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

Introduction:

LEA: Oak View Union Elementary School District Contact: Beverly Boone, Superintendent, bboone@sjcoe.net, 209-368-0636 LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Informational meetings held for School Site Council, staff, Parent Club, English Language Advisory Committee, students, parents, community members, collective bargaining units and the Board of Trustees.	***Information gathered at the meetings was added to the previously established list of student programs and school services to include in the LCAP.***

Parent survey sent home to all families.	***Comments and feedback were used to complete the final version of the LCAP.***
Draft LCAP presented to School Site Council, staff, Parent Teacher Club, English Language Advisory Committee, students, parents, community members, collective bargaining units and the Board of Trustees.	***Comments and feedback were used to complete the final version of the LCAP.***
Final version of the LCAP presented for public comment at school board meeting.	***June 18, 2015***
Final LCAP approved by Board of Trustees.	***June 25, 2015***
Annual Update: **Informational meetings held for School Site Council, staff, Parent Club, English Language Advisory Committee, students, parents, community members, collective bargaining units and the Board of Trustees to review the LCAP Annual Update.**	**Annual Update:** ***Feedback used to complete the Annual Update of the LCAP.***
Draft LCAP with Annual Update presented to School Site Council, staff, Parent Teacher Club, English Language Advisory Committee, students, parents, community members, collective bargaining units and the Board of Trustees.	***Comments and feedback were used to complete the final version of the LCAP including the Annual Update.***
Final version of the LCAP presented for public comment at school board meeting.	***June 18, 2015***
Final LCAP approved by Board of Trustees.	***June 25, 2015***

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

Instructions:

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Maintain at least a 10% annual reclassification rate for number of English Learners Reclassified to English Proficient.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6_ 7_x_ 8_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	In evaluating data, it was determined that the 2014-2015 EL reclassification rate was 31%. This number was elevated due to the change in assessment data used to determine reclassification eligibility. Stakeholders felt that a 10% reclassification rate was the lowest desired percentage. Goal was determined by the implementation of Common Core and course access.	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-2016		

Expected Annual Measurable Outcomes:	As measured by: Academic Standards: 100% of teachers received CCSS PD in the area of Math, ELA/ELD as verified by the District professional development schedule and sign in sheets, 100% of classrooms are using adopted CCSS mathematics curriculum as verified by the District Curriculum Distribution Lists, ELD/ELA Curriculum is currently being reviewed for adoption in 2016, 100% of students have access to CCSS technology in the classroom as verified by the District Student Technology Lists, 100% of 3rd-8th grade students have access to the CAASPP through technology as verified by the CAASPP Student Lists and Students have Board adopted instructional materials for all other curricular areas as verified by District Curriculum Distribution Lists. 2015 CAASPP data will be used to establish a baseline for future growth. By having ELD coordinators as well as EL trained teacher assistants and teachers, English Learners have access to CCSS giving them increased academic content knowledge and English language proficiency. Pupil Achievement: Many metrics within priority four do not apply to elementary students. Baseline data to come in the Fall of 2015, reclassification rate of 31% and will continue to reclassify 10% of EL students annually. According to AMAO 1, 50.8% of English Learners are making progress towards becoming English proficient. The district would like to see an increase in this percentage to meet the State goal of 59%. Course Access: All students have access to all areas of study and are appropriately enrolled as referenced by class rosters and class schedules. Pull-out programs are available for English Learners, Students with Disabilities, Low Income and Foster Youth as well as Teacher Assistants to provide support in the classroom.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Two part-time ELD teacher/CELDT Coordinators- Two part-time ELD teacher/CELDT Coordinators will identify and evaluate all English Learners. Instruction for English Learners will be given in the classroom by the general education teacher or in a pull-out program by the EL teachers.	ALL	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental $106,299 Teacher Benefits 3000-3999: Employee Benefits Supplemental $32,825 CELDT Testing Costs 5000-5999: Services and Other Operating Expenditures Supplemental $250 Materials 4000-4999: Books and Supplies Supplemental $150

Part-time Teacher Assistants- Part-time teacher assistants will be placed in all K-3 general education classrooms to assist with the delivery of ELD instruction.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Base/Supplemental/Other $32,596 Teacher Assistant Benefits 3000-3999: Employee Benefits Base/Supplemental/Other $7,065
Staff Professional Development - Staff will participate in training related to ELD instructional strategies and standards.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Training 5000-5999: Services and Other Operating Expenditures Supplemental $1,500 Materials and Supplies 4000-4999: Books and Supplies Supplemental $720
Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist English Learners in the classroom and through an ELD pull-out program.	ALL	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Curriculum 4000-4999: Books and Supplies Supplemental $2,500 Software 5000-5999: Services and Other Operating Expenditures Supplemental $3,000 Training 5000-5999: Services and Other Operating Expenditures Supplemental $1,000 Hardware 4000-4999: Books and Supplies Supplemental $2,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	As measured by: Academic Standards: 100% of teachers received CCSS PD in the area of Math, ELA/ELD as verified by the District professional development schedule and sign in sheets, 100% of classrooms are using adopted CCSS mathematics curriculum as verified by the District Curriculum Distribution Lists, ELD/ELA Curriculum is currently being reviewed for adoption in 2016, 100% of students have access to CCSS technology in the classroom as verified by the District Student Technology Lists, 100% of 3rd-8th grade students have access to the CAASPP through technology as verified by the CAASPP Student Lists and Students have Board adopted instructional materials for all other curricular areas as verified by District Curriculum Distribution Lists. 2015 CAASPP data will be used to establish a baseline for future growth. By having ELD coordinators as well as EL trained teacher assistants and teachers, English Learners have access to CCSS giving them increased academic content knowledge and English language proficiency. Pupil Achievement: Many metrics within priority four do not apply to elementary students. Baseline data to come in the Fall of 2015, reclassification rate of 31% and will continue to reclassify 10% of EL students annually. According to AMAO 1, 50.8% of English Learners are making progress towards becoming English proficient. The district would like to see an increase in this percentage to meet the State goal of 59%. Course Access: All students have access to all areas of study and are appropriately enrolled as referenced by class rosters and class schedules. Pull-out programs are available for English Learners, Students with Disabilities, Low Income and Foster Youth as well as Teacher Assistants to provide support in the classroom.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Two ELD Teachers/CELDT Coordinators - One part-time ELD teacher/CELDT Coordinator and one full-time ELD teacher/CELDT Coordinators will identify and evaluate all English Learners. Instruction for English Learners will be given in the classroom by the general education teacher or in a pull-out program by the EL teachers.	ALL	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental $120,208 Teacher Benefits 3000-3999: Employee Benefits Supplemental $34,855 CELDT Testing Costs 5000-5999: Services and Other Operating Expenditures Supplemental $250 Materials 4000-4999: Books and Supplies Supplemental $150

Part-time Teacher Assistants- Part-time teacher assistants will be placed in all K-3 general education classrooms to assist with the delivery of ELD instruction.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Base/Supplemental/Other $33,900 Teacher Assistant Benefits 3000-3999: Employee Benefits Base/Supplemental/Other $8,438
Staff Professional Development - Staff will participate in training related to ELD instructional strategies and standards.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Training 5000-5999: Services and Other Operating Expenditures Supplemental $1,500 Materials and Supplies 4000-4999: Books and Supplies Supplemental $720
Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist English Learners in the classroom and through an ELD pull-out program.	ALL	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Curriculum 4000-4999: Books and Supplies Supplemental $2,500 Software 5000-5999: Services and Other Operating Expenditures Supplemental $3,000 Training 5000-5999: Services and Other Operating Expenditures Supplemental $1,000 Hardware 4000-4999: Books and Supplies Supplemental $2,000
Part-time Outreach Consultant – A part-time outreach consultant will provide support services to English Learners and their parents related to attendance, academics, behavior and health.	ALL	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Outreach Consultant Salary 1000-1999: Certificated Personnel Salaries Other/Supplemental $34,610 Outreach Consultant Benefits 3000-3999: Employee Benefits Other/Supplemental $12,231

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	As measured by: Academic Standards: 100% of teachers received CCSS PD in the area of Math, ELA/ELD as verified by the District professional development schedule and sign in sheets, 100% of classrooms are using adopted CCSS mathematics curriculum as verified by the District Curriculum Distribution Lists, ELD/ELA Curriculum is currently being reviewed for adoption in 2016, 100% of students have access to CCSS technology in the classroom as verified by the District Student Technology Lists, 100% of 3rd-8th grade students have access to the CAASPP through technology as verified by the CAASPP Student Lists and Students have Board adopted instructional materials for all other curricular areas as verified by District Curriculum Distribution Lists. 2015 CAASPP data will be used to establish a baseline for future growth. By having ELD coordinators as well as EL trained teacher assistants and teachers, English Learners have access to CCSS giving them increased academic content knowledge and English language proficiency. Pupil Achievement: Many metrics within priority four do not apply to elementary students. Baseline data to come in the Fall of 2015, reclassification rate of 31% and will continue to reclassify 10% of EL students annually. According to AMAO 1, 50.8% of English Learners are making progress towards becoming English proficient. The district would like to see an increase in this percentage to meet the State goal of 59%. Course Access: All students have access to all areas of study and are appropriately enrolled as referenced by class rosters and class schedules. Pull-out programs are available for English Learners, Students with Disabilities, Low Income and Foster Youth as well as Teacher Assistants to provide support in the classroom.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Two ELD Teachers/CELDT	ALL	__ALL	Teacher Salary 1000-1999: Certificated

Coordinators - One part-time ELD teacher/CELDT Coordinator and one full-time ELD teacher/CELDT Coordinators will identify and evaluate all English Learners. Instruction for English Learners will be given in the classroom by the general education teacher or in a pull-out program by the EL teachers.		OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Personnel Salaries Supplemental $124,785 Teacher Benefits 3000-3999: Employee Benefits Supplemental $39,086 CELDT Testing Costs 5000-5999: Services and Other Operating Expenditures Supplemental $250 Materials 4000-4999: Books and Supplies Supplemental $150
Part-time Teacher Assistants- Part-time teacher assistants will be placed in all K-3 general education classrooms to assist with the delivery of ELD instruction.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Base/Supplemental/Other $35,256 Teacher Assistant Benefits 3000-3999: Employee Benefits Base/Supplemental/Other $9,363
Staff Professional Development Staff Professional Development - Staff will participate in training related to ELD instructional strategies and standards.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Training 5000-5999: Services and Other Operating Expenditures Supplemental $1,500 Materials and Supplies 4000-4999: Books and Supplies Supplemental $720
Part-time Outreach Consultant Part-time Outreach Consultant – A part-time outreach consultant will provide support services to English Learners and their parents related to attendance, academics, behavior and health.	ALL	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Outreach Consultant Salary 1000-1999: Certificated Personnel Salaries Other/Supplemental $34,610 Outreach Consultant Benefits 3000-3999: Employee Benefits Other/Supplemental $12,894
Supplemental Academic Programs –	ALL	__ALL	Curriculum 4000-4999: Books and Supplies

Supplemental curriculum and software will be utilized to instruct and assist English Learners in the classroom and through an ELD pull-out program.		OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Supplemental $2,500 Software 5000-5999: Services and Other Operating Expenditures Supplemental $3,000 Training 5000-5999: Services and Other Operating Expenditures Supplemental $1,000 Hardware 4000-4999: Books and Supplies Supplemental $2,000
CAASPP Nutrition – Nutritious snacks will be provided to grades K-8 during every day of CASSPP testing.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Supplies 4000-4999: Books and Supplies Other/Supplemental $1,000

GOAL:	Goal 2: Maintain an annual 97% average daily attendance rate.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	After evaluating attendance data it was determined that maintaining an annual 97% average daily attendance rate was important for student's academic success as well as reducing the suspension rate. According to reports, 51% of the annual Blackboard automated phone messages are attendance calls to parents, the District has zero chronic absence students and a 2% suspension rate.	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	As measured by: Parent Involvement: an annual parent/student survey is used to seek input on programs and services, annually, three ELAC meetings, four SSC meetings, eleven school board meetings, twelve parent club meetings, parent-teacher conferences, SST's and IEP's are held to seek parent input, 47% of the annual Blackboard automated phone messages are outreach calls informing parents of volunteer opportunities as well as monthly reminders on the lunch calendar and outdoor event sign and 51% of the annual Blackboard automated phone messages are attendance calls. The district plans to continue with all efforts to seek parent participation and input for all groups including the parents of unduplicated pupils and students with disabilities. The district hopes to increase parent participation in on-campus activities. Pupil Engagement: 97.93% annual attendance rate, the District has zero chronic absence students and 0% middle school dropout rate. The district expects to maintain these rates. School Climate: 2% suspension rate 0% expulsion rate and 88% of students feel safe at school as verified by the California Healthy Kids Survey (CHKS). The district expects to decrease the suspension rate, maintain the expulsion rate and increase the percentage of students who feel safe at school according to the CHKS.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Part-time Band Teacher – A part-time band teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.	District wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Band Teacher Salary 1000-1999: Certificated Personnel Salaries Base/Supplemental $24,300 Band Teacher Benefits 3000-3999: Employee Benefits Base/Supplemental $2,388 Materials 4000-4999: Books and Supplies Base/Supplemental $1000 Equipment Repairs 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,500
Attendance Incentive Program –	District	_x_ ALL	Incentives 4000-4999: Books and Supplies

Students will have the opportunity to earn incentives for perfect attendance throughout the year.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Base/Supplemental/Other $550 Supplies 4000-4999: Books and Supplies Base/Supplemental/Other $200 Perfect Attendance Field Trip 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,200
Parent Involvement – Parents will have the opportunity to learn about events and volunteer opportunities through the automated phone system. Parents will also receive information through a monthly newsletter on how to become more involved with their child's education.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Blackboard Parent Notification System 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,035 Parent Monthly Newsletter 4000-4999: Books and Supplies Base/Supplemental/Other $1,000
Student Activities and Programs – Students will have the opportunity to participate in school activities both during and after school to strengthen their commitment to school attendance. All general education classrooms will attend at least one field trip per year to expose students to learning outside of the classroom. Students will have the opportunity to attend an outdoor education program during their 6th grade year.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Intermural Sports Program 4000-4999: Books and Supplies Base/Supplemental/Other $250 Trash Bashers Club 4000-4999: Books and Supplies Base/Supplemental/Other $850 Field Trips 5000-5999: Services and Other Operating Expenditures Base/Supplemental $4,500 Outdoor Education 5000-5999: Services and Other Operating Expenditures Base/Supplemental/Other $9,000
Transportation – Students who live in	ALL	_x_ALL	Home to School Mileage 4000-4999: Books

the district will receive free transportation to and from school.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	and Supplies Base $17,383 Maintenance 5000-5999: Services and Other Operating Expenditures Base $9,520 Bus Driver Salary 2000-2999: Classified Personnel Salaries Base $49,756 Bus Driver Benefits 3000-3999: Employee Benefits Base $18,514 Supplies 4000-4999: Materials and Supplies Base $5,660

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	As measured by: Parent Involvement: an annual parent/student survey is used to seek input on programs and services, annually, three ELAC meetings, four SSC meetings, eleven school board meetings, twelve parent club meetings, parent-teacher conferences, SST's and IEP's are held to seek parent input, 47% of the annual Blackboard automated phone messages are outreach calls informing parents of volunteer opportunities as well as monthly reminders on the lunch calendar and outdoor event sign and 51% of the annual Blackboard automated phone messages are attendance calls. The district plans to continue with all efforts to seek parent participation and input for all groups including the parents of unduplicated pupils and students with disabilities. The district hopes to increase parent participation in on-campus activities. Pupil Engagement: 97.93% annual attendance rate, the District has zero chronic absence students and 0% middle school dropout rate. The district expects to maintain these rates. School Climate: 2% suspension rate 0% expulsion rate and 88% of students feel safe at school as verified by the California Healthy Kids Survey (CHKS). The district expects to decrease the suspension rate, maintain the expulsion rate and increase the percentage of students who feel safe at school according to the CHKS.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

Part-time Band Teacher – A part-time band teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Band Teacher Salary 1000-1999: Certificated Personnel Salaries Base/Supplemental $24,300 Band Teacher Benefits 3000-3999: Employee Benefits Base/Supplemental $2,403 Materials 4000-4999: Books and Supplies Base/Supplemental $1000 Equipment Repairs 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,500
Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Incentives 4000-4999: Books and Supplies Base/Supplemental/Other $550 Supplies 4000-4999: Books and Supplies Base/Supplemental/Other $200 Perfect Attendance Field Trip 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,200
Parent Involvement – Parents will have the opportunity to learn about events and volunteer opportunities through the automated phone system. Parents will also receive information through a monthly newsletter on how to become more involved with their child's education. Parents and community members will be given the chance to attend a free community breakfast event at the school as a way to become more connected to the families and the school.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Blackboard Parent Notification System 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,035 Parent Monthly Newsletter 4000-4999: Books and Supplies Base/Supplemental/Other $1,000 Community Breakfast 4000-4999: Books and Supplies Base/Supplemental/Other $1,500
Student Activities and Programs –	District	_x_ALL	Intermural Sports Program 4000-4999: Books

Students will have the opportunity to participate in school activities both during and after school to strengthen their commitment to school attendance. All general education classrooms will attend at least one field trip per year to expose students to learning outside of the classroom. Students will have the opportunity to attend an outdoor education program during their 6th grade year.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	and Supplies Base/Supplemental/Other $250 Trash Bashers Club 4000-4999: Books and Supplies Base/Supplemental/Other $850 Field Trips 5000-5999: Services and Other Operating Expenditures Base/Supplemental $4,500 Outdoor Education 5000-5999: Services and Other Operating Expenditures Base/Supplemental/Other $6,600
Transportation – Students who live in the district will receive free transportation to and from school.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Home to School Mileage 4000-4999: Books and Supplies Base $18,252 Maintenance 5000-5999: Services and Other Operating Expenditures Base $9,996 Bus Driver Salary 2000-2999: Classified Personnel Salaries Base $51,746 Bus Driver Benefits 3000-3999: Employee Benefits Base $20,610 Supplies 4000-4999: Materials and Supplies Base $5,943

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	As measured by: Parent Involvement: an annual parent/student survey is used to seek input on programs and services, annually, three ELAC meetings, four SSC meetings, eleven school board meetings, twelve parent club meetings, parent-teacher conferences, SST's and IEP's are held to seek parent input, 47% of the annual Blackboard automated phone messages are outreach calls informing parents of volunteer opportunities as well as monthly reminders on the lunch calendar and outdoor event sign and 51% of the annual Blackboard automated phone messages are attendance calls. The district plans to continue with all efforts to seek parent participation and input for all groups including the parents of unduplicated pupils and students with disabilities. The district hopes to increase parent participation in on-campus activities. Pupil Engagement: 97.93% annual attendance rate, the District has zero chronic absence students and 0% middle school dropout rate. The district expects to maintain these rates. School Climate: 2% suspension rate 0% expulsion rate and 88% of students feel safe at school as verified by the California Healthy Kids Survey (CHKS). The district expects to decrease the suspension rate, maintain the expulsion rate and increase the percentage of students who feel safe at school according to the CHKS.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Part-time Band Teacher – A part-time band teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.	District wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Band Teacher Salary 1000-1999: Certificated Personnel Salaries Base/Supplemental $25,272 Band Teacher Benefits 3000-3999: Employee Benefits Base/Supplemental $2,417 Materials 4000-4999: Books and Supplies Base/Supplemental $1,000 Equipment Repairs 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,500
Attendance Incentive Program –	District	_x_ ALL	Incentives 4000-4999: Books and Supplies

Students will have the opportunity to earn incentives for perfect attendance throughout the year.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Base/Supplemental/Other $550 Supplies 4000-4999: Books and Supplies Base/Supplemental/Other $200 Perfect Attendance Field Trip 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,200
Parent Involvement – Parents will have the opportunity to learn about events and volunteer opportunities through the automated phone system. Parents will also receive information through a monthly newsletter on how to become more involved with their child's education. Parents and community members will be given the chance to attend a free community breakfast event at the school as a way to become more connected to the families and the school.	District wide	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Blackboard Parent Notification System 5000-5999: Services and Other Operating Expenditures Base/Supplemental $1,035 Parent Monthly Newsletter 4000-4999: Books and Supplies Base/Supplemental/Other $1,000 Community Breakfast 4000-4999: Books and Supplies Base/Supplemental/Other $1,500
Student Activities and Programs – Students will have the opportunity to participate in school activities both during and after school to strengthen their commitment to school attendance. All general education classrooms will attend at least one field trip per year to expose students to learning outside of the classroom. Students will have the opportunity to attend an outdoor education program during their 6th grade year.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Intermural Sports Program 4000-4999: Books and Supplies Base/Supplemental/Other $250 Trash Bashers Club 4000-4999: Books and Supplies Base/Supplemental/Other $850 Field Trips 5000-5999: Services and Other Operating Expenditures Base/Supplemental $4,500 Outdoor Education 5000-5999: Services and Other Operating Expenditures Base/Supplemental/Other $6,600
Transportation – Students who live in	ALL	_x_ALL	Home to School Mileage 4000-4999: Books

the district will receive free transportation to and from school.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	and Supplies Base $19,164 Maintenance 5000-5999: Services and Other Operating Expenditures Base $10,496 Bus Driver Salary 2000-2999: Classified Personnel Salaries Base $53,816 Bus Driver Benefits 3000-3999: Employee Benefits Base $22,022 Supplies 4000-4999: Materials and Supplies Base $6,240

GOAL:	Goal 3: Students will demonstrate growth in all academic areas relative to their learning needs.	Related State and/or Local Priorities: 1_x_ 2___ 3__ 4___ 5__ 6___ 7___ 8_ _ COE only: 9__ 10__ Local : Specify _____

Identified Need :	It was determined that when 100% of teachers are highly qualified and appropriately assigned, students demonstrate academic growth as evident in report card grades.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	As measured by: Basic Services: 100% of teachers are highly qualified and appropriately assigned as verified by the Williams Report, 100% of students have access to adopted curriculum and technology as verified by the Williams Report, 100% of students have access to working, clean facilities in good repair as verified in the Williams Report. The district expects to maintain 100% compliance according to Quarterly Williams Reports.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Highly Qualified Staff – All staff will be	District	_x_ALL	Teacher Salaries 1000-1999: Certificated

highly qualified and appropriately assigned to all classrooms and support programs.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Personnel Salaries Base $1,102,050 Teacher Benefits 3000-3999: Employee Benefits Base $312,219 Teacher Assistant Salaries 2000-2999: Classified Personnel Salaries Base/Supplemental/Other $37,120 Teacher Assistant Benefits 3000-3999: Employee Benefits Base/Supplemental/Other $8,045
Sufficient Textbooks and Supplies – All students will have access to approved curriculum and textbooks that are in good condition as well as all necessary materials and supplies for learning.	All	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Textbooks 4000-4999: Books and Supplies Base $15,000 Classroom Supplies 4000-4999: Books and Supplies Base $20,079 Software 5000-5999: Services and Other Operating Expenditures Base $3,000
Implementation of Common Core State Standards – Students will have access to approved English Language Arts curriculum. All teachers will receive appropriate training in CCSS and Smarter Balanced Assessment. Implementation of technology in the form of hardware and software will occur to successfully administer the CAASPP.	All	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Hardware 4000-4999: Books and Supplies Other $2,000 Curriculum 4000-4999: Books and Supplies Base $67,000 Professional Development 5000-5999: Services and Other Operating Expenditures Base $5,300 Software 5000-5999: Services and Other Operating Expenditures Base $3,000
Maintenance, Operations and Facilities	All	_x_ ALL	Maintenance Projects 6000-6999: Capital

– All students will have access to facilities that are clean, safe and in good working order. This includes classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Outlay Base $100,000 Equipment 4000-4999: Books and Supplies Base $7,500 Supplies 4000-4999: Books and Supplies Base $14,364
Student Assessment Programs – Students will have access to supplemental instruction and assessments.	All	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Software 5000-5999: Services and Other Operating Expenditures Base $3,000 Professional Development 5000-5999: Services and Other Operating Expenditures Base $1,500 Materials and Supplies 4000-4999: Books and Supplies Base $16,685 Hardware 4000-4999: Books and Supplies Base $2,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	As measured by: Basic Services: 100% of teachers are highly qualified and appropriately assigned as verified by the School Accountability Report Card, 100% of students have access to adopted curriculum and technology as verified by the School Accountability Report Card, 100% of students have access to working, clean facilities in good repair as verified in the School Accountability Report Card. The district expects to maintain 100% compliance according to Quarterly Williams Reports.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Highly Qualified Staff – All staff will be	District	_x_ALL	Teacher Salaries 1000-1999: Certificated

highly qualified and appropriately assigned to all classrooms and support programs. All teachers and teacher assistants will be given the opportunity to attend professional development.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Personnel Salaries Base $1,157,153 Teacher Benefits 3000-3999: Employee Benefits Base $342,276 Teacher Assistant Salaries 2000-2999: Classified Personnel Salaries Base/Supplemental/Other $38,605 Teacher Assistant Benefits 3000-3999: Employee Benefits Base/Supplemental/Other $9,608 Professional Development 5000-5999: Services and Other Operating Expenditures Base $4,950 Substitute Salaries 1000-1999 Certificated Personnel Salaries Base $2,160 Substitute Benefits 3000-3999: Employee Benefits Base $351
Sufficient Textbooks and Supplies – All students will have access to approved curriculum and textbooks that are in good condition as well as all necessary materials and supplies for learning.	All	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Textbooks 4000-4999: Books and Supplies Base $20,000 Classroom Supplies 4000-4999: Books and Supplies Base $21,083 Software 5000-5999: Services and Other Operating Expenditures Base $3,000
Implementation of Common Core State	All	_x_ALL	Hardware 4000-4999: Books and Supplies

Standards – All teachers will receive appropriate training in CCSS and Smarter Balanced Assessment. Implementation of technology in the form of hardware and software will occur to successfully administer the CAASPP.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Other $2,000 Professional Development 5000-5999: Services and Other Operating Expenditures Base $2,500 Software 5000-5999: Services and Other Operating Expenditures Base $3,000
Maintenance, Operations and Facilities – All students will have access to facilities that are clean, safe and in good working order. This includes classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas.	All	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Maintenance Projects 6000-6999: Capital Outlay Base $100,000 Equipment 4000-4999: Books and Supplies Base $7,500 Supplies 4000-4999: Books and Supplies Base $15,082
Student Assessment Programs – Students will have access to supplemental instruction and assessments.	All	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Software 5000-5999: Services and Other Operating Expenditures Base $3,000 Professional Development 5000-5999: Services and Other Operating Expenditures Base $1,500 Materials and Supplies 4000-4999: Books and Supplies Base $16,685 Hardware 4000-4999: Books and Supplies Base $2,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	As measured by: Basic Services: 100% of teachers are highly qualified and appropriately assigned as verified by the School Accountability Report Card, 100% of students have access to adopted curriculum and technology as verified by the School Accountability Report Card, 100% of students have access to working, clean facilities in good repair as verified in the School Accountability Report Card. The district expects to maintain 100% compliance according to Quarterly Williams Reports.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Highly Qualified Staff – All staff will be highly qualified and appropriately assigned to all classrooms and support programs. All teachers and teacher assistants will be given the opportunity to attend professional development.	District wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base $1,215,010 Teacher Benefits 3000-3999: Employee Benefits Base $374,956 Teacher Assistant Salaries 2000-2999: Classified Personnel Salaries Base/Supplemental/Other $40,149 Teacher Assistant Benefits 3000-3999: Employee Benefits Base/Supplemental/Other $10,734 Professional Development 5000-5999: Services and Other Operating Expenditures Base $4,950 Substitute Salaries 1000-1999 Certificated Personnel Salaries Base $2,160 Substitute Benefits 3000-3999: Employee Benefits Base $394
Sufficient Textbooks and Supplies – All	All	_x_ALL	Textbooks 4000-4999: Books and Supplies

students will have access to approved curriculum and textbooks that are in good condition as well as all necessary materials and supplies for learning.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Base $20,000 Classroom Supplies 4000-4999: Books and Supplies Base $22,137 Software 5000-5999: Services and Other Operating Expenditures Base $3,000
Implementation of Common Core State Standards –All teachers will receive appropriate training in CCSS and Smarter Balanced Assessment. Implementation of technology in the form of hardware and software will occur to successfully administer the CAASPP.	All	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Hardware 4000-4999: Books and Supplies Other $2,000 Professional Development 5000-5999: Services and Other Operating Expenditures Base $2,500 Software 5000-5999: Services and Other Operating Expenditures Base $3,000
Maintenance, Operations and Facilities – All students will have access to facilities that are clean, safe and in good working order. This includes classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas.	All	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Maintenance Projects 6000-6999: Capital Outlay Base $100,000 Equipment 4000-4999: Books and Supplies Base $7,500 Supplies 4000-4999: Books and Supplies Base $15,836
Student Assessment Programs – Students will have access to supplemental instruction and assessments.	All	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Software 5000-5999: Services and Other Operating Expenditures Base $3,000 Professional Development 5000-5999: Services and Other Operating Expenditures Base $1,500 Materials and Supplies 4000-4999: Books and Supplies Base $16,685 Hardware 4000-4999: Books and Supplies Base $2,000

GOAL:	Goal 4: Students with disabilities will show academic improvement as indicated in their individualized education plan.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	In evaluating the success rate of students with disabilities meeting their IEP goals, data showed that 49% of special education students met all of their annual IEP goals. The district would like to see an increase in the percentage of IEP goals met. The percentage is an indication of whether the support services are helping students to reach their annual IEP goals.
Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	As measured by: Other Pupil Outcomes: Students in grades K-2nd will show improvement towards reading proficiency using DIBELS assessments. Students in grades 3rd-8th will show an improvement towards reading proficiency using CAASPP scores. The district will increase student reading levels with the implementation of a counselor, supplemental curriculum and technology as well as staff development in the area of instructional strategies.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Special Education Staff – A full-time special education teacher and part-time special education teacher assistant will instruct special education students and fulfill all requirements on IEP's.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Teacher Salary 1000-1999: Certificated Personnel Salaries Other $76,862 Teacher Benefits 3000-3999: Employee Benefits Other $22,035 Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Other $13,041 Teacher Assistant Benefits 3000-3999: Employee Benefits Other $2,826
Student Technology – All students	ALL	__ALL	Hardware 4000-4999: Books and Supplies

with disabilities will have access to hardware and software for delivery of academic instruction and assessment. Special education staff will have access to professional development in the area of technology to assist with the instruction of special education students.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Other $2,000 Software 5000-5999: Services and Other Operating Expenditures Other $3,000 Materials and Supplies 4000-4999: Books and Supplies Other $500 Professional Development 5000-5999: Services and Other Operating Expenditures Other $500
Supplemental Programs – All students with disabilities will have access to supplemental instructional programs and assessment. All staff will have the opportunity to receive professional development in the area of special education, instructional strategies, behavioral modification, and special education resources and programs.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Curriculum 4000-4999: Books and Supplies Other $2,467 Materials and Supplies 4000-4999: Supplies Other $4,815 Software 5000-5999: Services and Other Operating Expenditures Other $3,000 Hardware 4000-4999: Books and Supplies Other $2,000 Professional Development 5000-5999: Services and Other Operating Expenditures Other $1,500
Counseling Services – Counseling services will be provided to all students to meet mental health, academic and behavioral needs.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Counseling Services 5000-5999: Services and Other Operating Expenditures Other $20,000 Materials and Supplies 4000-4999: Supplies Other $1,500

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	As measured by: Other Pupil Outcomes: Students in grades K-2nd will show improvement towards reading proficiency using DIBELS assessments. Students in grades 3rd-8th will show an improvement towards reading proficiency using CAASPP scores. The district will increase student reading levels with the implementation of a counselor, supplemental curriculum and technology as well as staff development in the area of instructional strategies.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Special Education Staff – A full-time special education teacher and part-time special education teacher assistant will instruct special education students and fulfill all requirements on IEP's.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Teacher Salary 1000-1999: Certificated Personnel Salaries Other $77,212 Teacher Benefits 3000-3999: Employee Benefits Other $22,521 Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Other $13,563 Teacher Assistant Benefits 3000-3999: Employee Benefits Other $3,372
Student Technology – All students with disabilities will have access to hardware and software for delivery of academic instruction and assessment. Special education staff will have access to professional development in the area of technology to assist with the instruction of special education students.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Hardware 4000-4999: Books and Supplies Other $2,000 Software 5000-5999: Services and Other Operating Expenditures Other $3,000 Materials and Supplies 4000-4999: Books and Supplies Other $500 Professional Development 5000-5999: Services and Other Operating Expenditures Other $500
Supplemental Programs – All	ALL	__ALL	Curriculum 4000-4999: Books and Supplies

students with disabilities will have access to supplemental instructional programs and assessment. All staff will have the opportunity to receive professional development in the area of special education, instructional strategies, behavioral modification, and special education resources and programs.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Other $2,467 Materials and Supplies 4000-4999: Supplies Other $4,815 Software 5000-5999: Services and Other Operating Expenditures Other $3,000 Hardware 4000-4999: Books and Supplies Other $2,000 Professional Development 5000-5999: Services and Other Operating Expenditures Other $1,500
Counseling Services – Counseling services will be provided to all students to meet mental health, academic and behavioral needs.	ALL	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Counseling Services 5000-5999: Services and Other Operating Expenditures Other $20,000 Materials and Supplies 4000-4999: Supplies Other $1,500

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	As measured by: Other Pupil Outcomes: Students in grades K-2nd will show improvement towards reading proficiency using DIBELS assessments. Students in grades 3rd-8th will show an improvement towards reading proficiency using CAASPP scores. The district will increase student reading levels with the implementation of a counselor, supplemental curriculum and technology as well as staff development in the area of instructional strategies.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
Special Education Staff – A full-time	ALL	_ALL	Teacher Salary 1000-1999: Certificated

special education teacher and part-time special education teacher assistant will instruct special education students and fulfill all requirements on IEP's.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Personnel Salaries Other $77,562 Teacher Benefits 3000-3999: Employee Benefits Other $25,106 Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Other $14,106 Teacher Assistant Benefits 3000-3999: Employee Benefits Other $3,746
Student Technology – All students with disabilities will have access to hardware and software for delivery of academic instruction and assessment. Special education staff will have access to professional development in the area of technology to assist with the instruction of special education students.	ALL	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Hardware 4000-4999: Books and Supplies Other $2,000 Software 5000-5999: Services and Other Operating Expenditures Other $3,000 Materials and Supplies 4000-4999: Books and Supplies Other $500 Professional Development 5000-5999: Services and Other Operating Expenditures Other $500
Supplemental Programs – All	ALL	__ALL	Curriculum 4000-4999: Books and Supplies

students with disabilities will have access to supplemental instructional programs and assessment. All staff will have the opportunity to receive professional development in the area of special education, instructional strategies, behavioral modification, and special education resources and programs.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	Other $2,467 Materials and Supplies 4000-4999: Supplies Other $4,815 Software 5000-5999: Services and Other Operating Expenditures Other $3,000 Hardware 4000-4999: Books and Supplies Other $2,000 Professional Development 5000-5999: Services and Other Operating Expenditures Other $1,500
Counseling Services – Counseling services will be provided to all students to meet mental health, academic and behavioral needs.	ALL	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Counseling Services 5000-5999: Services and Other Operating Expenditures Other $20,000 Materials and Supplies 4000-4999: Supplies Other $1,500

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

Annual Update

Annual Update Instructions:

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal 1: Increase the number of English Learners reclassified to English Proficient annually.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: English Learners	

Expected Annual Measurable Outcomes:	English Learners will be able to demonstrate academic success and proficiency in English due to having access to standards-based curriculum, English Language Development instruction and the opportunity to participate in enriching student activities, programs and services. ELD teachers, teacher assistants and classroom teachers will receive professional development to meet the needs of English Learners. Identified metrics include highly qualified, appropriately assigned teachers, EL reclassification rate, implementation of Common Core, attendance rate, suspension rate, and data from district benchmark assessments (K-6th) and grade point averages (7th-8th).	Actual Annual Measurable Outcomes:	Thirty one percent of English Learners were reclassified to English Language Proficient due to having access to standards-based curriculum, English Language Development instruction and the opportunity to participate in enriching student activities, programs and services. ELD teachers, teacher assistants and classroom teachers participated in professional development to meet the needs of English Learners. Based on review by stakeholders, programs and services have proven effective for all students. As measured by: Academic Standards: 100% of teachers received CCSS PD in the area of Math, ELA/ELD as verified by the District professional development schedule and sign in sheets, 100% of classrooms are using adopted CCSS mathematics curriculum as verified by the District Curriculum Distribution Lists, ELD/ELA Curriculum is currently being reviewed for adoption in 2016, 100% of students have access to CCSS technology in the classroom as verified by the District Student Technology Lists, 100% of 3rd-8th grade students have access to the CAASPP through technology as verified by the CAASPP Student Lists and Students have Board adopted instructional materials for all other curricular areas as verified by District Curriculum Distribution Lists. 2015 CAASPP data will be used to establish a baseline for future growth. By having ELD coordinators as well as EL trained teacher assistants and teachers, English Learners have access to CCSS giving them increased academic content knowledge and English language proficiency. Pupil Achievement: Many metrics within priority four do not apply to elementary students. Baseline data to come in the Fall of 2015, reclassification rate of 31% and will continue to reclassify 10% of EL students annually. According to AMAO 1, 50.8% of English Learners are making progress towards becoming English proficient. The district would like to see an increase in this percentage to meet the State goal of 59%. Course Access: All students have access to all areas of study and are appropriately enrolled as referenced by class rosters and class schedules. Pull-out programs are available for English Learners, Students with Disabilities, Low Income and Foster Youth as well as Teacher Assistants to provide support in the classroom.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Part-time ELD teacher/CELDT Coordinator – A part-time ELD teacher/CELDT Coordinator will identify and evaluate all English Learners. Instruction for English Learners will be given in the classroom by the general education teacher or in a pull-out program by the EL teacher.	Salary 1000-1999: Certificated Personnel Salaries Other $49,434 Benefits 3000-3999: Employee Benefits Other $15,259 CELDT Testing Costs 5000-5999: Services and Other Operating Expenditures Concentration $270 Materials 4000-4999: Books and Supplies Supplemental $500	A part-time ELD teacher/CELDT Coordinator identified and evaluated all English learners. Instruction for English Learners was given in the classroom by the general education teacher or in a pull-out program by the EL teacher. Stakeholders determined this action item was effective in meeting the goal.	Salary 1000-1999: Certificated Personnel Salaries Other/Supplemental - $50,410 Benefits 3000-3999: Employee Benefits Other/Supplemental - $15,073 CELDT Testing Costs 5000-5999: Services and Other Operating Expenditures Other $246 Materials 4000-4999: Books and Supplies Other $129
Scope of service: ALL __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: ALL __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

Part-time Teacher Assistants- Part-time teacher assistants will be placed in all K-3 general education classrooms to assist with the delivery of ELD instruction.	Salary 2000-2999: Classified Personnel Salaries Other $27,149 Benefits 3000-3999: Employee Benefits Supplemental $5,742	Part-time teacher assistants were placed in all K-3 general education classrooms to assist with the delivery of ELD instruction. Stakeholders determined this action item was effective in meeting the goal.	Salary 2000-2999: Classified Personnel Salaries Other/Supplemental - $27,935 Benefits 3000-3999: Employee Benefits Other/Supplemental - $6,572
Scope of service: ALL __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: District wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

Staff Professional Development - Staff will participate in training related to ELD instructional strategies and standards.	Training 5000-5999: Services and Other Operating Expenditures Supplemental $12,690 Materials and Supplies 4000-4999: Books and Supplies Other $1,500 Hardware 4000-4999: Books and Supplies Other $2,500 Software 5000-5999: Services and Other Operating Expenditures Other $4,363	Staff participated in training related to ELD instructional strategies and standards. Stakeholders determined this action item was effective in meeting the goal.	Training 5000-5999: Services and Other Operating Expenditures Other $4,360 Materials and Supplies 4000-4999: Books and Supplies Other $726 Hardware 4000-4999: Books and Supplies Other $none spent Software 5000-5999: Services and Other Operating Expenditures Other $none spent
Scope of service: ALL __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: ALL _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

Supplemental Academic Programs – Supplemental curriculum and software will be utilized to instruct and assist English Learners in the classroom and through an ELD pull-out program.	Curriculum 4000-4999: Books and Supplies Other $2,500 Software cost is also included in Goal 4. Software 5000-5999: Services and Other Operating Expenditures Other $6,375 Training 5000-5999: Services and Other Operating Expenditures Other $12,690 Hardware 4000-4999: Books and Supplies Other $18,640	Supplemental curriculum and software was utilized to instruct and assist English Learners in the classroom and through an ELD pull-out program. Stakeholders determined this action item was effective in meeting the goal.	Curriculum 4000-4999: Books and Supplies Other $2,467 Software 5000-5999: Services and Other Operating Expenditures Other $14,467 Training 5000-5999: Services and Other Operating Expenditures Other $4,360 Hardware 4000-4999: Books and Supplies Other $29,976
Scope of service: ALL __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: ALL __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	An additional part-time ELD teacher/CELDT Coordinator will be hired to increase services to EL students. An additional part-time teacher assistant will be hired to increase services in the general education classroom. A part-time Outreach Consultant will be hired to provide services to EL students and their families. There will be an increase in salary and benefit costs. It was determined that the teacher assistants in the general education K-3 classrooms do not only work with EL students but with all students throughout the day in the delivery of instruction. Also, the training that staff participated in regarding strategies for EL students could be used for instructing all students in the general education classrooms. After reevaluating the state priorities, stakeholders determined that removing priorities 1, 5, 6, and 8 are appropriate and that priorities 2, 4, and 7 are best connected to this goal.

Original GOAL from prior year LCAP:	Goal 2: Increase the average daily attendance rate to 98% and decrease the number of habitually truant students.	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: Low Income	

Expected Annual Measurable Outcomes:	Low income students will have access to attendance incentive programs, free home to school transportation and engaging student activities, programs and services to encourage daily school attendance. Parents will be notified of all school events and activities through the parent notification system. Identified metrics include highly qualified, appropriately assigned teachers, implementation of Common Core, outreach for parent involvement, EL reclassification rate, attendance rate, suspension rate, and data from district benchmark assessments (K – 6th) and grade point averages (7th-8th).	Actual Annual Measurable Outcomes:	Currently our average daily attendance rate is 97.93%. Students had access to an attendance incentive program, free home to school transportation for students living in the district and engaging student activities, programs and services which encourage daily school attendance. Parents were notified of all school events and activities through the parent notification system. Based on review by stakeholders, programs and services have proven effective for all students. As measured by: Parent Involvement: an annual parent/student survey is used to seek input on programs and services, annually, three ELAC meetings, four SSC meetings, eleven school board meetings, twelve parent club meetings, parent-teacher conferences, SST's and IEP's are held to seek parent input, 47% of the annual Blackboard automated phone messages are outreach calls informing parents of volunteer opportunities as well as monthly reminders on the lunch calendar and outdoor event sign and 51% of the annual Blackboard automated phone messages are attendance calls. The district plans to continue with all efforts to seek parent participation and input for all groups including the parents of unduplicated pupils and students with disabilities. The district hopes to increase parent participation in on-campus activities. Pupil Engagement: 97.93% annual attendance rate, the District has zero chronic absence students and 0% middle school dropout rate. The district expects to maintain these rates. School Climate: 2% suspension rate 0% expulsion rate and 88% of students feel safe at school as verified by the California Healthy Kids Survey (CHKS). The district expects to decrease the suspension rate, maintain the expulsion rate and increase the percentage of students who feel safe at school according to the CHKS.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Part-time Band Teacher – A part-time band teacher will introduce music and instruments to K-8 students through a push-in and pull-out program.	Salary 1000-1999: Certificated Personnel Salaries Supplemental $28,276 Benefits 3000-3999: Employee Benefits Supplemental $3,694 Materials 4000-4999: Books and Supplies Supplemental $1000	A part-time band teacher was hired mid-year to teach beginning band to 5th-8th grade students in a pull-out program. Stakeholders determined that due to the late start of hiring a band teacher it is too early to tell if the action item was effective in meeting the goal. Future data will be reviewed to determine whether the action item is effective towards meeting the goal.	Salary 1000-1999: Certificated Personnel Salaries Base/Supplemental $14,168 Benefits 3000-3999: Employee Benefits Base/ Supplemental $506 Materials 4000-4999: Books and Supplies Base/Supplemental $828 Services and Other 5000-5999: Equipment Repair Base/Supplemental $1,825
Scope of service: ALL __ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: District wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

Attendance Incentive Program – Students will have the opportunity to earn incentives for perfect attendance throughout the year.	Incentives 4000-4999: Books and Supplies Supplemental$550 Perfect Attendance Field Trip 5000-5999: Services and Other Operating Expenditures Supplemental $500	Students had the opportunity to earn incentives for perfect attendance throughout the year including monthly and quarterly awards. Semester awards were also given as well as a perfect attendance field trip that took place at the end of the year. Stakeholders determined this action item was effective in meeting the goal.	Incentives 4000-4999: Books and Supplies Base/Supplemental/Other $350 Supplies 4000-4999: Books and Supplies Base/Supplemental/Other $200 Perfect Attendance Field Trip 5000-5999: Services and Other Operating Expenditures Base/Supplemental/Other $1,200
Scope of service: ALL __ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: District wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	
Parent Involvement – Parents will have the opportunity to learn about events and volunteer opportunities through the automated phone system.	Blackboard Parent Notification System 5000-5999: Services and Operating Expenditures Supplemental $960	Parents were notified through the automated phone system about upcoming school events, activities, changes in routine and schedules, as well as volunteer opportunities. Parents were also notified daily if their child was absent from school. Stakeholders determined this action item was effective in meeting the goal.	Blackboard Parent Notification System 5000-5999: Services and Other Operating Expenditures Base/Supplemental $960
Scope of service: ALL __ALL		Scope of service: District wide _x_ALL	

OR: _x_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)_	
Student Activities and Programs – Students will have the opportunity to participate in school activities both during and after school to strengthen their commitment to school attendance. All general education classrooms will attend at least one field trip per year to expose students to learning outside of the classroom.	Intermural Sports Program 4000-4999: Books and Supplies Supplemental$500 Trash Bashers Club 4000-4999: Books and Supplies Supplemental $500 Drama Club 4000-4999: Books and Supplies Supplemental$1,000 Field Trips 5000-5999: Services and Other Operating Expenditures Supplemental $3,600	Students had the opportunity to participate in school activities both during and after school. All general education classrooms attended at least one field trip during the year. Stakeholders determined this action item was effective in meeting the goal.	Intermural Sports Program 4000-4999: Books and Supplies Base/Supplemental/Other $250 Trash Bashers Club 4000-4999: Books and Supplies Base/Supplemental/Other $836 Drama Club 4000-4999: Books and Supplies Base/Supplemental/Other $802 Field Trips 5000-5999: Services and Other Operating Expenditures Base/Supplemental $4,500
Scope of service: ALL __ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: District wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

Transportation – Students will receive free transportation to and from school.	Equipment 5000-5999: Services and Other Operating Expenditures Base $2,000 Home to School Mileage 4000-4999: Books and Supplies Base $18,600 Maintenance 5000-5999: Services and Other Operating Expenditures Base $10,170	All students living in the district had the opportunity to receive free bussing to and from school. Stakeholders determined this action item was effective in meeting the goal.	Bus Driver Salary 2000-2999: Classified Personnel Salaries Base $45,812 Bus Driver Benefits 3000-3999: Employee Benefits Base $17,544 Supplies 4000-4999: Materials and Supplies Base $5,390 Home to School Mileage 4000-4999: Books and Supplies Base $16,555 Maintenance 5000-5999: Services and Other Operating Expenditures Base $9,066
Scope of service: ALL __ALL OR: _x_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: ALL _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	An increase in hours will be added to the band teacher position in order to reach more students. It was determined that all actions and services for goal 2 applied to all students. It is not feasible to offer the actions and services to only the low income students mainly because we are unable to identify and separate them from the general population. After reevaluating the state priorities, stakeholders determined that removing priorities 1, 2, 4, 7, and 8 were appropriate and that priorities 3, 5, and 6 are best connected to this goal.

Original GOAL from prior year LCAP:	Goal 3: Students will demonstrate growth in all academic areas related to their learning needs		Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All students will have access to standards-based curriculum, district assessments, technology, highly qualified teachers and well-maintained facilities. Staff will receive professional development to meet the needs of all students. Identified metrics include highly qualified, appropriately assigned teachers, implementation of Common Core, EL reclassification rate, attendance rate, suspension rate, and data from district benchmark assessments (k-6th) and grade point averages (7th-8th).	Actual Annual Measurable Outcomes:	All students had access to standards-based curriculum, district assessments, technology, highly qualified teachers and well-maintained facilities. Staff received professional development in the areas of mathematics and student assessments. Common Core aligned mathematics curriculum was adopted and utilized for all grades. Based on review by stakeholders, programs and services have proven effective for all students. As measured by: Basic Services: 100% of teachers are highly qualified and appropriately assigned as verified by the Williams Report, 100% of students have access to adopted curriculum and technology as verified by the Williams Report, 100% of students have access to working, clean facilities in good repair as verified in the Williams Report. The district expects to maintain 100% compliance according to Quarterly Williams Reports.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Highly Qualified Staff – All staff will be highly qualified and appropriately assigned to all classrooms and support programs.	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base $1,006,180 Teacher Benefits 3000-3999: Employee Benefits Base $277,206 Teacher Assistant Salaries 2000-2999: Classified Personnel Salaries Base $26,134 Teacher Assistant Benefits 3000-3999: Employee Benefits Base $5,528	All staff is currently highly qualified and appropriately assigned. Stakeholders determined this action item was effective in meeting the goal.	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base/Other $1,059,633 Teacher Benefits 3000-3999: Employee Benefits Base/Other $285,874 Teacher Assistant Salaries 2000-2999: Classified Personnel Salaries Base/Other $31,761 Teacher Assistant Benefits 3000-3999: Employee Benefits Base/Other $6,840
Scope of service: All _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: All _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

Sufficient Textbooks and Supplies – All students will have access to approved curriculum and textbooks that are in good condition as well as all necessary materials and supplies for learning.	Textbooks 4000-4999: Books and Supplies Base $39,000 Classroom Supplies 4000-4999: Books and Supplies Base $20,000 Software 5000-5999: Services and Other Operating Expenditures Base $6,375	All students had access to approved curriculum and textbooks that were in good condition. All students had access to all necessary supplies and materials. Stakeholders determined this action item was effective in meeting the goal.	Textbooks 4000-4999: Books and Supplies Base $13,522 Classroom Supplies 4000-4999: Books and Supplies Base $19,123 Software 5000-5999: Services and Other Operating Expenditures Base $13,518
Scope of service: All _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: All _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

Implementation of Common Core State Standards – Students will have access to approved Common Core Mathematics. All teachers will receive appropriate training in CCSS and Smarter Balanced Assessment. Implementation of technology in the form of hardware and software will occur to successfully administer the CAASPP.	Hardware 4000-4999: Books and Supplies Other $18,640 Curriculum 4000-4999: Books and Supplies Base $58,813 Professional Development 5000-5999: Services and Other Operating Expenditures Base $3,200 Software 5000-5999: Services and Other Operating Expenditures Base $1,500	Students had access to approved Common Core mathematics curriculum. All teachers received appropriate training in CCSS, Smarter Balanced Assessment and DIBELS assessment program. Hardware and software were updated school-wide for use during the CAASPP. Stakeholders feel that due to this being the first year of CCSS implementation and CAASPP, this action item cannot be deemed effective at this time. Future data will be assessed and reviewed to determine the effectiveness of this action item towards meeting the goal.	Hardware 4000-4999: Books and Supplies Other $26,976 Curriculum 4000-4999: Books and Supplies Base $66,867 Professional Development 5000-5999: Services and Other Operating Expenditures Base $4,361 Software 5000-5999: Services and Other Operating Expenditures Base $13,518
Scope of service: All _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: All _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	

Maintenance, Operations and Facilities – All students will have access to facilities that are safe and in good working order. This includes classrooms, cafeteria, gym, multipurpose room, parking lots and playground areas.		Maintenance Projects 6000-6999: Capital Outlay Base $103,580 Equipment 4000-4999: Books and Supplies Base $5,000 Supplies 4000-4999: Books and Supplies Base $2,800	All students had access to facilities that were clean, safe and in good working order. Stakeholders determined this action item was effective in meeting the goal.		Maintenance Projects 6000-6999: Capital Outlay Base $24,070 Equipment 4000-4999: Books and Supplies Base $7,697 Supplies 4000-4999: Books and Supplies Base $13,680
Scope of service:	All		Scope of service:	All	
_x_ALL			_x_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)_		

Student Assessment Programs – Students will have access to supplemental instruction and assessments.	Software 5000-5999: Services and Other Operating Expenditures Base $500 Professional Development 5000-5999: Services and Other Operating Expenditures Base $10,000 Materials and Supplies 4000-4999: Books and Supplies Base $1,000 Hardware 4000-4999: Books and Supplies Base $18,640	Students in grades K-6 were assessed three times during the year with the DIBELS assessment program. Students in grades 3-8 participated in the CAASPP in the spring. Students in grades 5th and 8th were given the Science CST's in the spring as well. Stakeholders feel that it is too early to determine if this action item was effective due to the fact that this is the first year of DIBELS implementation. Future data will be gathered and assessed to determine effectiveness of the action item towards meeting the goal.	Software 5000-5999: Services and Other Operating Expenditures Base $13,518 Professional Development 5000-5999: Services and Other Operating Expenditures Base/Other $4,360 Materials and Supplies 4000-4999: Books and Supplies Base/Other $16,685 Hardware 4000-4999: Books and Supplies Other $26,976
Scope of service: All _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_		Scope of service: All _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The budget for classroom materials and supplies will be increased due to the demand of hands-on student projects and activities. The facilities budget will be increased due to the need of increased office/classroom space. The adoption of Common Core aligned English Language Arts curriculum will be added to the subsequent year when the State Board of Education releases the list of publishers. Research will be done to secure an assessment program for 7th and 8th grade students. After reevaluating the state priorities, stakeholders determined that removing priorities 2-8 was appropriate and that priority 1 is best connected to this goal.		

Original GOAL from prior year LCAP:	Goal 4: Students with disabilities will show academic improvement as indicated in their individualized learning programs.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: Students with Disabilities	

Expected Annual Measurable Outcomes:	Students will be able to meet the goals outlined in their IEP by having access to standards-based curriculum, behavioral support, intervention support, technology, and enriching student activities, programs and services. Staff will receive professional development to meet the needs of students with disabilities. Identified metrics include highly qualified, appropriately assigned teacher, implementation of Common Core, EL reclassification rate, attendance rate, suspension rate, and data from district benchmark assessments (K-6th) and grade point averages (7th – 8th).	Actual Annual Measurable Outcomes:	All students with disabilities met or made reasonable progress on their academic goals outlined in their IEP's. They had access to Common Core Mathematics and other adopted curriculum, behavioral support, intervention support both in and out of the general education classroom, and student activities, programs and services. All teachers participated in Common Core Mathematics curriculum training while teacher assistants participated in academic instruction training. Based on review by stakeholders, programs and services have proven effective for all students. As measured by: Other Pupil Outcomes: 49% of students meet all of their IEP goals annually. The district hopes to increase this percentage with the implementation of a counselor, supplemental curriculum and technology as well as staff development in the area of instructional strategies.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Special Education Staff – A full-time special education teacher and part-time special education teacher assistant will instruct special education students and fulfill all requirements on IEP's.	Teacher Salary 1000-1999: Certificated Personnel Salaries Other $75,046 Teacher Benefits 3000-3999: Employee Benefits Other $20,719 Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Other $13,038 Teacher Assistant Benefits 3000-3999: Employee Benefits Other $2,704	There was a vacancy for the special education teacher assistant position during the academic year. One full-time special education teacher delivered instruction according to students' IEP's. Stakeholders determined that due to the fact no one was hired this year, the action item cannot be deemed effective at this point. Once the position is filled, the effectiveness of the action item towards the goal will be determined.	Teacher Salary 1000-1999: Certificated Personnel Salaries Other $76,512 Teacher Benefits 3000-3999: Employee Benefits Other $22,583 Teacher Assistant Salary 2000-2999: Classified Personnel Salaries Other $3,285 Teacher Assistant Benefits 3000-3999: Employee Benefits Other $645
Scope of service: ALL __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities		Scope of service: ALL __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities	

Student Technology – All students with disabilities will have access to hardware and software for delivery of academic instruction and assessment. Special education staff will have access to professional development in the area of technology to assist with the instruction of special education students.	Hardware 4000-4999: Books and Supplies Other $18,640 Software 5000-5999: Services and Other Operating Expenditures Other $1,500 Technology Maintenance 5000-5999: Services and Other Operating Expenditures Other $191 Materials and Supplies 4000-4999: Books and Supplies Other $2,000 Professional Development 5000-5999: Services and Other Operating Expenditures Other $1,000	All special education students were given access to technology in the form of computers and ipads for instruction and assessment. All special education staff received technology training. Stakeholders determined this action item was effective in meeting the goal.	Hardware 4000-4999: Books and Supplies Other $30,375 Software 5000-5999: Services and Other Operating Expenditures Other $13,165 Technology Maintenance 5000-5999: Services and Other Operating Expenditures Other $none spent Materials and Supplies 4000-4999: Books and Supplies Other $302 Professional Development 5000-5999: Services and Other Operating Expenditures Other $239
Scope of service: ALL __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities		Scope of service: ALL __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) Students with disabilities	

Supplemental Programs – All students with disabilities will have access to supplemental instructional programs and assessments. All staff will have the opportunity to receive professional development in the area of special education strategies, behavioral modification and special education resources and programs.	Curriculum 4000-4999: Books and Supplies Other $2,500 Materials and Supplies 4000-4999: Supplies Other $2,000 Software cost is also included in Goal 1. Software 5000-5999: Services and Other Operating Expenditures Other $6,375 Hardware 4000-4999: Books and Supplies Other $1,000 Professional Development 5000-5999: Services and Other Operating Expenditures Other $1,000	All special education students had access to supplemental instructional programs and assessments. Staff received training in instructional strategies to assist special education students. Stakeholders determined this action item was effective in meeting the goal.	Curriculum 4000-4999: Books and Supplies Other $2,467 Materials and Supplies 4000-4999: Supplies Other $2,519 Software 5000-5999: Services and Other Operating Expenditures Other $13,165 Hardware 4000-4999: Books and Supplies Other $none spent Professional Development 5000-5999: Services and Other Operating Expenditures Other $4,360
Scope of service: ALL __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities		Scope of service: ALL __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Students with disabilities	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Staff-wide training in the area of special education behavioral modifications and educational strategies will be researched and provided. The part-time special education teacher assistant vacancy will be filled. It was determined that all students benefited from the access to technology and supplemental instructional programs both in the general education classroom and the Learning Center. After reevaluating the state priorities, stakeholders determined that removing priorities 1-7 was appropriate and that priority 8 is best connected to this goal.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$_197,701_____
Supplemental and concentration grant funds are used to provide services that are principally directed toward meeting district's goals for its unduplicated pupils in the state priority areas by providing two part-time ELD teachers who will provide ELD instruction, teacher assistants in the general education classroom to assist with English Language acquisition and instructional and behavioral support, classroom computers for supplemental instructional support to strengthen core skills, complete special projects and classroom assignments as well as prepare for the CAASPP, access to online curriculum for instructional support and parent involvement at home, and a parent notification system to support parent involvement by sending daily attendance alerts, weekly lunch account information, transportation updates, information of events and activities at the school as well as emergency alert information. The following services are being provided in a District-wide manner: Teacher assistants in the general education classroom to assist with English	

Language acquisition and instructional and behavioral support, classroom computers for supplemental instructional support to strengthen core skills, complete special projects and classroom assignments as well as prepare for the CAASPP, access to online curriculum for instructional support and parent involvement at home, and a parent notification system to support parent involvement by sending daily attendance alerts, weekly lunch account information, transportation updates, information of events and activities at the school as well as emergency alert information. Stakeholders justified Districtwide spending based on the data provided from the District that proved that the above services are the most effective use of funds to meet the goals for unduplicated pupils in the state and local priority areas. The basis for determination included district attendance, behavior and academic data as well as educational theory, other supporting research and alternatives considered.

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.

6.98	%

In order to provide more services to our unduplicated pupils, Oak View Union will increase student services and programs to exceed the proportionality requirement.

Goal 1
AS 1 – English Learners only will benefit from the ELD teachers providing services to increase the acquisition of English.

AS 2 - English Learners will benefit from the increase of teacher assistant hours in the general education classroom because Stakeholders felt it would not be feasible to think that teacher assistants will only assist with ELD related items and students so inherently all students in the classroom will benefit from their services. Stakeholders felt that the increase of adults in the classroom to lower the student to adult ratio would benefit student's ability to access curriculum.

AS 3 - Teachers and teacher assistants have the opportunity to attend professional development to gain skills and knowledge specifically designed to meet the need of English Learners. Stakeholders felt that professional development opportunities will allow teachers and teacher assistants to learn of changing educational standards, learn new instructional strategies and network with professionals in the educational community.

AS 4 - English Learners only will benefit from the addition of supplemental academic programs available in the classroom, at home and in the

pull-out program to assist with increasing their proficiency in English.

Goal 2
AS 1- Low income students will have the opportunity to participate in a band program that has attendance requirements. Stakeholders feel that this requirement will encourage students to come to school every day therefore increasing the attendance rate. It is not legal to publicly identify low income students so naturally this action item would be available to all students district wide.

AS 2 – Low income students will have the opportunity to be eligible for the attendance incentive program based on their monthly and annual attendance rates. Stakeholders know that all students will benefit from this action item because low income students cannot be publicly identified.

AS 3 - The parents of low income students will benefit from the parent notification system and newsletter alerting them to parent involvement opportunities. Stakeholders felt that as long as the action items were available that all parents district wide should receive the information not just parents of low income students. Stakeholders felt that with the parent notification system and newsletter parents would be better informed about involvement opportunities at school therefore increasing their value of education and ensuring their child attend school every day.

AS 4 - Low income students will have the opportunity to be participate in student activities such as field trips, intermural sports, Trashbashers and Science Camp (6^{th} grade) as long as their attendance rates meet district requirements. These action items will serve as incentives for students to attend school every day therefore maintaining the already high district attendance rate. Stakeholders know that students cannot be segregated based on income level so all students district wide will have the opportunity to benefit from these action items.

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).

8-22-14 [California Department of Education]