

Local Control and Accountability Plan  
Chicago Park Community Charter School

July 1, 2016 – June 30, 2019

Approved by Board on June 16, 2016



Through community wide collaboration, the Chicago Park School District's administration and staff will create, sustain, and encourage high quality educational programs for all students. High academic standards, combined with a special emphasis in math, science, technology, and character development, will continue to drive our school program. A hands-on approach to engaged learning in safe and nurturing learning environments will also be emphasized.

## § 15497.5. Local Control and Accountability Plan and Annual Update

### Introduction:

LEA: Chicago Park Elementary

Contact (Name, Title, Email, Phone Number): Dan Zeisler, Superintendent/Principal, [danz@chicagoparkschool.org](mailto:danz@chicagoparkschool.org) 530-346-2153 x202

LCAP Year: 2015

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual*

update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

### **Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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?

**Section 1: Stakeholder Engagement**

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>The Chicago Park School District (CPSD), a TK-8<sup>th</sup> grade District, has always prided itself on being a community oriented institute of learning. For the past fourteen years, there has been a high level of parent volunteerism, an active PTA, community input surveys year since conducted by the Site Council on an annual basis (conducted this year in January 2016). The community is invited to every Site Council meeting to provide input for the LCAP. Likewise, community members can attend board meetings and learn about program implementation and our budget, and to ask questions or make suggestions regarding school improvement. As a result of this, much of the data asked to be gathered in the development of the LCAP was already in place. However, between October, 2015 and April, 2016, more data has been collected to assure that all stakeholders have had an opportunity to provide input into the plan. In addition, the community has been educated on our new LCFF model and the eight state priorities which must be addressed in the development of the LCAP. The following measures have been taken:</p> <ul style="list-style-type: none"> <li>● The most recent data revealed from a detailed community survey done in January 2016, has been used to help formulate goals in the LCAP.</li> <li>● A student survey (grades 3-8) was administered in mid-February of 2016 to gather their input into the plan.</li> <li>● Dedicated time at staff meetings for the past several months have been set aside for discussion and input into the plan. Representation at these meetings have included TK-8<sup>th</sup> grade and special education certificated teachers (which also constitutes our bargaining unit). (Meeting dates: Nov. 10, Feb. 9, May 3)</li> <li>● Classified staff meetings have taken place quarterly during the 2015-16 school year. The LCAP has been on every agenda and input sessions have taken place. (Meeting dates: Aug. 11, Sept. 24, Feb. 26, May 13)</li> </ul>	<p>A detailed list of stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the <u>Eight State Priorities</u>.</p> <p>As a result of this local collaborative effort, the following student priorities have been incorporated into our plan:</p> <ul style="list-style-type: none"> <li>● Academic achievement</li> <li>● Technology literacy</li> <li>● Enrichment opportunities beyond core curriculum</li> <li>● Positive behavior intervention/social skills</li> </ul>

<ul style="list-style-type: none"> <li>● Since the beginning of the 2014-15 school year, the focal point of the Site Council/Charter Advisory Committee, has been providing input for the development of the LCAP. Invitations for community members (including students) to attend these meetings have been extended via letters home, articles in our Principal’s Page newsletter, and through School Messenger, our automated phone messaging system. Starting with the 2015-16 school year, all posted agendas for Site Council/Charter Advisory Committee meetings include in large bold font, an invitation to the public to attend and provide LCAP input at the meeting. (15/16 Meeting dates: Sept. 3, Oct. 1, Nov. 5, Dec. 1, Jan. 7, Feb. 4, Mar. 3, April 7, and on May 10, the draft plan was submitted with no written response required by the Superintendent)</li> <li>● The CPSD Board of Trustees have been kept abreast of the progress made toward: including all stakeholders as active participants in the plan, and obtaining data. Board members have been given on-going opportunities to provide LCAP input.</li> <li>● We currently have no families of non-English learners or Foster Care placements in the District, therefore we do not have the resources to bring input to these areas.</li> </ul> <p>Date for Public Meeting: June 9, 2016 Date for Board Approval: June 16,2016</p>	
<p><b>Annual Update: The plan to gather stakeholder data for the 2015-16 LCAP was effective and most of the process was replicated throughout the current year to gather information for the 2016-17 LCAP. Our demographics have not changed significantly; we now have no families of non-English learners and continue to have no foster children attending CPS.</b></p> <p><b>Progress monitoring on all four goals were published in November and February and shared at certificated and classified staff meetings, as well as with the Site Council and School Board. So far, we are on track to meet all goals established in the plan except for 80% of our students in grades 6-8 do not have access to 100% highly qualified teachers, and we are narrowly missing our mark of not higher than a 5% chronic absenteeism rate (which in February stands at 5.5%).</b></p>	<p><b>Annual Update: The data collected via community, staff, student and board input, has prompted us to develop a plan that will include the following for the 2016-17 school year: Expanding our RTI program to include 4<sup>th</sup> and 5<sup>th</sup> grade, using e-mail as an enhanced way of getting information from school to home (we have already set it up so that we can now send our bi-monthly Principal’s Page newsletter to families electronically), providing more play equipment during recess and P.E. (in mid-March of the 2015-16 school year, we were able to purchase new recess equipment for all grade levels), and the implementation of foreign language classes in grades 6-8 during the school day.</b></p>

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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



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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

<b>GOAL:</b>	1. All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to Common Core Standards through instructional practices. Implement the new generation science standards in 17/18.	Related State and/or Local Priorities: 1__x__ 2x__ 3__ 4__x__ 5_ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	Need: Increase all student achievement in the areas of Math and ELA as determined by lower than expected CAASPP results in the 2014-15 school year  Metric: Formative and summative assessments: CAASPP, API, CELDT, Student portfolios, EL Classification, teacher credentials, standards aligned materials
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<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-2017**

<b>Expected Annual Measurable Outcomes:</b>	50% of students in grades 3-8 will score at <b>standards met or exceeded</b> in Math and ELA CAASP testing  Maintain EL Classification Rates (should any EL students enroll in the District we will maintain prior EL Classification Rates)  Maintain 100% of students reaching English proficiency on the CELDT assessment (should any EL students enroll in the District)  All students will have access to no less than 90% highly qualified teachers  All students will have access to CCSS aligned materials including ELD Standards  Teachers will continue to be trained in preparing their students to be ready for the CAASPP by partaking in at least one County or District sponsored workshop per year  A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide students with Common Core State Standards aligned Instructional materials as available.</p> <ol style="list-style-type: none"> <li>1) Staff all classrooms with fully credentialed and trained teachers in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education.</li> <li>2) New teachers participate in BTSA</li> <li>3) Ongoing Professional Development</li> <li>4) Formal Assessments in Math and ELA for grades 4-8</li> <li>5) Staff collaboration time aligned with common core instructional strategies</li> <li>6) Provide CCSS aligned curriculum and materials</li> <li>7) Technology-based curriculum opportunities</li> <li>8) Expanded fiction and non-fiction in library</li> <li>9) Maintain and expand Library Assistant hours</li> <li>10) Expand Kindergarten program to allow more focused instruction</li> <li>11) Add .4 FTE Academy teacher to mitigate class sizes</li> </ol>	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Certificated</p> <p>1)Salaries/benefits - \$594K LCFF Base (0000-1100)</p> <p>2)BTSA - \$5.1K SUPP (0000-5800) \$2.5K (6264-5800)</p> <p>3)Ongoing PD - \$3K (6264-1190)</p> <p>4) Maintain Edmentum – \$2.5K (1100-5800)</p> <p>5)No cost</p> <p>6) Provide consumables and support materials \$3,000 (6300-4100)</p> <p>7) Maintain Ed City \$0</p>

			<p>8) Library Books \$2.1K (0157-4200)</p> <p>9) Library asst. at 10 hrs a week: \$5.5K SUPP (0000-2900)</p> <p>10) Expand K program 11.6K SUPP (0000-1100)</p> <p>11) Add .4FTE Academy teacher SUPP (0000-1100)</p>
<p>1) Maintain and add tutoring (Expand RTI from grades 1-3 to include 4-5)</p> <p>2) Maintain homework club (grades 4-8)</p> <p>3) Provide necessary school supplies</p> <p>4) Provide scholarships for before and after school enrichment classes and programs</p> <p>5) Maintain on-line remedial program(s) in Math and ELA</p>	<p>LEA-wide</p>	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other</p> <p>Subgroups: (Specify) _____</p>	<p>1) Maintaining/Add 1 teacher 4 days a week RTI – Grades 4-5 Est: \$21,004 SUPP (0000-1100)</p> <p>2) See Goal #3</p> <p>3) school supplies \$500 (1100 4300)</p> <p>4) Scholarships \$1000 SUPP (0110,0120,1966-8699)</p> <p>5) \$0</p>

**LCAP Year 2: 2017-2018**

**Expected Annual Measurable Outcomes:**

- 55% of students in grades 3-8 will CAASPP score at **standards met or exceeded** in Math and ELA
- Maintain EL Classification Rates (should any EL students enroll in the District we will maintain prior EL Classification Rates)
- Maintain 100% of students reaching English proficiency on the CELDT assessment (should any EL students enroll in the District)
- All students will have access to 100% highly qualified teachers
- All students will have access to CCSS aligned materials including ELD Standards
- Teachers will continue to be trained in preparing their students to be ready for the CAASPP by partaking in at least one County or District sponsored workshop per year
- A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide students with Common Core State Standards aligned instructional materials as available.</p> <ol style="list-style-type: none"> <li>1) Staff all classrooms with fully credentialed and trained teachers in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education.</li> <li>2) New teachers participate in BTSA</li> <li>3) Ongoing Professional Development</li> <li>4) Formal Assessments in Math and ELA for grades 4-8</li> <li>5) Staff collaboration time aligned with common core instructional strategies</li> <li>6) Provide CCSS aligned curriculum and materials</li> </ol>	<p>LEA-wide</p>	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: (Specify) _____</p>	<p>1) Certificated Salaries/benefits - \$618K LCFF Base (0000-1100)</p> <p>2) BTSA - \$5.1K – SUPP (0000-5800) \$2.5K (6264-5800)</p> <p>3) Ongoing PD - \$3K (6264-1190)</p> <p>4) Maintain Edmentum – \$2.5K (1100-5800)</p>

- 7) Technology-based curriculum opportunities
- 8) Expanded fiction and non-fiction in library
- 9) Maintain Library Assistant
- 10) Maintain Type to Learn program
- 11) Maintain expand Kindergarten program to allow more focused instructional time
- 12) Maintain .4 FTE Academy teacher to mitigate class sizes

5) No Cost

6) Adopt CCSS Science materials SUPP (0000-4100) \$30,000  
Other instructional mat'l's \$4K (6300-4100)

7) Maintain Ed City - \$0

8) Library Books \$1.5K (0157-4200)

9) Library asst. at 10 hrs a week: \$5.7K SUPP (0000-2900)

10) Type to Learn Program \$250 (0000-2420)

11) Maintain expanded K program 1.6K SUPP (0000-1100)

12) Maintain .4FTE Academy teacher SUPP (0000-1100)

<p>1) Maintain tutoring (RTI)  2) Maintain homework club (grades 4-8)  3) Provide necessary school supplies  4) Provide scholarships for before and after school enrichment classes and programs  5) Maintain on-line remedial program(s) in Math and ELA</p>	<p>LEA -wide</p>	<p><u>  </u> ALL  OR:  <u>  </u> X Low Income pupils <u>  </u> X English Learners  <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient  <u>  </u> Other Subgroups:(Specify) _____</p>	<p>1) Maintain 4 teachers 4 days a week RTI – Grades 4-5  Est: \$21,500 SUPP  (0000-1100)  2) See Goal #3  3) school supplies \$500 (1100 4300)  4) Scholarships \$1000 (0110,0120,1966 -8699)  5) \$0</p>
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**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>60% of students in grades 3-8 will CAASPP score at <b>standards met or exceeded</b> in Math and ELA</p> <p>Maintain EL Classification Rates (should any EL students enroll in the District we will maintain prior EL Classification Rates)</p> <p>Maintain 100% of students reaching English proficiency on the CELDT assessment (should any EL students enroll in the District)</p> <p>All students will have access to 100% highly qualified teachers</p> <p>All students will have access to CCSS aligned materials including ELD Standards</p> <p>Teachers will continue to be trained in preparing their students to be ready for the CAASPP by partaking in at least one County or District sponsored workshop per year</p> <p>A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district</p>
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<p><b>Actions/Services</b></p>	<p>Scope of</p>	<p><b>Pupils to be served within identified scope of</b></p>	<p>Budgeted</p>
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	Service	service	Expenditures
<p>Provide students with Common Core State Standards aligned instructional materials as available.</p> <ol style="list-style-type: none"> <li>1) Staff all classrooms with fully credentialed and trained teachers in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education.</li> <li>2) New teachers participate in BTSA</li> <li>3) Ongoing Professional Development</li> <li>4) Formal Assessments in Math and ELA for grades 4-8</li> <li>5) Staff collaboration time aligned with common core instructional strategies</li> <li>6) Provide CCSS aligned curriculum and materials</li> <li>7) Technology-based curriculum opportunities</li> <li>8) Expanded fiction and non-fiction in library</li> <li>9) Maintain Library Assistant</li> <li>10) Maintain Type to Learn Program</li> <li>11) Maintain expanded K program for focused instruction</li> </ol>	LEA-wide	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1)Certificated Salaries/benefits - \$642K LCFF Base (0000-1100)</p> <p>2)BTSA - \$7.6K – SUPP (0000-5800)</p> <p>3) Ongoing PD - SUPP \$2K (0000-1190)</p> <p>4) Maintain Edmentum – \$2.5K (1100-5800)</p> <p>5)No cost</p> <p>6)\$5K Science Curriculum SUPP (0000-4100) \$5K (6300-4100) \$5K (0000-4100)</p> <p>7) Maintain Ed City - \$0</p> <p>8) ) Library Books \$1.5K (0157-4200)</p> <p>9) Library asst. at 10 hrs a week: \$5.9K SUPP (0000-2900)</p>

			<p>10) Type to Learn Program \$250 (0000-2420)</p> <p>11) Maintain expanded K program \$12.5K (0000-1100) SUPP</p>
<p>1) Maintain tutoring (RTI)</p> <p>2) Maintain homework club (grades 4-8)</p> <p>3) Provide necessary school supplies</p> <p>4) Provide scholarships for before and after school enrichment classes and programs</p> <p>5) Maintain on-line remedial program(s) in Math and ELA</p>	LEA-wide	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups: (Specify) _____</p>	<p>1) Maintain 4 teachers 4 days a week RTI – Grades 4-5 Est: \$21,900 SUPP (0000-1100)</p> <p>2) See goal #3</p> <p>3) school supplies \$500 (1100 4300)</p> <p>4) Scholarships \$1000 (0110,0120,1966-8699)</p> <p>5) \$0</p>

**GOAL:**

2. Technology equipment for instructional purposes will be installed in classrooms and teachers will be fully trained to effectively and efficiently utilize technology to maximize the delivery of their lessons.

Related State and/or Local Priorities:

1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_x 8\_x

COE only: 9\_\_ 10\_\_

All students will have access to technology tools to assist in 21<sup>st</sup> Century literacy skills at their grade level

Local : Specify \_\_\_\_\_

**Identified Need :** Need: A District Technology team needs to be established to generate a comprehensive plan of technology use in the classroom by teachers, and grade level benchmarks for computer literacy at all grade levels.  
 Metric: Evaluation of effective teacher usage of technology in the classroom to teach Common Core and assessment of student skills as proven by performance outcomes when tested in the classroom and computer lab

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

**LCAP Year 1: 2016-2017**

**Expected Annual Measurable Outcomes:**

- The development of a District wide comprehensive technology use plan
- Bandwidth at the school site will be expanded tenfold to 200mg of download capabilities, to allow several classrooms at one time to access on-line learning without the system bottlenecking
- 75% of students in grades 3-8 will show an increase in their wpm and accuracy skills in their keyboarding skills
- 75% will master all computer use skills at their grade level as outlined in school plan including unduplicated students and students with special needs
- The computer lab will be maintained to support purchase of high powered computers that will enable students to access materials both on-line and on the server in a reliable and efficient manner.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>To meet the demands of Common Core standards and teaching in the 21<sup>st</sup> century, we will continue to enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms:</p> <p><b>1)</b> The addition of no less than one classroom set of tablets and charging cart</p> <p><b>2)</b> We will maintain each classroom with at least one desktop, one</p>	<p>LEA-wide</p>	<p><u>  </u>x ALL</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other            Subgroups:(Specify)_____</p>	<p><b>1)</b>Purchase one class set of 30 tablets and a charging cart to be shared among grades 6 – 8            Est: \$7.3K – UR Lottery            (1100-4300)</p>

<p>or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed</p> <p><b>3)</b> Teacher on-going training in the implementation of CAASPP</p> <p><b>4)</b> Support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently</p> <p><b>5)</b> Enhanced bandwidth will be put in place to meet teacher and student use needs</p> <p><b>6)</b> Upgrades to our server as needed to handle increased technology demands</p>			<p><b>2)</b> Maintenance and replacement of equipment as needed - \$1500 (0000 4400)</p> <p><b>3)</b> Certificated staff tech training Est: \$1K – LCFF SUPP (0000-1190)</p> <p><b>4)</b> Maintain/extend tech support time three weeks @ 18 hours per week \$17,430K – LCFF Base &amp; REAP (0000&amp;5810-2209)</p> <p><b>5)</b> Bandwidth increase \$4,500 (0000-5800)</p> <p><b>6)</b> Upgraded server through BIIG Grant – no cost</p>
<p><b>1)</b> Provide scholarships for before and after school enrichment classes that provide the use of technology</p> <p><b>2)</b> Maintain on-line remedial program(s) in Math and LA</p>	<p>LEA-Wide</p>	<p><u>  </u>ALL</p> <p>OR:</p> <p><u>  </u>X Low Income pupils <u>  </u>X English Learners</p> <p><u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other</p>	<p><b>1)</b> Before and After School - Technology enrichment classes and</p>

		Subgroups:(Specify)_____	programs Est: \$500 SUPP (0200-5800)  <b>2)Maintain</b> Education City – no cost
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**LCAP Year 2: 2017-2018**

<b>Expected Annual Measurable Outcomes:</b>	<p>The 5<sup>th</sup> grade classroom will get their own class set of tablets and charging cart</p> <p>80% of students in grades 3-8 will show an increase in their wpm and accuracy skills in their keyboarding skills</p> <p>80% will master all computer use skills at their grade level as outlined in school plan including unduplicated students and students with special needs</p> <p>The computer lab will be maintained to support purchase of high powered computers that will enable students to access materials both on-line and on the server in a reliable and efficient manner</p>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>To meet the demands of Common Core standards and teaching in the 21<sup>st</sup> century, we will continue to enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms:</p> <p><b>1)</b> The addition of no less than one classroom set of tablets and charging cart</p> <p><b>2)</b> We will maintain each classroom with at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed</p> <p><b>3)</b> Teacher on-going training in the implementation of CAASPP</p>	<b>LEA-Wide</b>	<p><u>  x  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify)_____</p>	<p><b>1)</b>Purchase one class set of 30 tablets and a charging cart to be shared among grades 6 – 8          Est: \$7.4K – UR Lottery          (1100-4300)</p> <p><b>2)</b>Maintenance and replacement of equipment as needed - \$1500          (0000 4400)</p>

<p><b>4)</b> Support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently</p> <p><b>5)</b> Enhanced bandwidth will be maintained to meet teacher and student use needs</p> <p><b>6)</b> Upgrades to our server as needed to handle increased technology demands</p>			<p><b>3)</b> Certificated staff tech training Est: \$1K – LCFF SUPP (0000-1190)</p> <p><b>4)</b> Maintain/extend tech support time three weeks @ 18 hours per week \$18K – LCFF Base &amp; REAP (0000&amp;5810-2209)</p> <p><b>5)</b> Bandwidth increase \$4,500 (0000-5800)</p> <p><b>6)</b> Upgraded server through BIIG Grant – no cost</p>
<p><b>1)</b> Provide scholarships for before and after school enrichment classes that provide the use of technology</p> <p><b>2)</b> Maintain on-line remedial program(s) in Math and LA</p>	<p>LEA-wide</p>	<p><u>  </u> ALL OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____</p>	<p><b>1)</b> Before and After School Technology enrichment classes and programs Est: \$500 SUPP (0200-5800)</p> <p><b>2)</b> Maintain Education City – no cost</p>

**LCAP Year 3: 2018-2019**

**Expected Annual Measurable Outcomes:**

The 2<sup>nd</sup> grade classroom will get their own class set of tablets and charging cart

85% of students in grades 3-8 will show an increase in their wpm and accuracy skills in their keyboarding skills

85% will master all computer use skills at their grade level as outlined in school plan including unduplicated students and students with special needs

The computer lab will be maintained to support purchase of high powered computers that will enable students to access materials both on-line and on the server in a reliable and efficient manner

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>To meet the demands of Common Core standards and teaching in the 21<sup>st</sup> century, we will continue to enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms:</p> <p><b>1)</b> The addition of no less than one classroom set of tablets and charging cart</p> <p><b>2)</b> We will maintain each classroom with at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed</p> <p><b>3)</b> Support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently</p>	<p align="center">LEA-wide</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p><b>1)</b> Purchase one class set of 30 tablets and a charging cart for grade 2 Est: \$7.3K – SUPP</p> <p><b>2)</b> Replace teacher computers – \$6K (0000-4400) Maintain/replace equipment \$5K (0000-4400)</p> <p><b>3)</b> Maintain tech support time</p>

<p>4) Bandwidth will be maintained to meet teacher and student use needs</p> <p>5) New desktops (5) for office staff</p> <p>6) Replace 30 computers in the computer lab</p> <p>7) Teacher ongoing training in technology</p>			<p>\$18.5K LCFF Base &amp; REAP (0000&amp;5810-2209)</p> <p>4) Monthly cost to service provider \$4,500 (0000-5800)</p> <p>5) Staff computers \$3k (0000-4400)</p> <p>6) Replace computer lab computers \$15,000 SUPP (0000-4400)</p> <p>7) Teacher tech training \$1K (0000-1190) SUPP</p>
<p>1) Provide scholarships for before and after school enrichment classes that provide the use of technology</p> <p>2) Maintain on-line remedial program(s) in Math and LA</p>	<p>LEA-wide</p>	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  X  </u> Low Income pupils <u>  X  </u> English Learners</p> <p><u>  X  </u> Foster Youth <u>  X  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>1) Before and After School Technology enrichment classes and programs Est: \$500 SUPP (0200-5800)</p> <p>2) Maintain Ed City \$0</p>

<p><b>GOAL:</b></p>	<p>3. Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:</p> <ul style="list-style-type: none"> <li>Foreign Languages</li> </ul>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7_x 8_x</p>
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- Visual/Performing Arts
- Computer Programming
- Environmental Studies
- Martial Arts

COE only: 9\_\_ 10\_\_

Local : Specify \_\_\_\_\_

**Identified Need :** Need: Increased student opportunities in extra-curricular areas before and after school to spark an interest in expanding their knowledge beyond core subject areas, as determined by input in both the parent and student surveys administered in January and February 2016.

Metric: Attendance logs kept to track attendance

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

**LCAP Year 1: 2016-2017**

**Expected Annual Measurable Outcomes:** An average of 12 students will enroll in all classes offered. Classes are offered to all students including unduplicated students and students with exceptional needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>We will provide before, during, and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes include:</p> <ol style="list-style-type: none"> <li>1) GATE</li> <li>2) Beginning and Intermediate Band</li> <li>3) 6-8 grade boys' and girls' basketball and volleyball. 4-8 grade coed cross country and coed track and field</li> <li>4) Dance</li> <li>5) Kok Sool Won</li> <li>6) Visual Arts</li> <li>7) Further classes such as metal shop, foreign language, computer</li> </ol>	<p>LEA-Wide</p>	<p><u>  x  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners  <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other            Subgroups:(Specify) _____</p>	<p>1)GATE Teacher Music, Sports GF PTA donation \$9,000 (0110 &amp; 1966 &amp; 0120 – 8699)</p> <p>2)Music Teacher (see #1)</p> <p>3)Sports Coaches (see #1)</p> <p>4)Independently Run – No cost</p> <p>5)Independently Run – No cost</p>

<p>coding, guitar, and drama will be determined by LCAP needs survey each year and the availability of instructors.</p>			<p><b>6)</b> Hire professional artist to provide visual arts classes at all grade levels Est: \$4000 - PTA</p> <p><b>7)</b>Independently run or sponsored by District (self-supporting) – No cost</p>
<p><b>1)</b> Provide scholarships for before and after school enrichment classes and programs</p> <p><b>2)</b> After school Homework Club for grades 4-8</p> <p><b>English Learners:</b> *N/A (less than 1% of students are EL)</p> <p><b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)</p>	<p>LEA-wide</p>	<p><u>  </u>ALL</p> <p>OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p><b>1)</b>Scholarships for Before &amp; After school enrichment: Sports, Gate, Dance, Martial Arts, Music - \$8.1K SUPP (0110,0120,1966-1100)</p> <p><b>2)</b>Homework Club – grades 4-8 \$4,177 (0000 1100) SUPP</p>
<p><b>LCAP Year 2: 2017-2018</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>An average of 14 students will enroll in all classes offered. Classes are offered to all students including unduplicated students and students with exceptional needs.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>We will provide before and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes include:</p> <p><b>1) GATE</b></p> <p><b>2) Beginning and Intermediate Band</b></p> <p><b>3) 6-8 grade boys' and girls' basketball and volleyball. 4-8 grade coed cross country and coed track and field</b></p> <p><b>4) Dance</b></p> <p><b>5) Kok Sool Won</b></p> <p><b>6) Visual Arts</b></p> <p><b>7) Further classes such as metal shop, foreign language, computer coding, guitar, and drama will be determined by LCAP needs survey each year and the availability of instructors.</b></p>	<p>LEA-wide</p>	<p><u>  </u>x ALL</p> <hr/> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups:(Specify) _____</p>	<p><b>1)GATE Teacher</b></p> <p><b>1)Music, Sports GF</b> Encroachment \$9,000 SUPP (0110 &amp; 1966 &amp;0120 – 8699)</p> <p><b>2)Music Teacher</b> (see #1)</p> <p><b>3)Sports Coaches</b> (see #1)</p> <p><b>4)Independently Run – No cost</b></p> <p><b>5)Independently Run – No cost</b></p> <p><b>6) Hire professional artist to provide visual arts classes at all grade levels</b> Est: \$4000 - PTA</p> <p><b>7)Independently run or sponsored by District (self-supporting) – No cost</b></p>
<p><b>1) Provide scholarships for before and after school enrichment classes and programs</b></p> <p><b>2) After school Homework Club for grades 4-8</b></p>	<p>LEA-wide</p>	<p><u>  </u>ALL</p> <hr/> <p>OR:</p> <p><u>  </u>X Low Income pupils <u>  </u>X English Learners</p> <p><u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups:(Specify) _____</p>	<p><b>1)Scholarships for Before &amp; After school enrichment: Sports, Gate,</b></p>

<p><b>English Learners:</b> *N/A (less than 1% of students are EL)</p> <p><b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)</p>			<p>Dance, Martial Arts, Music - \$8.1K SUPP (0110,0120,1966-1100)</p> <p><b>2)Homework Club – grades 4-8 \$4,344 (0000 1100) SUPP</b></p>
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**LCAP Year 3: 2018-2019**

<b>Expected Annual Measurable Outcomes:</b>	An average of 16 students will enroll in all classes offered. Classes are offered to all students including unduplicated students and students with exceptional needs.
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>We will provide before and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes include:</p> <p><b>1) GATE</b></p> <p><b>2) Beginning and Intermediate Band</b></p> <p><b>3) 6-8 grade boys’ and girls’ basketball and volleyball. 4-8 grade coed cross country and coed track and field</b></p> <p><b>4) Dance</b></p> <p><b>5) Kok Sool Won</b></p> <p><b>6) Visual Arts</b></p> <p><b>7) Further classes such as metal shop, foreign language, computer coding, guitar, and drama will be determined by LCAP needs survey each year and the availability of instructors.</b></p>	LEA-wide	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth<u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p><b>1)Music, Sports GF Encroachment \$9,000 SUPP (0110 &amp; 1966 &amp;0120 – 8699)</b></p> <p><b>2)Music Teacher (see #1)</b></p> <p><b>3)Sports Coaches (see #1)</b></p> <p><b>4)Independently Run – No cost</b></p> <p><b>5)Independently Run – No cost</b></p> <p><b>6) Hire professional</b></p>

			<p>artist to provide visual arts classes at all grade levels Est: \$4000 - PTA</p> <p>7)Independently run or sponsored by District (self-supporting) – No cost</p>
<p>1) Provide scholarships for before and after school enrichment classes and programs</p> <p>2) After school Homework Club for grades 4-8</p> <p><b>English Learners:</b> *N/A (less than 1% of students are EL)</p> <p><b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)</p>	<p>LEA-wide</p>	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> X Low Income pupils <u>  </u> X English Learners</p> <p><u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>1)Scholarships for Before &amp; After school enrichment: Sports, Gate, Dance, Martial Arts, Music - \$8.1K SUPP (0110,0120,1966-1100)</p> <p>2)Homework Club – grades 4-8 \$4,515 (0000 1100) SUPP</p>
<p><b>GOAL:</b></p>	<p>4. All students will be provided learning and recreational environments in and out of the classroom that are safe and nurturing.</p>		<p>Related State and/or Local Priorities:</p> <p>1 <u>  </u> x 2 <u>  </u> 3 <u>  </u> x 4 <u>  </u> 5 <u>  </u> x 6 <u>  </u> x 7 <u>  </u> 8 <u>  </u></p> <p>COE only: 9 <u>  </u> 10 <u>  </u></p> <p>Local : Specify _____</p>
<p><b>Identified Need :</b></p>	<p>Need: Continue the implementation of positive behavior supports to ensure a safe and nurturing learning environment to maintain very high current satisfaction levels of both parents and students as outlined in surveys administered in January and February 2016.</p> <p>Metric: Monthly discipline logs, CHKS Surveys, suspension and expulsion rates, attendance rates, parent conferences, chronic absenteeism, school facilities, middle school drop-out rate</p>		

Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>-Maintain P2 ADA rates above 95%</li> <li>-Maintain low suspension at five or less students</li> <li>-Decrease in detention rate by additional 1%</li> <li>-Maintain low expulsion rate at no students</li> <li>-Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</li> <li>-Continue scheduling Academic Probation Hearings each trimester for those who qualify in grades 4-8</li> <li>-Continue to SARB all families with chronic absenteeism and reduce to meet goal at less than 5%</li> <li>-Continue on-going training for teachers in the Nurtured Heart Approach</li> <li>-Maintain number of yard duty supervisors on the playground and provide them with on-going safety training</li> <li>-Maintain all facilities in good repair</li> <li>-Maintain a drop-out baseline of less than 2%</li> <li>-High School dropout and High school graduation data not applicable to our elementary school district</li> </ul>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	

<ol style="list-style-type: none"> <li>1) On-going training will be provided all staff in the Nurtured Heart Approach</li> <li>2) Parents and students will have the opportunity to participate in an annual on-line school safety survey</li> <li>3) District Safety Committee will review, update, and notify community of any changes to the safety plan</li> <li>4) Continued use of the Steps to Respect Program in grades 4-5</li> <li>5) Provide on-going training for yard duty safety.</li> <li>6) Creative attendance incentives will remain in place to encourage improved attendance rates.</li> <li>7) Improve safety conditions of lower field track.</li> <li>8) Playground repairs</li> </ol>	<p>LEA-Wide</p>	<p><u>x</u>_ALL</p> <hr/> <p>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>	<ol style="list-style-type: none"> <li>1)Purchase of Nurtured Heart textbooks for new staff members - \$100 UR Lottery (1100-4300)</li> <li>2)Survey Monkey - \$54 Healthy Kids/Safe Schools</li> <li>3)Safety training \$200 (0000-2XXX)</li> <li>4)Volunteer led – No cost</li> <li>5)No cost</li> <li>6)Weekly and end of trimester Attendance Incentives. Est: \$700 – UR Lottery (1100-4300)</li> <li>7)Track Safety \$2500 (0000-5800)</li> <li>8)Playground repairs \$4K (0000-5800)</li> </ol>
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1) Provide necessary hygiene items as needed	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1)\$100 - McKinney-Vento funding
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**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>-Maintain P2 ADA rates above 95%</li> <li>-Maintain low suspension at five or less students</li> <li>-Decrease in detention rate by additional 1%</li> <li>-Maintain low expulsion rate at no students</li> <li>-Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</li> <li>-Continue scheduling Academic Probation Hearings each trimester for those who qualify in grades 4-8</li> <li>-Continue to SARB all families with chronic absenteeism and reduce to meet goal at less than 5%</li> <li>-Maintain all facilities in good repair</li> <li>-Maintain a drop-out baseline of less than 2%</li> <li>-High School dropout and High school graduation data not applicable to our elementary school district</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1) On-going training will be provided all staff in the Nurtured Heart Approach  2) Parents and students will have the opportunity to participate in an annual on-line school safety survey  3) District Safety Committee will review, update, and notify community of any changes to the safety plan  4) Continued use of the Steps to Respect Program in grades 4-5  5) Provide on-going training for yard duty safety.  6) Creative attendance incentives will remain in place to encourage improved attendance rates.	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)_____	date 1)Purchase of Nurtured Heart textbooks for new staff members - \$75 UR Lottery (1100-4300)  2)Survey Monkey - \$54 Healthy Kids/Safe Schools – no cost  3)No cost



			<p>4) Volunteer led – No cost</p> <p>5) Safety training \$210 (0000-2XXX)</p> <p>6) Weekly and end of trimester Attendance Incentives. Est: \$700 – UR Lottery (1100-4300)</p>
1) Provide necessary hygiene items as needed	LEA-Wide	<p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$100 - McKinney-Vento Funding
<b>LCAP Year 3: 2018-2019</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>-Maintain P2 ADA rates above 95%</li> <li>-Maintain low suspension at five or less students</li> <li>-Decrease in detention rate by additional 1%</li> <li>-Maintain low expulsion rate at no students</li> <li>-Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</li> <li>-Continue scheduling Academic Probation Hearings each trimester for those who qualify in grades 4-8</li> <li>-Continue to SARB all families with chronic absenteeism and reduce to meet goal at less than 5%</li> <li>-Maintain all facilities in good repair</li> <li>-Maintain a drop-out baseline of less than 2%</li> <li>-High School dropout and High school graduation data not applicable to our elementary school district</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1) On-going training will be provided all staff in the	LEA-Wide	<input checked="" type="checkbox"/> ALL	1)Purchase of

<p>Nurtured Heart Approach</p> <ol style="list-style-type: none"> <li>2) Parents and students will have the opportunity to participate in an annual on-line school safety survey</li> <li>3) District Safety Committee will review, update, and notify community of any changes to the safety plan</li> <li>4) Continued use of the Steps to Respect Program in grades 4-5</li> <li>5) Provide on-going training for yard duty safety.</li> <li>6) Creative attendance incentives will remain in place to encourage improved attendance rates.</li> <li>7) Playground repairs</li> </ol>		<p>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>Nurtured Heart textbooks for new staff members - \$75 UR Lottery (1100-4300)</p> <p>2) Survey Monkey - \$54 Healthy Kids/Safe Schools – no cost</p> <p>3) No cost</p> <p>4) Volunteer led – No cost</p> <p>5) Safety training \$220 (0000-2XXX)</p> <p>6) Weekly and end of trimester Attendance Incentives. Est: \$700 – UR Lottery (1100-4300)</p> <p>7) Playground repairs \$2K (0000-5800)</p>
<p><b>Low Income:</b></p> <ol style="list-style-type: none"> <li>1) Provide necessary hygiene items as needed</li> </ol>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100 - McKinney Vento funding</p>

## Annual Update

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

### Guiding Questions:

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

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

<p>Original GOAL from prior year LCAP:</p>	<p>1. <b>STUDENT ACHIEVEMENT</b> - All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to Common Core Standards through instructional practices.</p>	<p>Related State and/or Local Priorities:  1__x_ 2__x_ 3__ 4__x_ 5__x_ 6__ 7__x_ 8__x_  COE only: 9__ 10__  Local : Specify _____</p>
<p>Goal Applies to: Schools: All  Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>5% of students in grades 3-8 will raise their scores on local and/or state assessments</p> <p>Maintain EL Classification Rates</p> <p>Maintain 100% of students reaching English proficiency on the CELDT assessment.</p> <p>All students will have access to 100% highly qualified teachers</p> <p>All students will have access to CCSS aligned materials including ELD Standards</p> <p>Teachers will continue to be trained in preparing their students to be ready for the CAASPP</p> <p>Maintain API (or its replacement) as applicable with the State</p> <p>A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district</p>	<p>Actual Annual Measurable Outcomes:</p> <p>During this year’s LCAP, state assessment scores were issued for the first time. Our District now has a baseline established where 36% of our tested students met or exceeded standards in ELA, and 40% in Math. We will not be able to use this baseline to measure our outcomes until the 2017-18 year as test scores for this year will not be available prior to the 2016-17 LCAP approval. Therefore, the District used the Edmentum assessment program for grades 5-8 to measure outcomes and determined 75% of our students improved their assessment scores in ELA, 68% in Reading, and 68% improved in Math (data established comparing first assessment in mid-August 2015 and third assessment in mid-April 2016).</p> <p>In 2015-16, three students took the CELDT assessment. Before receiving results, two of the three students moved back to Mexico, and one student scored as IFEP (Initially Fluent English Proficient). Due to the District’s small size and unique structure, we hired a grade 6-8 math teacher who also had the assignment of teaching one period of social studies and one period of PE. This teacher has a Single Subject Math credential. In order to be deemed highly qualified, the staff member would also need a multiple subjects credential (which she has agreed to obtain by June 2017). Due to this one scenario, the District has a highly qualified rate of 90% (nine of ten teachers).</p> <p>All students had full access to CCSS aligned materials in math (Houghton Mifflin – Go Math TK-5/ Big Ideas 6-8) and ELA (McGraw Hill – Wonders TK-5 Standards Plus 6-8)</p>

**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide students with Common Core State Standards aligned instructional materials as available, fully credentialed and trained staff in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education:</p> <ol style="list-style-type: none"> <li>1) Staff all classrooms with fully credentialed and trained teachers in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education.</li> <li>2) Hire part-time VP to assist with curriculum development</li> <li>3) New teachers participate in BTSA</li> <li>4) Ongoing Professional Development</li> <li>5) Staff collaboration time aligned with common core instructional strategies</li> <li>6) Provide CCSS aligned curriculum and materials</li> <li>7) Supplementary ELA Materials to meet needs of Common Core Standards</li> <li>8) Technology-based curriculum opportunities</li> <li>9) Expanded fiction and non-fiction in library</li> <li>10) Purchase keyboarding/typing program</li> </ol>	<ol style="list-style-type: none"> <li>1)Certificated Salaries/benefits - \$573K LCFF Base (0000 1100)</li> <li>2)Part-time VP - \$33K (0000-1300)</li> <li>3)BTSA - \$2K (0000-5800)</li> <li>4)PE aide - \$3K (0000-2900) PD - \$1.5K (6264-1190) Library Aide \$4K (0000-2900)</li> <li>5)No cost</li> <li>6) Purchase of new math curriculum aligned with Common Core State Standards for grades TK-8 \$15K (1957-4100)</li> <li>7)Purchase of Common Core Standards Plus ELA materials for</li> </ol>	<ol style="list-style-type: none"> <li>1)All teachers fully credentialed, 90% highly qualified</li> <li>2)Hired part-time (.4FTE) VP</li> <li>3)One new teacher enrolled in 2<sup>nd</sup> year of BTSA and will be taking necessary steps to obtain a CA Multiple Subjects Credential by 5/17.</li> <li>4)*All staff attended extensive Common Core workshops offered by County Office of Education. *All staff participated in county wide collaboration day on 9/22/15 *One visit by county curriculum coordinator to work with staff on specific strategies of implementing Common Core LA in grades TK/K – 5. *Hired PE instructional aide and library aide to be able to schedule more PD time for teachers</li> <li>5)Time set aside once a month in lieu of staff meeting for PLC's regarding common core instructional strategies and practices</li> <li>6)Purchased new math curriculum aligned with Common Core State Standards for grades TK-8 (Houghton Mifflin <i>Go Math</i> TK-5, <i>Big Ideas</i> 6-8)</li> <li>7)Purchased CCSP ELA materials for 6-8</li> </ol> <p>One on-line interactive training with staff from Edmentum. Assessments given in grades 5-8 three times during school year</p> <ol style="list-style-type: none"> <li>8)Purchased three-year subscription to Education city for grades</li> </ol>	<ol style="list-style-type: none"> <li>1)Salaries – \$569K inc benefits LCFF Base (0000-1100)</li> <li>2)Part-time VP - \$33.6K (0000-1300) SUPP</li> <li>3)BTSA - \$2.5K- (6264-5800) SUPP</li> <li>4)CCSS Workshops - \$661 (0000,6264-1190) \$2,255 SUPP (0000-1190) PE Aide - \$2.2K (0000-2900) SUPP Library Aide \$4k (0000-2900) SUPP</li> <li>5)No cost</li> <li>6)Math adoption - \$26K (1967,6300-4100)</li> <li>7)CCSS ELA materials \$918 SUPP (0000-4100) Edmentum \$2.5K (1100 4300)</li> </ol>

	grades 6-8 Est: \$1,500 (1100-4200) Edmentum Assessments - \$2.5K (1100 4300)  <b>8)</b> Education City - \$3,456 (0564 4300)  9)Library Books - \$2.6K (0157 4300)  10)Typing program - \$800 (0000 5800)	TK-3  9)Purchased fiction and non-fiction library books  10)Purchased Type to Learn online program	<b>8)</b> Education City - \$3,456 (0564 4300) SUPP  9)Library books - \$2.1K (0157 4300)  10)Typing program - \$800 (0000 5800) SUPP
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<b>Low Income:</b> <b>1)Additional Tutoring</b> <b>2)</b> Provide necessary school supplies <b>3)</b> Provide scholarships for before and after school enrichment classes and programs <b>4)</b> Purchase on-line remedial program(s) in Math and ELA  <b>English Learners:</b> *N/A (less than 1% of students are EL)  <b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)	<b>1)</b> One more teacher to the 1-3 grade RTI program \$15,043 SUPP (0000-1100) <b>2)</b> \$500 <b>3)</b> \$1,000 (0110,0120,1966-8699) <b>4) Ed City</b> \$3,456 (0564 4300)	<b>1)</b> Maintain and add one teacher to the 1-3 RTI program four days a week @55 minutes per day (after labor Day – May)  <b>2)</b> Miscellaneous School Supplies  <b>3)</b> Scholarships for GATE, Music, Field Trips, After school sports  <b>4)</b> Purchase of Education City for grades 1-3	<b>1)</b> Maintain and expand RTI program - \$15,043 (0000 1100) SUPP  <b>2)</b> Not needed  <b>3)</b> Scholarships \$1K (0110,0120,1966-8699)  <b>4) Ed City</b> – see above #8

Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Due to notable improvements by 1-3 students enrolled in our extended day RTI program, we are looking to expand RTI to include grades 4-5, during the school day. We are committing to have 100% of our teachers highly qualified for the 2017-18 school year, will be adopting a new TK-8 ELA program aligned with Common Core for the 2016/17 school year, expand our subscriptions to on-line remedial and enrichment programs in Math and LA. We will attempt to incorporate a beginning Spanish program in grades 6-8 in the 2016-17 school year. Teachers will be given \$350 to put towards attending professional growth conference in next two years. We plan to add Next Generation Science adoption to goal #1 in 17/18 and 18/19.	

Original GOAL from prior year LCAP:	2. Technology equipment for instructional purposes will be installed in classrooms and teachers will be fully trained to effectively and efficiently utilize technology to maximize the delivery of their lessons.  All students will master pre-determined technology literacy skills at their grade level	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Every classroom will have a mounted projection monitor and document camera available to use for instructional purposes. Additional classrooms will be outfitted with Chrome Books or tablets  75% of students will be able to independently access web-based curriculum from the classroom and at home, and be able to successfully manage the task assigned to them	Actual Annual Measurable Outcomes:  All classrooms, including labs are fully furnished with mounted projection monitors and pull down screens. Most have mounted speakers. Seven classrooms share three class sets of tablets. One classroom has 20 serviceable lap tops.  Expanded bandwidth to provide teachers with the ability to teach supplemental on-line McGraw-Hill and Houghton Mifflin curriculum in an efficient manner.

	<p>75% will master all computer use skills at their grade level as outlined in school plan including unduplicated students and students with special needs</p> <p>The computer lab will be maintained to support prior year purchase of new, high powered computers that will enable students to access materials both on-line and on the server in a reliable and efficient manner</p>		<p>More than 75% of students were able to independently access web-based curriculum at school most of the time from school. Web based materials were not required to be used at home this year.</p> <p>No school plan for computer use developed yet</p> <p>A new Director of IT was hired 19 hours a week to maintain computer lab as well as tech equipment in all the classrooms and school office.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Through gathering input for technology needs to meet the demands of Common Core, we will enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms:</p> <ol style="list-style-type: none"> <li>1) Each classroom will be fully equipped at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed</li> <li>2) Teacher on-going training in the implementation of CAASPP</li> <li>3) Support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently</li> <li>4) Enhanced bandwidth will be put in place to meet teacher and student use needs and CAASP testing</li> <li>5) Access points will be installed to enhance wireless service to the campus</li> </ol>	<ol style="list-style-type: none"> <li>1)Purchase one class set of Chrome Books to be shared among the primary grades. Est: \$8,000 – (1100 4300)</li> <li>2)CAASP training-\$2,381 (1111 1190)</li> <li>3)Maintain tech support time at 18 hours per week \$18K (0000,5810-2209)</li> <li>4)Bandwidth</li> </ol>	<ol style="list-style-type: none"> <li>1)One class set of 30 Windows tablets were purchased and shared among grades 2-3. A set of Chromebooks from their classrooms were moved to the 6-8 grade program. All classrooms are fully furnished with at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed.</li> <li>2)CAASP training</li> <li>3)IT is available 4x week for a total of 18 hours per week. In addition, IT consult contracted for additional services</li> <li>4)Bandwidth capabilities from Smarter Broadband has been increased from 12 to 25 Mbps (download) and from 3 to 5 Mbps (upload) in the 2015-16 school year.</li> <li>5)Four wireless access points added to campus</li> </ol>	<ol style="list-style-type: none"> <li>1) Purchase one class set of Chrome Books to be shared among the primary grades. Est: \$6,200 – (1100 4300)</li> <li>2) CAASP training-\$238 (1111 1190)</li> <li>3) Maintain tech support time at 18 hours per week \$17K (0000,5810-2209) Tech consult - \$2.4K (0000 5800)</li> </ol>



		increase \$1,200 (0000-5800)			4)Increased bandwidth-\$1,200 (0000 5800)
		5)Network equipment – 3K (0000 4400)			5)Access points- 2.6K (0000 4400)
Scope of service:	LEA_wide		Scope of service:	LEA-wide	
<u>_x</u> _ALL			<u>_X</u> _ALL		
OR: __Low Income pupils__ English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____			OR: __Low Income pupils__ English Learners __Foster Youth__Redesignated fluent English proficient__Other Subgroups:(Specify)_____		
<b>Low Income:</b> 1)Provide scholarships for before and after school enrichment classes that provide the use of technology  2)Expand on-line remedial program(s) in Math and LA  3)Purchase one class set of tablets  <b>English Learners:</b> *N/A (less than 1% of students are EL)  <b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)		1)Tech enrichment-\$175 SUPP (0200-5800)  2)see goal 1, #8 (0200 5800)  3) Purchase one class set of Chrome Books to be shared among the primary grades. Est: \$5,000 – Unrestricted		1)Contracted with Bear River Parks and Recreation to provide after school enrichment programs to grades 1-5 including computer coding class.  2)Purchased Education City for K-3 grades  3) One class set of 30 Windows tablets were purchased and shared among grades 2-3. A set of Chromebooks from their classrooms were moved to the 6-8 grade program.  No EL or Foster Youth students enrolled in District.	1)Tech enrichment-\$455 (0564,1100-4300)  2) Education City – see goal 1, #8  3) Purchase one class set of Chrome Books to be shared among the primary grades. Est: \$6,200 – (1100 4300)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL			__ALL		
OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English			OR: <u>_X</u> Low Income pupils <u>_X</u> English Learners <u>_X</u> Foster Youth <u>_X</u> Redesignated fluent English proficient		

proficient __Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The expanded bandwidth in 1516 was crucial in our CAASP testing and internet reliability for the entire school and we plan to expand bandwidth again in 2016-17, as we plan on purchasing another set of 30 tablets with a cart for the 6-8 grade program, as classes that already have sets of tablets are giving students more opportunities for practicing their keyboarding skills and doing on-line research. We are also considering expanding our security system which would require the purchase of four additional cameras and a new, more powerful computer to host the program. In conjunction with the BIIG grant through the Imperial County Office of Education, we are looking at expanding our bandwidth by 10x to 200 mgb of download capabilities. There will be not cost in the infrastructure, but our monthly costs for internet service will increase. New access points may still need to be strategically placed to eliminate bottlenecking issues with our wireless network, which will pave the path for buying at least one more class sets of tablets in the 2016/17 school year. We plan to expand the length of contracted days for our IT specialist.</p>		

Original GOAL from prior year LCAP:	3. Students in grades 1-8 will have oppotunities to enroll in enrichment classes such as, but not limited to:		Related State and/or Local Priorities:	
	<ul style="list-style-type: none"> <li>• Foreign Languages</li> <li>• Visual/Performing Arts</li> <li>• Computer Programming</li> <li>• Environmental Studies</li> </ul>		1__x_ 2__x_ 3__x_ 4__x_ 5__x_ 6__ 7__x_ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	An average of 12 students will enroll in all classes offered		Actual Annual Measurable Outcomes:	To date, in the four after school enrichment classes offered (computer coding through Bear River Recreation District, dance, martial arts Pre-K, martial arts 1-8) each has exceeded 12 students. In the before school enrichment (band, GATE), both classes have exceeded an enrollment of at least twelve.
<b>LCAP Year: 2015-2016</b>				

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
We will provide before and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of instructors.	Hire specialists and purchase materials for the classes. Cost should not exceed \$9,000 – PTA donation (0110,1966-8699)	<ol style="list-style-type: none"> <li>1) Before School band program</li> <li>2) GATE</li> <li>3) Contracted with two local businesses (Laura Bishop Dance Studios, and Gold country Kuk Sool Won) for on-going after school classes on campus for entire school year.</li> <li>4) School wide K-8 art program</li> <li>5) Partnered with Bear River Recreation District to provide after school enrichment opportunities.</li> <li>6) Sports</li> </ol>	<ol style="list-style-type: none"> <li>1) Music - \$4,000 (0110 1100)</li> <li>2) GATE - \$500 (1966 1190)</li> <li>3) No cost</li> <li>4) Art Program - \$4K PTA directly</li> <li>5) No cost</li> <li>6) Sports - \$4,000 (0120-1190)</li> </ol>
Scope of service:	LEA_wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL	
OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		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)_____	
<b>Low Income:</b>  <ol style="list-style-type: none"> <li>3) Provide scholarships for before and after school enrichment classes and programs</li> <li>4) After school Homework Club for grades 4-8</li> </ol>	<ol style="list-style-type: none"> <li>1) Before and After School enrichment classes and programs \$9K (0110,0120,1966-8699)</li> </ol>	<ol style="list-style-type: none"> <li>1) Scholarships granted when requested</li> <li>2) Homework Club was provided for grades 4-8 Monday-Thursday from 3:00-3:30.</li> </ol>	<ol style="list-style-type: none"> <li>1) Scholarships for Before &amp; After school enrichment: Sports, Gate, Dance, Martial Arts, Music - \$8K SUPP (0110,0120,1966-1100)</li> </ol>
<b>English Learners:</b>			

*N/A (less than 1% of students are EL)  <b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)		<b>2) Homework Club</b> – grades 4-8 \$3,271 (0000 1100) Supp	<b>2) Homework Club</b> – grades 4-8 \$3,921 (0000 1100) SUPP	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL			__ALL	
OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: _X_ Low Income pupils _X_ English Learners _X_ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue a partnership with the Bear River Recreation District to expand the types of after school enrichment opportunities available to us. We will encourage the return of school-year long classes in dance and martial arts, as these two programs have a combined enrollment of over 50 students which is unprecedented in regards to popularity and participation rates. We will look to bring expanded opportunities to our students in areas such as art, cooking, foreign language, and coding classes.		

Original GOAL from prior year LCAP:	4. All students will be provided learning and recreational environments in and out of the classroom that are safe and nurturing. This includes providing the Nurtured Heart Approach to discipline, Olweus Bullying Prevention strategies, the “greatness” program, increased parent involvement, adequate yard duty supervision, and improved attendance rates.		Related State and/or Local Priorities: 1_x_ 2__ 3_x_ 4_x_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All		
Expected	1) -Increase ADA rates by additional .5%	Actual	ADA rate from previous year: +1.1% (95.2% to 96.3%)	

<b>Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>2) -Decrease in suspension rate by additional .5%</li> <li>3) -Decrease in detention rate by additional 1%</li> <li>4) -Maintain low expulsion rate</li> <li>5) -Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</li> <li>6) -Continue scheduling Academic Probation Hearings each trimester for those who qualify</li> <li>7) -Continue to SARB all families with chronic absenteeism and reduce to meet goal at less than 5%</li> <li>8) -Maintain all facilities in good repair</li> <li>9) -Maintain a drop-out baseline of less than 2%</li> <li>10) -High School dropout and High school graduation data not applicable to our elementary school district</li> </ol>	<b>Annual Measurable Outcomes:</b>	<p>Suspension rate from previous year: 6 To date:2  Detention rate from previous year: 18 To date: 15  Expulsion rate from previous year: 0 To date: 0  Drop-out rate from previous year: 0 To date: 0  Parent Teacher conferences took place in September.</p> <p>SARB process in place for families with chronic absenteeism  All facilities in good repair (no Williams Act Complaints)</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1) On-going training will be provided all staff in the Nurtured Heart Approach</li> <li>2) Parents and students will have the opportunity to participate in an annual on-line school safety survey</li> <li>3) Continued use of the Steps to Respect Program in grades 4-5</li> <li>4) Provide on-going training for yard duty safety.</li> <li>5) Increase yard duty for morning and lunch recesses</li> <li>6) Creative attendance incentives will remain in place to encourage improved attendance rates.</li> </ol>	<ol style="list-style-type: none"> <li>1)Purchase of Nurtured Heart Teacher Books for all new staff members. \$70 (1100 4300)</li> <li>2)Survey Monkey for annual community and student surveys - \$52 (0000 5800)</li> <li>3)Volunteer based program - No cost</li> <li>4)Staff meetings –</li> </ol>	<ol style="list-style-type: none"> <li>1) The certificated staff had six 45 minute in-services on the Nurtured Heart Approach. The classified had three 45 minute in-services. Three Nurtured Heart Books were purchased for new staff members.</li> <li>2) Parents and students were administered surveys in January and February 2016. Data was summarized and brought to Site Council/Charter Advisory Council, staff meetings, and school board for review and to help formulate upcoming LCAP</li> <li>3) The Steps to Respect Program was implemented as planned in 4<sup>th</sup> and 5<sup>th</sup> grades by trained community volunteers.</li> <li>4) Training for yard duty aides took place three times throughout the school year.</li> </ol>	<ol style="list-style-type: none"> <li>1)Purchase of Nurtured Heart Teacher Books for all new staff members. \$70 (1100 4300)</li> <li>2)Survey Monkey for annual community and student surveys - \$52 (0000 5800)</li> <li>3)No cost</li> <li>4)Staff Meetings-\$180 (0000 2xxx)</li> </ol>

<p>7) Repair safety issues on lower field track</p>	<p>no cost</p> <p>5)Increased yard duty, adjust current schedule to accommodate \$600</p> <p>6)Weekly and end of trimester attendance incentives. \$700 (1100 4300)</p> <p>7)Repair track \$400 (0000 5800)</p>	<p>5) An additional yard duty person was added for morning 1-3 and 6-8 recess</p> <p>6) Children in all grades were honored by weekly and trimester attendance incentives throughout the school year.</p> <p>7) Track was graded and partially resurfaced after the heavy winter rains subsided</p>	<p>SUPP</p> <p>5)Increased yard duty, adjust current schedule to accommodate \$600 SUPP (0000-2909)</p> <p>6)Weekly and end of trimester attendance incentives. \$700 (1100 4300)</p> <p>7)Repair track \$400 (0000 5800)</p>
<p>Scope of service: LEA_wide</p> <p><input checked="" type="checkbox"/>_x_ALL</p> <p>OR:  <input type="checkbox"/>_Low Income pupils__English Learners  <input type="checkbox"/>_Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/>_x_ALL</p> <p>OR:  <input type="checkbox"/>_Low Income pupils__English Learners  <input type="checkbox"/>_Foster Youth__Redesignated fluent English proficient__Other Subgroups:(Specify)_____</p>	
<p><b>Low Income:</b>  1) Provide necessary hygiene items as needed</p> <p><b>English Learners:</b>  *N/A</p> <p><b>Foster Youth:</b>  *N/A (less than 1% of students are Foster Youth)</p>	<p>1)McKinney Vento funding \$100 (0000 4300)</p>	<p>1)There were no requests for McKinney Vento funding this year</p>	<p>1)McKinney Vento funding \$0 (0000 4300)</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/>_ALL</p> <p>OR:</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/>_ALL</p> <p>OR:</p>	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>More Nurtured Heart Approach books will be purchased for our new staff members. Due to a decline in the number of surveys returned from the previous two years, a modified parent and student survey will be created for issue in the next school year. Enhanced Nurtured heart training for all staff members will be scheduled during one of the staff development days prior to the start of school. Three more contracted days will be included in the certificated school year beginning 2016-17. Some of this time will be dedicated to creating a positive school culture and work environment.</p>		

**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 district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

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

Total amount of Supplemental and Concentration grant funds calculated:	\$20,339
The priority for assistance will be our unduplicated students, with remaining spots open for any student in need of help. The Chicago Park School District services provided are principally directed to meet the needs of our unduplicated students, so it is in the best interest of all students to use supplemental funds district wide. For Goal 1 (Increase Student Achievement) we continued to use funding to provide/increase	

afterschool intervention for Math and Language Arts during our extended day researched based RTI program (grades 1-4) and our Homework Club (grades 4-8). We are increasing staffing in grades 6-8 to maintain smaller class sizes, and increasing the Kindergarten day to provide foundation work for our youngest learners. The library assistant will be maintained/increased part-time to enhance literacy and foster a love for reading. CCSS support materials and professional development will be provided for new and established teachers. For Goal 2, (Technology), this year's goals (set of student computers, maintaining IT services, purchasing tech equipment and increasing our bandwidth) will be met using LCFF base funding, unrestricted lottery funds and REAP funds. We will continue tech professional training for teachers and provide tech equipment for before and after school technology enrichment classes. For Goal 3 (Increased enrichment classes), scholarships were made available for all enrichment programs, and a no cost Homework Club was available after school four days a week. For Goal 4, (Positive Behavior), funds will be used provide safety training to staff. All students, including low income, English Language Learners, and Foster youth have access to school programs and services that are aligned with California's academic content and performance standards. Please note – All budgeted items noted above in this document reflect estimated costs for items district wide, including supplemental revenues generated by Chicago Park Elementary School (\$66,153).

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.

5.52	%
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By reconfiguring teacher schedules, we increased staff from three teachers to four teachers to extend our RTI services to students in grades 1-4 four days a week. A high percentage of students who attend our RTI program are from low income and foster households. It is our belief that a



bolstered RTI program will help bridge the gap we see in achievement for children from low income and foster families and allow us to meet our MMP. Increased library assistant time will enhance literacy and increased technology services and bandwidth will vastly improve our technology capabilities allowing students a more diverse and enriched instructional experience.

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

### **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).