen this area. All actions will continue.

Original GOAL from prior year LCAP:	**#3 Students will be engaged in their education.**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 ✓ 6__ 7 ✓ 8 ✓ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	ADA will improve by .5%. Truancy rate will decrease by 3%. 100% of students will continue to have access to PE, Library, computers, art, garden, music and band.	Actual Annual Measurable Outcomes:	ADA decreased from 96.04 to 95.83. Truancy decreased by 4%. 100% of students continue to have access to PE, Library, computers, art, garden and music, but not band.

LCAP Year: 2014-15	
Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
District will look for ways to expand existing co-curricular and extra-curricular to more students.	$48,822 for GATE, running club, sports, fieldtrips, band, music, PE	We provided GATE, running club, sports, fieldtrips, music, and PE, but did not have band this year. We added more after school pay to join enrichment activities.	$46,020
Scope of service: Other (LEA-wide/School-wide) ✓ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: (LEA-wide/School-wide) ✓ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
District will inform parents of the definition of truancy, use truancy letters and the SART process.	$750	District informed parents of the definition of truancy, used truancy letters and the SART process to improve attendance.	$750
Scope of service: Other (LEA-wide/School-wide) ✓ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: Other (LEA-wide/School-wide) ✓ All - __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Students will be encouraged with rewards for positive attendance.	$375	We have distributed perfect attendance rewards, improved attendance rewards, positive citizenship awards, and WOWs.	$375
Scope of service: Other (LEA-wide/School-wide) ✓ All		Scope of service: Other (LEA-wide/School-wide) ✓ All	

__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We did not meet our ADA goal because of unusual illness patterns. Our truancy rate improved. Our extra-curricular programs expanded, but we could not find a band teacher so we did not offer band. Based on stakeholder feedback we will continue these action items and look for a band teacher.

Original GOAL from prior year LCAP:	#4 The District will work with PTA, ELAC and other parent groups to encourage participation in school activities.	Related State and/or Local Priorities: 1__ 2__ 3 ✓ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

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

Expected Annual Measurable Outcomes:	Parent Advisory Committee and District will work to increase the parent responses to the LCAP school survey by 50%. Administration and teachers will work to increase the understanding of parents regarding CCSS by 50%	Actual Annual Measurable Outcomes:	Parent Advisory Committee and District have worked to increase the parent responses to the LCAP survey from 39 responses last year to 60 responses this year (54% more). Administration and teachers have worked to increase the understanding of CCSS by parents. Based on the LCAP survey 74% of parents who responded feel they understand the CCSS.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District will increase the communication regarding CCSS through administrative and classroom newsletters.	$0	Parents have been informed of LCAP survey results through School Site Council meetings and through our parent email system.	$0
Scope of service:	Other (LEA-wide/School-wide)	Scope of service:	Other (LEA-wide/School-wide)
✓ All		✓ All	

__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
CCSS will be linked to school webpage.	$0	This was not done this year.	$0
Scope of service:	Other (LEA-wide/School-wide)		Scope of service:	Other (LEA-wide/School-wide)	
✓ All		✓ All	
__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		__ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
Align ELD instruction to classroom instruction based on CCSS.	$981	We did not purchase materials for ELD instruction that aligned with CCSS, but did send our ELD aide to training.	$258
Scope of service:	Other (LEA-wide/School-wide)		Scope of service:	Other (LEA-wide/School-wide)	
__ All		__ All	
__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
Provide ELD Coordinator and Instructional Assistant.	$2,827	We have provided an ELD coordinator and Instructional Assistant.	$2,827
Scope of Service: | Other (LEA-wide/School-wide)		Scope of Service: | Other (LEA-wide/School-wide)	
__ All		__ All	

__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
Provide translations for meetings and some publications.	$520	We have provided translators for meetings and have translated some publications, as needed.	$520
Scope of service: Other (LEA-wide/School-wide)		Scope of service: Other (LEA-wide/School-wide)	
__ All		__ All	
__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____		__ Low Income ✓ English Learners __ Foster Youth ✓ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
Provide.30 FTE Intervention Teacher	$7,040	We have provided .30 FTE Intervention Teacher	$7,235
Scope of service: LEA-wide		Scope of service: LEA-wide	
✓ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		✓ All __ Low Income __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Parent involvement in activities has increased this year. Parent involvement in School Site Council and ELAC continues to be an area of need. We will make a stronger outreach to parents for these groups. (The Planned Action of providing a .30 teacher under the goal of all students becoming proficient.)		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.
Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide 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 school wide 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:	**$76,421**

Wilmar District is projected to receive **$76,421** in supplemental grants funds. With these funds the District is providing the following services for low income and EL students (currently we do not have Foster Youth students): before and after school interventions, after school homework support, summer school, EL aide time for pullout and push in support, .30 FTE intervention teacher during the school day, a part-time reading specialist teacher and translations services. Project percentage of unduplicated students for 2015-16 is 26.01%.

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.

4.65	%	Figure the minimum proportionality percentage. The MPP is 4.65% for 2015-16. The services we are providing for low income and EL students is 4.65% greater than the amount for all students. These students receive extra services that is equivalent or

greater than 4.65% in the form of: before and after school interventions, after school homework support, summer school, EL aide time for pullout and push in support, .30 FTE intervention teacher during the school day, a part-time reading specialist teacher and translations services. Project percentage of unduplicated students for 2015-16 is 26.01%. Estimated 2015-16 expenditures for these students are budgeted at $76,421 which is over and above the base funding of $1,642,168 which translates to a 4.65 minimum proportionality percentage.

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).