

Introduction:

LEA: Cinnabar Elementary School District **Contact (Name, Title, Email, Phone Number):** Tracie Kern, Superintendent/Principal, tkern@cinnabar.k12.ca.us, (707)765-4345
LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Throughout the school year, the School Board was informed and updated about the progress of the LCAP input process and LCAP Committee. The LCAP Committee has five parent representatives, a classified staff, an administrator and Three Association of Cinnabar Teachers (ACT) representatives. Cinnabar ESD LCAP input process involved ELAC, SSC, Leadership Team, Classified Staff during staff meetings, and Certificated Staff during staff meetings. During these input opportunities we gave LCAP training about the LCAP document and process, as well as providing opportunity for engaging stakeholder input</p>	<ol style="list-style-type: none"> 1. Represented stakeholders included parents of SSC and ELAC, classified and certificated staff. 2. Responsibilities were assigned to begin process of LCAP & LCFF Training to stakeholders . 3. Parent representatives were given the opportunity for input in SSC meetings and ELAC meetings and parents at the Public Hearing of the final document on

<p>for the LCAP and using data to inform the input process. See Cinnabar ESD LCAP Stakeholder Input Binder for agendas, minutes, and sign-in documents.</p> <ol style="list-style-type: none"> 1. 6/2/15 – Site Council Meeting with ELAC representative for review of final LCAP. Students gave input on final LCAP for 2015-2016. 2. 6/16/15 Public Hearing on Final LCAP & Budget Draft at school board meeting. 3. 6/23/15 Final LCAP & Budget to School Board for final approval. 4. Superintendent responded in writing to SSC & ELAC stakeholder groups. 	<p>June 16, 2015.</p> <ol style="list-style-type: none"> 4. Responses/input to LCAP: School Board Meetings on 4/7/15, 5/5/15, 6/16/16; SSC Meetings on 4/7/15, 5/5/15, 6/2/15; Classified Meetings on 4/8/15, 4/22/15; Certificated Meetings on 4/8/15, 4/22/15; Leadership Team Meetings on 4/15/15, 4/22/15, 5/27/15; ELAC Meetings on 2/19/15, 4/23/15. 5. Aligned priority for student academic programs and parent input opportunities. Request from stakeholders to continue to develop the multi-tiered system of academic and behavioral support. This was given priority as well as communicating more regularly student academic and behavioral progress with families. STEAMM program recommended to continue. 6. SSC, ELAC, Cinnabar Leadership Team forms the LCAP committees. 7. LCAP Meeting binder is located in the school office for public view. The LCAP binder documents Cinnabar ESD LCAP meeting agendas, minutes, and sign-in documents of any LCAP information. 8. Site Council recommends continuing to develop the Single Plan for Student Achievement/LEA Plan to align with LCAP. 9. Final Draft of LCAP Goals presented to SSC on 6/2/15 and all staff for discussion on 6/3/15. 10. Public Hearing of 2015-2016 LCAP on 6/16/15.
<p>Annual Update: 12/5/15 SCOE LCAP Workshop Attended by Tracie Kern, Superintendent/Principal and Patty Murch, CBO Goals 1- 4 from 2014-2015 LCAP were reviewed by stakeholders groups at meetings:</p> <ol style="list-style-type: none"> 1. 4/7/15 & 5/7/15 – Site Council Meetings reviewing LCAP input & priorities from stakeholder groups. 	<p>Annual Update: New template required. Cinnabar ESD contracted with DTS to provide CDE aligned template for LCAP. Goal 1 - 4 will continue into 2015-2016 LCAP</p> <p>G1 = All students will be proficient in grade-level standards. * Continue with Instructional Assistants for student learning support. * Continue with staff development aligned with CCSS. * Continue Interventions, extended learning time and alignment of CCSS report</p>

2. 4/7/15 & 5/7/15 – School Board Meetings reviewing LCAP input & priorities from stakeholders.

3. 2/19/15 & 4/23/15 – ELAC meetings reviewing, discussing, and providing input to the LCAP.

4. 4/15/15, 4/22/15, 5/27/15 (3:30 - 5:00 p.m.) – Cinnabar Leadership Team meetings reviewing and providing input with prioritization for the LCAP.

5. 4/8/15, 4/22/15 (12:45 - 1:45 p.m.) – Classified Staff Training on LCFF & LCAP and LCAP input.

6. 4/8/15, 4/22/15 (2:00 - 3:30 p.m.) – Certificated Staff Training on LCFF & LCAP and LCAP input.

7. 2/19/14 & 4/7/15 - Student input on educational services and programs in LCAP.

8. Superintendent responded in writing to SSC & ELAC groups.

9. Assessment on goals:

G1 = All students will be proficient in grade-level standards.

84.6% of students were proficient on ELA state standards, 76.25% proficient on math state standards. An instructional assistant gave extra support for EL students and low income students. Staff development day was given to align math curriculum to state standards and for CCSS aligned report card to start for the 2015-2016 school year. Summer school will take place for three weeks in the July, 2015 to give EL and low income students extended learning time on mastering state standards.

G2 = Parents will have appropriate opportunities to be involved in their child's education.

ELAC grew by 10 regularly attending family members. All ELAC meetings (4) and materials were translated in spanish.

G3 = Provide a safe & secure learning environment.

Positive Behavior Intervention Support began at Cinnabar for 2014 -2105

card.

G2 = Parents will have appropriate opportunities to be involved in their child's education.

* Continue with translation services

G3 = Provide a safe & secure learning environment.

* Anti-bullying program for Cinnabar School is PBIS. Instructional Assistants will support student behavioral learning.

G4 = Student will be engaged in their learning

* Continue to recognize and reinforce perfect attendance. Recognize the need of attendance Rtl; multi-level attendance and tardy intervention.

Cinnabar ESD stakeholders stated they want to continue with the goals and program development and fine-tune practices.

school year.

PBIS Team established with three certificated staff, three classified staff, three parents, one administrator and three 8th grade students. an Instructional Assistant provided behavioral support during each recess for students. 2014-2015 = 0% Expulsion rate; less than 5% suspension rate; PBIS SET Score 44/66 for year one, maintained high percentage of parents reporting safe school satisfaction, maintained FIT score.

G4 = Student will be engaged in their learning (regular attendance).

Three perfect attendance assemblies took place for each trimester positively recognizing student attendance. 95.16% attendance for 2014-2015 school year. Chronic absenteeism of 1/19 students at 5%. District tardies increased by 6.9%.

10. LCAP Stakeholder Committees agreed to continue with and build capacity for the same four goals for next year. The LCAP committees were satisfied with progress on goals and they want to continue to build each year on the successful actions, programs and interventions.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Goal 1: All students, including unduplicated and exceptional needs' students, will be proficient in grade-level standards.</p> <p>All students, including unduplicated and exceptional needs' students, will have access to art and music programs.</p> <p>All students, including unduplicated and exceptional needs' students, will have access to a P.E. instructor for additional P.E. instruction (in addition to the required P.E. minutes met by classroom teachers).</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to be proficient in grade level standards. Baseline: 84.6% students proficient in ELA & 76.25% students proficient in Math. Baseline: 12/13 EL students increased by one CELDT Level from October 2013 to October 2014 = 92% increased CELDT Level. Baseline: 5% EL students reclassified Baseline: Teacher mis-assignment is 0%. Baseline: 2015 – 2016 Math CCSS Implementation 80% complete – piloting math CCSS adoption Baseline: 2015 – 2016 ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum Baseline: 2015 – 2016 ELD standards implementation 80% complete integration of ELD standards with ELA Baseline for textbook sufficiency – 100% of our students have an adopted core curriculum textbook Baseline: Art: All students, including EL & low-income students and students with exceptional needs, have access to art instruction in their art class: 2014-2015 100% EL & low-income students were taught and participated in art class offered by art instructors and by the classroom teacher. Baseline: Music: all students, including EL & low-income students and students with exceptional needs, have access to music instruction by both their music teacher and classroom teacher: 2014-2015 100% EL & low-income students were taught and participated in music class offered by the classroom teacher: 50% of goal met (need to have access to music instruction by a music teacher to achieve 100% of goal) Baseline: All students, including EL & low-income students and students with exceptional needs, will have additional P.E. instruction (in addition to the required P.E. minutes provided by classroom teachers) from a P.E. instructor for 40 minutes/week - 2014-2015 students had 25 additional minutes/week Baseline: 83% of district students were proficient in grade-level P.E. standards N/A: EAP, A-G, CTE, API, AP</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: Low Income & EL Students</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Increase percentage of returning students who are proficient in grade level standards by 3%
 CELDT score increase 3%
 RFEP Goal:10%
 Increase CELDT level each year until reclassified
 Maintain teacher mis-assignments at 0%
 Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption
 ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum
 ELD standards implementation 100% complete integration of ELD standards with ELA
 Textbook sufficiency – 100% of our students have an adopted core curriculum textbook
 Maintain student access to art instruction in their art class with an art instructor
 Increase music access by increasing a music teacher for 2015-2016 from .33 F.T.E to .5 F.T.E so district students have access to music instruction by a music teacher
 Increase P.E. instruction by a P.E. instructor from 25 minutes per week to 40 minutes per week (in addition to the required P.E. minutes provided by classroom teachers)
 100% of district students will be proficient in grade-level P.E. standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000
1.2 Provide Professional Development in ELD instructional strategies, Step-up-to-Writing, PBIS (Positive Behavior Intervention Supports), Kindergarten CCSS Report Card, Imagine Learning, Reading Eggs, Math Literacy	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.2 Professional Development Buy Back Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,324 1.2 Professional Development Training Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000
1.3: Provide intervention curriculum and materials aligned with state standards	LEA-wide	_ All OR:	1.3: Using EDMARK curriculum reading intervention 4000-4999: Books And Supplies Supplemental and Concentration

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2000
1.4: Provide intervention summer school program for low income students and EL students performing below grade level standards.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.4: Summer School for extended learning opportunity and strategic, intensive intervention for students below grade-level in state standards Supplemental and Concentration \$5000
1.5: Provide CC based assessments and report cards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.5: District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,508
1.6 Art Program		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.6 Art Program 5800: Professional/Consulting Services And Operating Expenditures Lottery 10,000
1.7 Music Program	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1.7 Music Teacher 1000-1999: Certificated Personnel Salaries Base \$37,003 1.7 Music Supplies 4000-4999: Books And Supplies Base \$500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.7 P.E. Program	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 P.E. Teacher 2000-2999: Classified Personnel Salaries Base \$3,950
1.9 Provide Highly Qualified Teachers		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.9 Provide Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$88,892

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Increase percentage of returning students who are proficient in grade level standards by 3%
 CELDT score increase 3%
 RFEP Goal:10%
 Increase CELDT level each year until reclassified
 Maintain teacher mis-assignments at 0%
 Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption
 ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum
 ELD standards implementation 100% complete integration of ELD standards with ELA
 Textbook sufficiency – 100% of our students have an adopted core curriculum textbook
 Maintain student access to art instruction in their art class with an art instructor
 Increase music access by increasing a music teacher for 2015-2016 from .33 F.T.E to .5 F.T.E so district students have access to music instruction by a music teacher
 Increase P.E. instruction by a P.E. instructor from 25 minutes per week to 40 minutes per week (in addition to the required P.E. minutes provided by classroom teachers)
 100% of district students will be proficient in grade-level P.E. standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000
1.2 Provide Professional Development in ELD instructional strategies, Step-up-to-Writing, PBIS (Positive Behavior Intervention Supports), Kindergarten CCSS Report Card, Imagine Learning, Reading Eggs, Math Literacy	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.2 Professional Development Buy Back Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,324 1.2 Professional Development Training Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000
1.3: Provide intervention curriculum and materials aligned with state standards	LEA-wide	_ All OR:	1.3: Using EDMARK curriculum reading intervention 4000-4999: Books And Supplies Supplemental and Concentration

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2000
1.4: Provide intervention summer school program for low income students and EL students performing below grade level standards.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.4: Summer School for extended learning opportunity and strategic, intensive intervention for students below grade-level in state standards Supplemental and Concentration \$5000
1.5: Provide CC based assessments and report cards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.5: District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,508
1.6 Art Program		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.6 Art Program 5800: Professional/Consulting Services And Operating Expenditures Lottery 10,000
1.7 Music Program	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1.7 Music Teacher 1000-1999: Certificated Personnel Salaries Base \$37,003 1.7 Music Supplies 4000-4999: Books And Supplies Base \$500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.8 Provide P.E. Teacher	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.8 Provide P.E. Teacher 2000-2999: Classified Personnel Salaries Base \$3,950
1.9 Provide Highly Qualified Teachers		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.9 Provide Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$88,892

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000

		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,324 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000
		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration \$2000
		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental and Concentration \$5000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,508
		<input checked="" type="checkbox"/> All OR:	5800: Professional/Consulting Services And Operating Expenditures Lottery 10,000

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$37,003 4000-4999: Books And Supplies Base \$500
		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base \$3,950
		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base \$88,892

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

GOAL 2:	<p>Goal 2: All parents, including parents of unduplicated and exceptional needs' students, will be provided with appropriate opportunities to be involved in their students' education.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
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Identified Need :	<p>Parents need to be involved in their students' education in order for students to be successful. Baseline: Parent involvement in the four ELAC meetings averaged 15 parents/meeting for 2014-2015 school year. Baseline: Parent Involvement in Cinnabar Education Foundation (PTO) averaged 5 parents/meeting for the 2014-2015 school year. Baseline: ELAC & CEF/PTO collaborated on 1 school function for the 2014-2015 school year. Baseline: Parent Liaison position established to provide parent outreach and increase opportunities for all parent involvement, including parents of unduplicated and exceptional needs' students, to increase involved in their students' education - 1 highly qualified staff member designated as parent liaison for 2015-2016.</p>
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Goal Applies to:	<p>Schools: All Applicable Pupil Subgroups: Low Income & EL</p>
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Increase parent involvement of ELAC meetings by 20% Increase parent involvement of CEF/PTO by 20% Increase ELAC & CEF/PTO Collaboration on school functions by 50% Parent Liaison Position established - 100%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Provide a parent/family liaison to connect school and families.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	2.1: Parent/Family Liaison 1000-1999: Certificated Personnel Salaries \$5,000

		(Specify)	
2.2: Provide translation services for Spanish speaking parents for English learners and re-designated fluent English proficient	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2: Translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,500

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase parent involvement of ELAC meetings by 20% Increase parent involvement of CEF/PTO by 20% Increase ELAC & CEF/PTO Collaboration on school functions by 50% Parent Liaison Position established - 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Provide a parent/family liaison to connect school and families.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1: Parent/Family Liaison 1000-1999: Certificated Personnel Salaries \$5,000
2.2: Provide translation services for Spanish speaking parents for English learners and re-designated fluent English proficient	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	2.2: Translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,500

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries \$5,000
		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,500

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

GOAL 3:	Goal 3: Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Students need to feel safe and secure in order to be successful. Metric: Expulsions baseline: 0% for the 2014-2015 school year Suspensions baseline: less than 5% for the 2014-2015 school year PBIS School-wide Evaluation Tool (SET) baseline: 44% / 66% for the 2014-2015 school year (year 1 in PBIS implementation and year 1 SET score) FIT Score Baseline: Average of 98% & School Rating = Good
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low income & EL
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score of 98% & School Rating = Good
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000

	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score of 98% & School Rating = Good
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000

	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000

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

GOAL 4:	Goal 4: Students will be engaged in their learning in order to be successful. In order for students to be engaged in their learning they need to be at school everyday and on time to their learning day.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Students need to be engaged in their learning in order to be successful. Metric: Attendance baseline: 95.16% for 2014-2015 school year Chronic Absenteeism baseline: 5% for 2014-2015 school year Middle School & High School drop-out rates not applicable. High School graduation rates not applicable.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low Income & EL
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: School Counselor and Superintendent/Principal will develop an Rtl Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000

	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: School Counselor and Superintendent/Principal will develop an RtI Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	LEA wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000
	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA wide	_ All OR:	

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 7:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
LCAP Year 1: 2016-2017		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
LCAP Year 2: 2017-2018		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
LCAP Year 3: 2018-19		
Expected Annual Measurable Outcomes:		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Budgeted Expenditures		

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

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal 1: All students, including unduplicated and exceptional needs' students, will be proficient in grade-level standards. All students, including unduplicated and exceptional needs' students, will have access to art and music programs. All students, including unduplicated and exceptional needs' students, will have access to a P.E. instructor for additional P.E. instruction (in addition to the required P.E. minutes met by classroom teachers).</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: Low Income & EL Students</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase percentage of returning students who are proficient in grade level standards by 3% CELDT score increase 3% RFEP Goal:10% Increase CELDT level each year until reclassified Maintain teacher mis-assignments at 0% Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum ELD standards implementation 100% complete integration of ELD standards with ELA Textbook sufficiency – 100% of our students have an adopted core curriculum textbook Maintain student access to art instruction in their art class with an art instructor Increase music access by increasing a music teacher for 2015-2016 from .33 F.T.E to .5 F.T.E so district students have access to music instruction by a music teacher Increase P.E. instruction by a P.E. instructor from 25 minutes per week to 40 minutes per week (in addition to the required P.E. minutes provided by classroom teachers) 100% of district students will be proficient in grade-level P.E. standards</p>	<p>Actual Annual Measurable Outcomes:</p>	

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000		
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
1.2 Provide Professional Development in ELD instructional strategies, Step-up-to-Writing, PBIS (Positive Behavior Intervention Supports), Kindergarten CCSS Report Card, Imagine Learning, Reading Eggs, Math Literacy	<p>1.2 Professional Development Buy Back Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,324</p> <p>1.2 Professional Development Training Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000</p>		
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>1.3: Provide intervention curriculum and materials aligned with state standards</p>	<p>1.3: Using EDMARK curriculum reading intervention 4000-4999: Books And Supplies Supplemental and Concentration \$2000</p>		
<p>Scope of Service LEA-wide</p>		<p>Scope of Service</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4: Provide intervention summer school program for low income students and EL students performing below grade level standards.</p>	<p>1.4: Summer School for extended learning opportunity and strategic, intensive intervention for students below grade-level in state standards</p> <p>Supplemental and Concentration \$5000</p>		
<p>Scope of Service LEA-wide</p>		<p>Scope of Service</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.5: Provide CC based assessments and report cards</p>	<p>1.5: District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness 1000-1999: Certificated Personnel Salaries</p>		

	Supplemental and Concentration \$1,508 Additional expenses coded to 3XXX		
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.6 Art Program	1.6 Art Program 5800: Professional/Consulting Services And Operating Expenditures No Cost		
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.7 Music Program	1.7 Music Program No Cost 1.7 Music Supplies No Cost		
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.8 Provide P.E. Teacher	1.8 Provide P.E. Teacher for additional P.E. instruction No cost		
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.9 Provide Highly Qualified Teachers	1.9 Provide Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$88,892		
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

Original GOAL 2 from prior year LCAP:	Goal 2: All parents, including parents of unduplicated and exceptional needs' students, will be provided with appropriate opportunities to be involved in their students' education.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: Low Income & EL		
Expected Annual Measurable Outcomes:	Increase parent involvement of ELAC meetings by 20% Increase parent involvement of CEF/PTO by 20% Increase ELAC & CEF/PTO Collaboration on school functions by 50% Parent Liaison Position established - 100%	Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1: Provide a parent/family liaison to connect school and families.	2.1: Parent/Family Liaison 1000-1999: Certificated Personnel Salaries \$5,000		
Scope of Service	LEA wide	Scope of Service	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>2.2: Provide translation services for Spanish speaking parents for English learners and re-designated fluent English proficient</p>	<p>2.2: Translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,500</p>		
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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Original GOAL 3 from prior year LCAP:	Goal 3: Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low income & EL		
Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score of 98% & School Rating = Good	Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000		
Scope of Service LEA-wide		Scope of Service	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border: 0.5px dashed black;"/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-wide		_ All <hr style="border: 0.5px dashed black;"/> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service	LEA-wide				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border: 0.5px dashed black;"/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	LEA-wide		_ All <hr style="border: 0.5px dashed black;"/> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service	LEA-wide				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

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

Original GOAL 4 from prior year LCAP:	Goal 4: Students will be engaged in their learning in order to be successful. In order for students to be engaged in their learning they need to be at school everyday and on time to their learning day.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low Income & EL		
Expected Annual Measurable Outcomes:	District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%	Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1: School Counselor and Superintendent/Principal will develop an Rtl Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000		
Scope of Service	LEA wide	Scope of Service	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

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

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

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

Original GOAL 5 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 9 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$54,569</u>																		
<p>The district plans to use 100% of supplemental and concentrated funds on 89% low income students and EL students (64%) for the following:</p> <table> <tr> <td>Staff Development: November (1), December (1)</td> <td style="text-align: right;">\$1,508 {training on universal access to the core curriculum for low income & EL students}</td> </tr> <tr> <td>Staff Develop in August (3 days)</td> <td style="text-align: right;">\$1,324 {training on ensuring low income & EL students master grade-level content standards}</td> </tr> <tr> <td>Step Up to Writing Materials</td> <td style="text-align: right;">\$8,000</td> </tr> <tr> <td>Parent Outreach Translation Services</td> <td style="text-align: right;">\$4,500</td> </tr> <tr> <td>Parent Liaison</td> <td style="text-align: right;">\$5,000</td> </tr> <tr> <td>School Counseling Services</td> <td style="text-align: right;">\$12,000</td> </tr> <tr> <td>Summer School</td> <td style="text-align: right;">\$5,000</td> </tr> <tr> <td>Edmark Reading Intervention Software License</td> <td style="text-align: right;">\$2,000</td> </tr> <tr> <td>Instructional Assistants</td> <td style="text-align: right;">\$20,000</td> </tr> </table>		Staff Development: November (1), December (1)	\$1,508 {training on universal access to the core curriculum for low income & EL students}	Staff Develop in August (3 days)	\$1,324 {training on ensuring low income & EL students master grade-level content standards}	Step Up to Writing Materials	\$8,000	Parent Outreach Translation Services	\$4,500	Parent Liaison	\$5,000	School Counseling Services	\$12,000	Summer School	\$5,000	Edmark Reading Intervention Software License	\$2,000	Instructional Assistants	\$20,000
Staff Development: November (1), December (1)	\$1,508 {training on universal access to the core curriculum for low income & EL students}																		
Staff Develop in August (3 days)	\$1,324 {training on ensuring low income & EL students master grade-level content standards}																		
Step Up to Writing Materials	\$8,000																		
Parent Outreach Translation Services	\$4,500																		
Parent Liaison	\$5,000																		
School Counseling Services	\$12,000																		
Summer School	\$5,000																		
Edmark Reading Intervention Software License	\$2,000																		
Instructional Assistants	\$20,000																		

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.

10.9	%
<p>The percentage by which services for unduplicated pupils must be increased or improved, as compared to the services provided by all pupils, is 10.9%. We are using the full</p>	

amount of our supplemental/concentration grant for our unduplicated students. This amount divided by our base grant equals 10.9%. We have increased and improved our services for unduplicated students by \$59,000.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	148,224.00	0.00	199,677.00	199,677.00	0.00	399,354.00
	5,000.00	0.00	5,000.00	5,000.00	0.00	10,000.00
Base	88,892.00	0.00	130,345.00	130,345.00	0.00	260,690.00
Common Core	0.00	0.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	10,000.00	10,000.00	0.00	20,000.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	54,332.00	0.00	54,332.00	54,332.00	0.00	108,664.00
Title I	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	143,224.00	290,573.00	194,677.00	194,677.00	0.00	389,354.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	96,724.00	0.00	132,219.00	132,219.00	0.00	264,438.00
2000-2999: Classified Personnel Salaries	24,500.00	0.00	28,450.00	28,450.00	0.00	56,900.00
4000-4999: Books And Supplies	2,000.00	0.00	2,500.00	2,500.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	1,508.00	1,508.00	0.00	3,016.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00	0.00	30,000.00	30,000.00	0.00	60,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	143,224.00	0.00	194,677.00	194,677.00	0.00	389,354.00
0000: Unrestricted	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		5,000.00	0.00	5,000.00	5,000.00	0.00	10,000.00
1000-1999: Certificated Personnel Salaries	Base	88,892.00	0.00	125,895.00	125,895.00	0.00	251,790.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,832.00	0.00	1,324.00	1,324.00	0.00	2,648.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	3,950.00	3,950.00	0.00	7,900.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	24,500.00	0.00	24,500.00	24,500.00	0.00	49,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	500.00	500.00	0.00	1,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	2,000.00	0.00	2,000.00	2,000.00	0.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	1,508.00	1,508.00	0.00	3,016.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	0.00	0.00	10,000.00	10,000.00	0.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	20,000.00	0.00	20,000.00	20,000.00	0.00	40,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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