Introduction:

LEA: Banta Elementary School District   **Contact (Name, Title, Email, Phone Number):** Albert Garibaldi, Superintendent, algaribaldi@sjcoe.net, 209-229-4651   **LCAP Year:** 2016-2017

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
A series of Stakeholder meetings were held at the District Office to discuss and review the Banta LCAP. Included in Stakeholder meetings are Community Members, parents, Banta District Staff and members from the Local Bargaining Unit. Child care and interpretation services in Spanish were provided for each meeting. A series of student meetings were held at the District, A review of the 2015-2016 update was presented along with information on the 2016-2017 LCAP. Handouts and Powerpoint presentations were made available in both English and Spanish. A Parent/Staff/Student LCAP survey was made available to	Informed school board of any LCAP updates at monthly board meetings beginning in September 2015, asked for any questions or feedback regarding the LCAP. Served as a way to inform, educate, and gather input and feedback from critical stakeholders from all subgroups (including low income, English learners, and foster youth): parents, students, community, and staff.

stakeholders in both English and Spanish. Information about the LCAP process and document was made available through the District website.

1) Board Updates - 9/10/2015, 10/8/2015, 11/12/2015, 12/10/2015, 01/14/2016

2) November 2015, posted LCFF/LCAP 2016-2017 update information to the district website describing LCFF/LCAP update along with PowerPoint presentation.

3) November 2015 Parent, Staff, and Student LCAP surveys were made available to stakeholders

4) December 3, 2015 ELAC/DELAC/EL LCFF/LCAP Public Forum 6:00 pm

5) December 3, 2015 LCFF/LCAP Public forum 7:00 pm

6) January 11, 2016 and February 2, 2016 LCFF/LCAP Site Council Meetings

7) February 10, 2016 and March 9, 2016 LCFF/LCAP Parent Faculty Association Meetings

7) February 29, 2016 Classified Staff LCFF/LCAP Meeting

8) February 29, 2016 Certificated Staff including Local Bargaining Unit LCFF/LCAP Meeting

9) March 24, 2016 Student LCFF/LCAP Meeting/Student LCAP Survey review

10) May 11, 2016 Draft LCAP submitted to Advisory Committee for review

11) May 12, 2016 2016-2017 LCAP draft posted to Website for public review

11) June 1, 2016 2016-2017 LCAP draft submitted to SJCOE for review

13) June 16, 2016 revised LCAP draft posted to Website for public viewing.

14) June 16, 2016 Public Hearing on LCAP/Budget

Superintendent presented early funding predictors for BESD, and impact of the state's funding formula.

Results of the survey and stakeholder input sessions were put into a database to identify needs. The district used this data to inform decision making regarding development of goals and action steps for the LCAP.

District personnel attended District Advisory Group meeting, presented the DRAFT LCAP and gathered feedback from members of each of the critical stakeholder groups.

A working draft was posted to the district website in order to get feedback from all stakeholders. Feedback and questions about the LCAP were responded to in writing and posted on the district webpage.

Responses to the draft LCAP were instrumental in developing revisions to the draft and the completion of the final LCAP which will be brought to the Local Board of Education for approval with the District 16-17 budget

15) June 23, 2016 Adoption of LCAP/Budget	
Annual Update: A series of LCAP Stakeholder meetings were held in the district, with child care available and interpretation services in Spanish. A review of the 2015-2016 update was presented along with information on the 2016-2017 LCAP. Handouts and Powerpoint presentations were made available in both English and Spanish. Information about the LCAP Annual Update process was made available through the District website. See meeting dates above	**Annual Update:** Updated Stakeholders on 2015-2016 LCAP Actions and Services that were implemented during the 2015-2016 due to feedback from Stakeholder input. Served as a way to inform, educate, and gather input and feedback from critical stakeholders from all subgroups (including low income, English learners, and foster youth): parents, students, community, and staff including bargaining unit.

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 1:	Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals.Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	• Access to fully credential teachers, instructional materials and facilities in good repair. Data reviewed: Williams's reports, LCAP surveys and stakeholder discussions • Professionally trained teachers that provide access to Common Core and ELD standards through the implementation of academic content. Data reviewed: Staff discussion/collaboration • Access to technology tools for the purpose of communication, research, problem solving, and digital citizenship. Data Reviewed: LCAP surveys and stakeholder discussion, technology inventories. • Fluency in English, meet or exceed standards as reported by CAASPP. Data Reviewed: CAASPP, CELDT, reclassification scores • To be on time and present at school daily. Data Reviewed: District attendance reports • Enrichment opportunities and course access, investigate other enrichment programs, including a Music Program. Data Reviewed: Stakeholder and staff discussion/collaboration

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	State Priority 1: Basic Services A - 100% of teachers are appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report. 14-15 data: 100% B - 100% of students have sufficient access to the standards-aligned instructional materials, verified by the Williams Report. 14-15 data: 100% C - 100% of school facilities are maintained and in good repair, verified by the Williams Report. 14-15 data: 100% State Priority 2: Implementation of State Standards A - All students will have access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners, verified by the Williams Report. 100% of teachers have been trained in Common Core Math, ELA/ELD, verified by Professional Development sign in sheets and workshop/conference registrations. B - Provide English Learners both integrated and 30 minutes of designated English Language Development instruction daily, using standards-aligned materials, which are specifically designed and appropriate to their English proficiency level, by an authorized teacher, enabling them to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. Banta will provide these programs and services yearly, verified by EL class lists, Imagine Learning Rosters, classroom observations, Data Quest reports and District ELD Language Skills Appraisal. State Priority 4: Pupil Achievement A - 14-15 Smarter Balanced Summative Assessment Results: ELA: percentage of students that met standard: • All students = 21%; Economically Disadvantage=16%; English Learner = 0%; Students with Disabilities = 0% Math: percentage of students that met standard: • All students = 12%; Economically Disadvantage=9%; English Learner = 10%; Students with Disabilities = 0% Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified by 15-16 CAASPP results B - 2014-2015 no API. C - Banta Elementary is a K-8 District and do not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D - The percentage of English learners making annual progress in learning English (AMAO 1) will increase, verified by CELDT. 14-15 data indicates 54.3% of English learners met AMAO 1, state target 60.5% The percentage of English learners in language instruction educational programs fewer than 5 years (AMAO 2) attaining English language proficiency will increase, verified by CELDT. 14-15 data indicates 16.1% of English learners met AMAO 2 less that 5 years, state target 24.2% The percentage of English learners in language instruction educational programs 5 years or more (AMAO 2) attaining English language proficiency will maintain, verified by CELDT. 14-15 data indicates 54.8% of English learners met AMAO 2 more than 5 years, state target 50.9%

E - 10% more English learners will be reclassified, verified by the ELD Language Skills Appraisal. 14-15 data: 5% of English learners were reclassified

F - Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination.
G - Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.

State Priority 5: Pupil Engagement

A - Attendance rates will grow yearly by 1 %, verified by CALPADS reports. 14-15 data: 93.4%. State target: 90%

B - Decrease chronic absenteeism rates, verified by CALPADS reports. 14-15 data: 3.24 %
14-15 data: All students = 3.24% Economically Disadvantage= 4% English learner = 2% Students with Disabilities = 0%

C - Maintain a 0% middle school dropout rate, verified by CALPADS reports.

D - Banta Elementary is a K-8 District and does not calculate High school dropout rates.
E - Banta Elementary is a K-8 District and does not calculate High school graduation rates.

State Priority 7: Course Access

A – All students have access to and are enrolled in a broad course of study, including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Arts and Technology. Continue to offer all students a board course of study, verified by master schedules and class rosters.

B – In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students receive additional programs and services, using district approved supplemental programs such as; ELD Imagine Learning and Read180, as well as Teacher Aides to provide support in the classrooms. Continue to offer these programs and services, verified by program rosters, classroom aides schedules.

C – In addition to a broad course of study offered to all students in Priority 7 A, students with exceptional needs receive additional programs and services through an onsite Resource support class and/or Speech and Language, as outlined in the student's IEP. These services consist of push-in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP. Continue to offer these programs and services, verified by class lists and SEIS data.

State Priority 8: Other Pupil Outcomes

A - All 4th - 8th grade students enrolled in Science enrichment program, verified by class projects.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1-1 Base educational program provided and includes associated materials and contracted services. Manage	All	X All	1000-1999: Certificated Personnel Salaries Base $2,502,478

budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Increase Staffing as needed to improve services to all students.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base 3000-3999: Employee Benefits Base 4000-4999: Books And Supplies Base 5000-5999: Services And Other Operating Expenditures Base
1-2 Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement adopted CCSS math curriculum, adopt and implement CCSS ELA/ELD curriculum. Continue to research Next Generation Science Standards (NGSS) curriculum. All teachers will be supported to transition and to fully implement CCSS. A. CCSS Curriculum Technology upgrades to support CCSS technology integration. B. Technology Upgrades/Devices C. Hapara - Learning Management Software	Districtwide	X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 4000-4999: Books And Supplies Lottery $85,000 B. 4000-4999: Books And Supplies Supplemental and Concentration $100,448 C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,454
1-3 All students including subgroups meet or exceed state designated target on CAASPP. Continue to improve students reading and math levels with supplementary materials to support Common Core State Standards. A. STAR360 assessment software. B. Accelerated Reader C. Math online intervention software D. Online Video Service - CCC Media Streaming (New Dimension Media)	Districtwide	X All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,076 B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,619 B. 4000-4999: Books And Supplies Supplemental and Concentration $600 C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $503 D. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $995
1-4 In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.	ALL	_ All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: X Low Income pupils _ English Learners _ Foster Youth	7000-7439: Other Outgo Supplemental and Concentration $40,310

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1-5 Maintain EL Program (Master Plan) for English Learners with increased monitoring and services. A. ELD Teacher on assignment B. Bilingual Coordinator C. EL students will continue to use Imagine Learning software. Add additional licenses as needed. D. ELD Technology and instructional materials E. Professional development focusing on the needs of English learners. F. Provide 5 bilingual aide positions to support EL student learning G. ELD Tutoring	ALL	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $48,049
			A. 3000-3999: Employee Benefits Supplemental and Concentration
			B. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $25,047
			B. 3000-3999: Employee Benefits Supplemental and Concentration
			C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $9,765
			D. 4000-4999: Books And Supplies Supplemental and Concentration $44,175
			E. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $800
			E. Other $525
			F. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $70,171
			F. 3000-3999: Employee Benefits Supplemental and Concentration
			F. 2000-2999: Classified Personnel Salaries Other $5,883
			F. 3000-3999: Employee Benefits Other
			G. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $8,122
			G. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $741
			G. 3000-3999: Employee Benefits Supplemental and Concentration
1-6 Professional Development Opportunities. Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.	Districtwide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,289
			Other $3,090
			Base $2,951

		_ Other Subgroups: (Specify)	
1-7 Increase Attendance rates. A. Attendance Clerk B. Attendance Student Incentives	Districtwide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,568 3000-3999: Employee Benefits Supplemental and Concentration B. 4000-4999: Books And Supplies Supplemental and Concentration $500
1-8 Enrichment Programs A. Art Program - Artist in Residence B. Performing Arts Materials C. Investigate other areas for enrichment opportunities, including participation in county academic events Continue Science Program D. Science Teacher E. Science Professional Development F. Science Materials and Technology G. Star Lab H. TOPS Scientist	Districtwide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,800 A. 4000-4999: Books And Supplies Supplemental and Concentration $1,161 B. 4000-4999: Books And Supplies Supplemental and Concentration $400 C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1000 C. 4000-4999: Books And Supplies Supplemental and Concentration $4,000 D. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $85,201 D. 3000-3999: Employee Benefits Supplemental and Concentration E. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $225 F. 4000-4999: Books And Supplies Supplemental and Concentration $11,425 G. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $75 H. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,400
1-9 Special Education Reading Reinforcement Program Read 180	ALL	_ All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth	5000-5999: Services And Other Operating Expenditures Other $1,800

		_ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	
1-10 One additional 4 hour Instructional Aide Position	Districtwide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration $11,769 3000-3999: Employee Benefits Supplemental and Concentration

LCAP Year 2: 2017-2018

| Expected Annual Measurable Outcomes: | State Priority 1: Basic Services

A - 100% of teachers are appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report. 14-15 data: 100%

B - 100% of students has sufficient access to the standards-aligned instructional materials, verified by the Williams Report. 14-15 data: 100%

C - 100% of school facilities are maintained in good repair, verified by the Williams Report. 14-15 data: 100%

State Priority 2: Implementation of State Standards

A - Common Core State Standards have been implemented in all classrooms. Math "Go Math", adopting ELA/ELD curriculum, exploring NGSS Science curriculum. 100% of teachers have been trained in Common Core Math, ELA, and ELD, verified by
B –English learners are provided both integrated and 30 minutes of designated English Language Development instruction daily, using standards-aligned materials, which are specifically designed and appropriate to their English proficiency level, by an authorized teacher, enabling them to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. Banta will provide these programs and services yearly, verified by EL class lists, Imagine Learning Reports, classroom observations, Data Quest reports and District ELD Language Skills Appraisal.

State Priority 4: Pupil Achievement

A - 14-15 Smarter Balanced Summative Assessment Results:
ELA: percentage of students that met standard:
•   All students = 21%; Economically Disadvantage=16%; English Learner = 0%; Students with Disabilities = 0%

Math: percentage of students that met standard:
•   All students = 12%; Economically Disadvantage=9%; English Learner = 10%; Students with Disabilities = 0%

Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified by 16-17 CAASPP results

B - 2014-2015 no API.
C - Banta Elementary is a K-8 District and does not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program.

D - The percentage of English learners learning English (AMAO 1) will increase by 10%, verified by CELDT.   14-15 data indicates 54.3% of English learners met AMAO 1. |

D - The percentage of English learners in language instruction educational programs fewer than 5 years (AMAO 2) attaining English language proficiency will increase by 2%, verified by CELDT. 14-15 data indicates 16.1% of English learners met AMAO 2.

E - 10% more English learners will be reclassified, verified by the ELD Language Skills Appraisal. 14-15 data: 5% of English learners were reclassified

F - Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination.
G - Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.

State Priority 5: Pupil Engagement

A - Attendance rates will grow yearly by 1 %, verified by CALPADS reports. 14-15 data: 93.4%. State target: 90%

B - Decrease chronic absenteeism rates, verified by CALPADS reports. 14-15 data: 3.24 %
14-15 data: All students = 3.24% Economically Disadvantage= 4% English learner = 2% Students with Disabilities = 0%

C - Maintain a 0% middle school dropout rate, verified by CALPADS reports.

D - Banta Elementary is a K-8 District and does not calculate High school dropout rates.
E - Banta Elementary is a K-8 District and does not calculate High school graduation rates.

State Priority 7: Course Access

P7: A – All students have access to and are enrolled in a broad course of study, including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Arts and Technology. Banta District will continue to offer all students a board course of study, verified by master schedules and class rosters.

P7: B – In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students receive additional programs and services through pull-out programs, using District approved supplemental programs such as; ELD Imagine Learning and Read180 as well as Teacher Aides to provide support in the classrooms.   BESD will continue to offer these programs and services, verified by program rosters, classroom aides schedules.

P7: C – In addition to a broad course of study offered to all students in Priority 7 A, students with exceptional needs receive additional programs and services through an onsite Resource support class and/or Speech and Language, as outlined in the student's IEP. These services consist of push-in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP.   BESD will continue to offer these programs and services, verified by class lists and SEIS data.

State Priority 8: Other Pupil Outcomes

P8: A - All 4th - 8th grade students enrolled in Science enrichment program, verified by class projects.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1-1 Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Increase Staffing as needed to improve services to all students.	All	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base $2,571,719 2000-2999: Classified Personnel Salaries Base 3000-3999: Employee Benefits Base 4000-4999: Books And Supplies Base 5000-5999: Services And Other Operating Expenditures Base
1-2 Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement adopted CCSS math curriculum, and adopted CCSS ELA/ELD curriculum. Continue to research Next Generation Science Standards (NGSS) curriculum. All teachers will be supported to transition and to fully implement CCSS. A. CCSS Curriculum Technology upgrades to support CCSS technology integration. B. Technology Upgrades/Devices C. Hapara - Learning Management Software	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. No Additional Cost B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $132,500 C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,454
1-3 All students including subgroups meet or exceed state designated target on CAASPP. Continue to improve students reading and math levels with supplementary materials to support Common Core State Standards. A. Continue STAR360 assessment software. B. Continue Accelerated Reader C. Continue Math online intervention software D. Continue Online Video Service - CCC Media Streaming (New Dimension Media)	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,076 B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,619 B. 4000-4999: Books And Supplies Supplemental and Concentration $600 C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $503

			D. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $995
1.4 In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.	ALL	_ All ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7000-7439: Other Outgo Supplemental and Concentration $44,447
1-5 Maintain EL Program (Master Plan) for English Learners with increased monitoring and services. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed. C. ELD Technology and instructional materials D. Continue to provide opportunities for professional development focusing on the needs of English Language Learners. E. Provide 5 bilingual aide positions to support EL student learning F. ELD Tutoring	ALL	_ All ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $26,046 A. 3000-3999: Employee Benefits Supplemental and Concentration B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $9,765 C. 4000-4999: Books And Supplies Supplemental and Concentration $44,175 D. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $800 D. 5000-5999: Services And Other Operating Expenditures Other $525 E. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $74,742 E. 3000-3999: Employee Benefits Supplemental and Concentration E. 2000-2999: Classified Personnel Salaries Other $6,138 E. 3000-3999: Employee Benefits Other F. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $8,252 F. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $751 F. 3000-3999: Employee Benefits Supplemental and Concentration

1-6 Professional Development Opportunities. Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,289 Base $2,951 Other $590
1-7 Increase Attendance rate and maintain. A. Attendance Clerk B. Attendance Student Incentives	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,624 A. 3000-3999: Employee Benefits Supplemental and Concentration B. 4000-4999: Books And Supplies Supplemental and Concentration $500
1-8 Enrichment Programs A. Art Program - Artist in Residence B. Performing Arts Materials C. Investigate other areas for enrichment opportunities, including participation in county academic events Continue Science Program D. Science Teacher E. Science Professional Development F. Science Materials and Technology G. Gizmos Online Software and Star Lab H. TOPS Scientist I. Science Camp	Districtwide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,800 A. 4000-4999: Books And Supplies Supplemental and Concentration $1,161 B. 4000-4999: Books And Supplies Supplemental and Concentration $400 C. 4000-4999: Books And Supplies Supplemental and Concentration $1,000 C. 4000-4999: Books And Supplies Supplemental and Concentration $4,000 D. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $88,655 D. 3000-3999: Employee Benefits Supplemental and Concentration E. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $225 F. 4000-4999: Books And Supplies Supplemental and Concentration $8,085 G. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,415

			H. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,400
			I. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $20,000
1-9 Special Education Reading Reinforcement Program Read 180	ALL	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	5000-5999: Services And Other Operating Expenditures Other $1,800
1-10 Maintain additional 4 hour Instructional Aide Position	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration $12,275 3000-3999: Employee Benefits Supplemental and Concentration

LCAP Year 3: 2018-2019

| Expected Annual Measurable Outcomes: | State Priority 1: Basic Services

A - 100% of teachers are appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, verified by the Williams Report. 14-15 data: 100%
B - 100% of students have sufficient access to the standards-aligned instructional materials, verified by the Williams Report. 14-15 data: 100%
C - 100% of school facilities are maintained and in good repair, verified by the Williams Report. 14-15 data: 100%

State Priority 2: Implementation of State Standards

A - All students will have access to Common Core and/or standards-based state board adopted instructional materials in all content areas, including English Learners, verified by the Williams Report. 100% of teachers have been trained in Common Core Math, ELA/ELD, verified by Professional Development sign in sheets and workshop/conference registrations.

B - Provide English Learners both integrated and 30 minutes of designated English Language Development instruction daily, using standards-aligned materials, which are specifically designed and appropriate to their English proficiency level, by an authorized teacher, enabling them to acquire academic English rapidly, efficiently, and effectively in order to meet the academic goals at their grade level. Banta will provide these programs and services yearly, verified by EL class lists, Imagine Learning Rosters, classroom observations, Data Quest reports and District ELD Language Skills Appraisal.

State Priority 4: Pupil Achievement

A - 14-15 Smarter Balanced Summative Assessment Results:
ELA: percentage of students that met standard:
•   All students = 21%; Economically Disadvantage=16%; English Learner = 0%; Students with Disabilities = 0%
Math: percentage of students that met standard:
•   All students = 12%; Economically Disadvantage=9%; English Learner = 10%; Students with Disabilities = 0%

Increase the percentage of all students and subgroups of students meeting standards in ELA and Math, verified by 17-18 CAASPP results

B - 2014-2015 no API.

C - Banta Elementary is a K-8 District and do not participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program.

D - The percentage of English learners making annual progress in learning English (AMAO 1) will increase, verified by CELDT.   14-15 data indicates 54.3% of English learners met AMAO 1, state target 60.5%
The percentage of English learners in language instruction educational programs fewer than 5 years (AMAO 2) attaining English language proficiency will increase, verified by CELDT. 14-15 data indicates 16.1% of English learners met AMAO 2 less that 5 years, state target 24.2%
The percentage of English learners in language instruction educational programs 5 years or more (AMAO 2) attaining English language proficiency will maintain, verified by CELDT. 14-15 data indicates 54.8% of English learners met AMAO 2 more than 5 years, state target 50.9% |

E - 10% of English Learners reclassified will increase , verified by the ELD Language Skills Appraisal. 14-15 data: 5% of English learners were reclassified

F - Banta Elementary is a K-8 District and does not participate in the Advanced Placement Examination.
G - Banta Elementary is a K-8 District and does not participate in the Early Assessment Program.

State Priority 5: Pupil Engagement

A - Attendance rates will grow yearly by 1 %, verified by CALPADS reports. 14-15 data: 93.4%. State target: 90%

B - Decrease chronic absenteeism rates, verified by CALPADS reports. 14-15 data: 3.24 %
14-15 data: All students = 3.24% Economically Disadvantage= 4% English learner = 2% Students with Disabilities = 0%

C - Maintain a 0% middle school dropout rate, verified by CALPADS reports.

D - Banta Elementary is a K-8 District and does not calculate High school dropout rates.
E - Banta Elementary is a K-8 District and does not calculate High school graduation rates.

State Priority 7: Course Access

A – All students have access to and are enrolled in a broad course of study, including English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, Arts and Technology. Continue to offer all students a board course of study, verified by master schedules and class rosters.

B – In addition to a broad course of study offered to all students in Priority 7 A, unduplicated students receive additional programs and services, using district approved supplemental programs such as; ELD Imagine Learning and Read180, as well as Teacher Aides to provide support in the classrooms. Continue to offer these programs and services, verified by program rosters, classroom aides schedules.

C – In addition to a broad course of study offered to all students in Priority 7 A, students with exceptional needs receive additional programs and services through an onsite Resource support class and/or Speech and Language, as outlined in the student's IEP. These services consist of push-in/pull-out; one-to-one and small group instruction, led by a fully credentialed teacher. A variety of academic programs are provided for students based on the goals and objectives written in the students' IEP. Continue to offer these programs and services, verified by class lists and SEIS data.

State Priority 8: Other Pupil Outcomes

A - All 4th - 8th grade students enrolled in Science enrichment program, verified by class projects.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1-1 Base educational program provided and includes	All	X All _ _ _ _ _ _ _ _ _ _ _	1000-1999: Certificated Personnel Salaries Base $2,718,890

associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Ensure 100% of teachers have appropriate subject matter authorization and required certification. Increase Staffing as needed to improve services to all students.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base 3000-3999: Employee Benefits Base 4000-4999: Books And Supplies Base 5000-5999: Services And Other Operating Expenditures Base
1-2 Continue to provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement adopted CCSS math curriculum, and adopted CCSS ELA/ELD curriculum. Continue to research Next Generation Science Standards (NGSS) curriculum. All teachers will be supported to transition and to fully implement CCSS. A. CCSS Curriculum Technology upgrades to support CCSS technology integration. B. Technology Upgrades/Devices C. Hapara - Learning Management Software	Districtwide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. No Additional Cost B. 4000-4999: Books And Supplies Supplemental and Concentration $141,407 C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,454
1-3 All students including subgroups meet or exceed state designated target on CAASPP. Continue to improve students reading and math levels with supplementary materials to support Common Core State Standards. A. Continue STAR360 assessment software. B. Continue Accelerated Reader C. Continue Math online intervention software D. Continue Online Video Service - CCC Media Streaming (New Dimension Media)	Districtwide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,076 B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,619 B. 4000-4999: Books And Supplies Supplemental and Concentration $600 C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $503 D. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $995

1.4 In order to ensure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they are ready for school success.	ALL	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7000-7439: Other Outgo Supplemental and Concentration $51,177
1-5 Maintain EL Program (Master Plan) for English Learners with increased monitoring and services. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed. C. ELD Technology and instructional materials D. Continue to provide opportunities for professional development focusing on the needs of English Language Learners. E. Provide 5 bilingual aide positions to support EL student learning F. ELD Tutoring	ALL	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $27,071 A. 3000-3999: Employee Benefits Supplemental and Concentration B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $9,765 C. 4000-4999: Books And Supplies Supplemental and Concentration $44,175 D. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $800 D. 5000-5999: Services And Other Operating Expenditures Other $525 E. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $78,131 E. 3000-3999: Employee Benefits Supplemental and Concentration E. 2000-2999: Classified Personnel Salaries Other $7,642 E. 3000-3999: Employee Benefits Other F. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $8,382 F. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $761 F. 3000-3999: Employee Benefits Supplemental and Concentration
1-6 Professional Development Opportunities. Maintain personalized learning for teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $8,289 5000-5999: Services And Other Operating Expenditures Base $2,951 5000-5999: Services And Other Operating Expenditures Other

		English proficient _ Other Subgroups: (Specify)	$590
1-7 Increase Attendance rate and maintain. A. Attendance Clerk B. Attendance Student Incentives	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,681 3000-3999: Employee Benefits Supplemental and Concentration B. 4000-4999: Books And Supplies Supplemental and Concentration $500
1-8 Enrichment Programs A. Art Program - Artist in Residence B. Performing Arts Materials C. Investigate other areas for enrichment opportunities, including participation in county academic events Continue Science Program D. Science Teacher E. Science Professional Development F. Science Materials and Technology G. Gizmos Online Software and Star Lab H.. TOPS Scientist	Districtwide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,800 A. 4000-4999: Books And Supplies Supplemental and Concentration $1,161 B. 4000-4999: Books And Supplies Supplemental and Concentration $400 C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,000 C. 4000-4999: Books And Supplies Supplemental and Concentration $4,000 D. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,249 D. 3000-3999: Employee Benefits Supplemental and Concentration E. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $225 F. 4000-4999: Books And Supplies Supplemental and Concentration $8,085 G. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,415 H. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,400.00
1-9 Special Education Reading Reinforcement Program Read 180	ALL	_ All _ _ _ _ _ _ _ _ _ _ OR:	5000-5999: Services And Other Operating Expenditures Other $1,800

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	
1-10 Maintain additional 4 hour Instructional Aide Position	Districtwide	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration $15,283 3000-3999: Employee Benefits Supplemental and Concentration

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

GOAL 2:	Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	- Programs, services and staff that provide the social and emotional tools necessary for student learning. Data reviewed: LCAP surveys and stakeholder discussions, Healthy Kids Survey, suspensions

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

LCAP Year 1: 2016-2017	
Expected Annual Measurable Outcomes:	State Priority 6: School Climate A - Suspension rates will decrease yearly by 1% for all students and subgroups of students, verified by CALPADS reports 14-15 data: All students = 3% Economically Disadvantage=4% English Learner = 4% Students with Disability = 6% B - Maintain a 0% expulsion rate, verified by CALPADS reports. C. School safety and school connectedness: Improve climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster Parents/Staff/Students who took the 2015-2016 LCAP survey indicated: • 30% of parents/staff are extremely concerned with bullying and student behavior • 16% of 4th - 8th grade students are extremely concerned with bullying and student behavior • 38% of 4th - 8th grade students have been bullied at school • 67% of 4th-8th grade students sometimes feel safe at school. 2015-2016 California Healthy Kids survey indicates: • 24% of 7th grade students experienced harassment or bullying • 18% of 7th grade students have experienced cyber-bullying • 2015-2016 student counseling rosters indicates: • 5% (15 students) of students are receiving counseling services Stakeholder outreach (parent, student, staff surveys and meetings) indicate there is still a need to improve school climate and provide more at-risk students with counseling services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-1 Maintain School Facilities - repairs, upgrades, modernization, cleanliness A. Energy Efficient Upgrades B. Facilities Painting C. Maintain 6 hour Custodial Aide D. Facility Restroom Maintenance	ALL	X All – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Other $50,000 B. 5000-5999: Services And Other Operating Expenditures Base $20,000 C. 2000-2999: Classified Personnel Salaries Base $21,584 C. 3000-3999: Employee Benefits Base D. 4000-4999: Books And Supplies Base $1,000
2-2 Anti-Bullying Program A. "Character Counts"- Anti-Bullying Program	Districtwide	X All – – – – – – – – – – – OR:	A. 4000-4999: Books And Supplies Supplemental and

B. Student Assembly on Bullying		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Concentration $500
			B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $550
2-3 Counseling Services	Districtwide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,500
2-4 Nursing Services A. Nurse B. Materials and Supplies C. Technology Equipment D. Health Professional Development	Districtwide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $57,600
			B. 4000-4999: Books And Supplies Supplemental and Concentration $4,850
			C. 4000-4999: Books And Supplies Supplemental and Concentration $1,200
			D. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $450
2-5 Health Education - Life Skills Curriculum	Districtwide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration $800.00

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	State Priority 6: School Climate A - Suspension rates will decrease yearly by 1% for all students and subgroups of students, verified by CALPADS reports 14-15 data: All students = 3% Economically Disadvantage=4% English Learner = 4% Students with Disability = 6% B - Maintain a 0% expulsion rate, verified by CALPADS reports. C. School safety and school connectedness: Improve climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster Parents/Staff/Students who took the 2015-2016 LCAP survey indicated: • 30% of parents/staff are extremely concerned with bullying and student behavior • 16% of 4th - 8th grade students are extremely concerned with bullying and student behavior • 38% of 4th - 8th grade students have been bullied at school • 67% of 4th-8th grade students sometimes feel safe at school. 2015-2016 California Healthy Kids survey indicates: • 24% of 7th grade students experienced harassment or bullying • 18% of 7th grade students have experienced cyber-bullying • 2015-2016 student counseling rosters indicates: • 5% (15 students) of students are receiving counseling services Stakeholder outreach (parent, student, staff surveys and meetings) indicate there is still a need to improve school climate and provide more at-risk students with counseling services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-1 Maintain School Facilities - repairs, upgrades, modernization, cleanliness A. Energy Efficient Upgrades B. Maintain 6 hour Custodial Aide C. Facility Restroom Maintenance	ALL	X All ‗ ‗ ‗ ‗ ‗ ‗ ‗ ‗ ‗ ‗ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Other $50,000.00 B. 2000-2999: Classified Personnel Salaries Base $28,229 B. 3000-3999: Employee Benefits Base C. 4000-4999: Books And Supplies Base $1,000
2-2 Anti-Bulling Program A. "Character Counts"- Anti-Bullying Program B. Student Assembly on Bullying	Districtwide	X All ‗ ‗ ‗ ‗ ‗ ‗ ‗ ‗ ‗ ‗ OR:	A. 4000-4999: Books And Supplies Supplemental and Concentration $500

			B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $550
		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2-3 Counseling services delivered as needed to students at risk	Districtwide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,500
2-4 Nursing Services A. Nurse B. Materials and Supplies C. Technology Equipment D. Health Professional Development	Districtwide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $57,600 B. 4000-4999: Books And Supplies Supplemental and Concentration $4,850 C. 4000-4999: Books And Supplies Supplemental and Concentration $1,200 D. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $450

LCAP Year 3: 2018-2019	
Expected Annual Measurable Outcomes:	State Priority 6: School Climate A - Suspension rates will decrease yearly by 1% for all students and subgroups of students, verified by CALPADS reports 14-15 data: All students = 3% Economically Disadvantage=4% English Learner = 4% Students with Disability = 6% B - Maintain a 0% expulsion rate, verified by CALPADS reports. C. School safety and school connectedness: Improve climate of the school site in regards to student behavior, verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster Parents/Staff/Students who took the 2015-2016 LCAP survey indicated: • 30% of parents/staff are extremely concerned with bullying and student behavior • 16% of 4th - 8th grade students are extremely concerned with bullying and student behavior • 38% of 4th - 8th grade students have been bullied at school • 67% of 4th-8th grade students sometimes feel safe at school. 2015-2016 California Healthy Kids survey indicates: • 24% of 7th grade students experienced harassment or bullying • 18% of 7th grade students have experienced cyber-bullying • 2015-2016 student counseling rosters indicates: • 5% (15 students) of students are receiving counseling services Stakeholder outreach (parent, student, staff surveys and meetings) indicate there is still a need to improve school climate and provide more at-risk students with counseling services.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2-1 Maintain School Facilities - repairs, upgrades, modernization, cleanliness A. Energy Efficient Upgrades B. Maintain 6 hour Custodial Aide C. Facility Restroom Maintenance	ALL	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Other $50,000.00 B. 2000-2999: Classified Personnel Salaries Base $29,086 B. 3000-3999: Employee Benefits Base C. 4000-4999: Books And Supplies Base $1,000
2-2 Anti-Bulling Program A. "Character Counts"- Anti-Bullying Program B. Student Assembly on Bullying	Districtwide	X All - - - - - - - - - - - OR:	A. 4000-4999: Books And Supplies Supplemental and Concentration $500

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	B. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $550
2-3 Counseling services delivered as needed to students at risk	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,500
2-4 Nursing Services A. Nurse B. Materials and Supplies C. Technology Equipment D. Health Professional Development	Districtwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $57,600 B. 4000-4999: Books And Supplies Supplemental and Concentration $4,850 C. 4000-4999: Books And Supplies Supplemental and Concentration $1,200 D. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $450
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 3:	Banta Elementary School District parents will actively participate in their child's education.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	• A friendly campus environment that promotes partnerships between parents and school, supporting and celebrating the academic success of students. Data reviewed: LCAP outreach through surveys and stakeholder discussions • A variety of opportunities for parents to participate in their child's educational process. Data reviewed: LCAP outreach through surveys and stakeholder discussions, number of activities, monthly events calendar.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	State Priority 3: Parent Involvement A - Parents of Banta Elementary School District are given opportunities and encouraged to participate in Parent/Teacher conferences, Back-to-School Night, Open House, Parent Faculty Association (PFA) including Banta Hay Day, School Site Council, District Parent/Community LCAP Meetings, classroom helpers, and a number of other community and school based events, verified by school calendar and sign in sheets. Parents are encouraged to use the District Parent Portal, verified by SIS Parent Portal enrollment. Banta will continue to expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, and School Newsletters. • Less than 3% of parents attended all LCAP Meetings • 30% of parents access the SIS Parent Portal • 95% of Parents attended Parent/Teacher Conferences, Back-to-School Night, and Open House • Less than 10% of parents attended monthly PFA meetings, 85% of parents participated in Banta Hay Day events • 85% average parent participation in all other community and school based events • Increase parent participation in district LCAP meetings, verified by participation sign in sheets • Increase Parent Portal enrollment by 10%, verified by SIS Parent Portal enrollment B - In addition to the involvement opportunities listed in Priority 3 A and C, parents of unduplicated pupils are encouraged to participate in the District ELAC, the ELD Parent Club, and Title I nights. • Less than 5% of EL parents attended ELAC meetings, verified by sign in sheets • Less than 5% of unduplicated parents attended District LCAP meetings, verified by sign in sheets • 60% of EL parents participated in EL Parent Club and fundraising, verified by sign in sheets • Increase parent participation in ELAC meetings, EL Parent Club activities/fundraising, verified by sign in sheets, school calendar. • Increase parent involvement for parents of unduplicated students, as verified by participation sign in sheets. • A translator will be made available at all parent outreach meetings. C - In addition to the involvement opportunities listed in Priority 3 A and B, parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP process. Increase or encourage parent participation in student IEP meetings, verified by SEIS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-1 Provide resources for a "Parent Involvement Program," so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.	Districtwide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth	2000-2999: Classified Personnel Salaries Base $180 3000-3999: Employee Benefits Base 4000-4999: Books And Supplies Supplemental and Concentration $700

Provide parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC, participate in Back to School Night, Open House, Parent Conferences Continue and expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3-2 Provide translators and translated materials for school-family communications to encourage EL parents to participate in their student's education.	ALL	_ All - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration $200 3000-3999: Employee Benefits Supplemental and Concentration

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	State Priority 3: Parent Involvement A - Parents of Banta Elementary School District are given opportunities and encouraged to participate in Parent/Teacher conferences, Back-to-School Night, Open House, Parent Faculty Association (PFA) including Banta Hay Day, School Site Council, District Parent/Community LCAP Meetings, classroom helpers, and a number of other community and school based events, verified by school calendar and sign in sheets. Parents are encouraged to use the District Parent Portal, verified by SIS Parent Portal enrollment. Banta will continue to expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, and School Newsletters. • Less than 3% of parents attended all LCAP Meetings • 30% of parents access the SIS Parent Portal • 95% of Parents attended Parent/Teacher Conferences, Back-to-School Night, and Open House • Less than 10% of parents attended monthly PFA meetings, 85% of parents participated in Banta Hay Day events • 85% average parent participation in all other community and school based events • Increase parent participation in district LCAP meetings, verified by participation sign in sheets • Increase Parent Portal enrollment by 10%, verified by SIS Parent Portal enrollment B - In addition to the involvement opportunities listed in Priority 3 A and C, parents of unduplicated pupils are encouraged to participate in the District ELAC, the ELD Parent Club, and Title I nights. • Less than 5% of EL parents attended ELAC meetings, verified by sign in sheets • Less than 5% of unduplicated parents attended District LCAP meetings, verified by sign in sheets • 60% of EL parents participated in EL Parent Club and fundraising, verified by sign in sheets • Increase parent participation in ELAC meetings, EL Parent Club activities/fundraising, verified by sign in sheets, school calendar. • Increase parent involvement for parents of unduplicated students, as verified by participation sign in sheets. • A translator will be made available at all parent outreach meetings. C - In addition to the involvement opportunities listed in Priority 3 A and B, parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP process. Increase or encourage parent participation in student IEP meetings, verified by SEIS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-1 Provide resources for a "Parent Involvement Program," so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.	Districtwide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth	2000-2999: Classified Personnel Salaries Base $183 3000-3999: Employee Benefits Base 4000-4999: Books And Supplies Supplemental and Concentration $700

Provide parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC, participate in Back to School Night, Open House, Parent Conferences Continue and expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal.learning. Explore other opportunities for parents to become more involved in their child's education.		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3-2 Provide translators for school-family communications to encourage EL parents to participate in their student's education.	ALL	_ All ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration $203 3000-3999: Employee Benefits Supplemental and Concentration

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	State Priority 3: Parent Involvement A - Parents of Banta Elementary School District are given opportunities and encouraged to participate in Parent/Teacher conferences, Back-to-School Night, Open House, Parent Faculty Association (PFA) including Banta Hay Day, School Site Council, District Parent/Community LCAP Meetings, classroom helpers, and a number of other community and school based events, verified by school calendar and sign in sheets. Parents are encouraged to use the District Parent Portal, verified by SIS Parent Portal enrollment. Banta will continue to expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, and School Newsletters. - Less than 3% of parents attended all LCAP Meetings 30% of parents access the SIS Parent Portal 95% of Parents attended Parent/Teacher Conferences, Back-to-School Night, and Open House - Less than 10% of parents attended monthly PFA meetings, 85% of parents participated in Banta Hay Day events 85% average parent participation in all other community and school based events - Increase parent participation in district LCAP meetings, verified by participation sign in sheets - Increase Parent Portal enrollment by 10%, verified by SIS Parent Portal enrollment B - In addition to the involvement opportunities listed in Priority 3 A and C, parents of unduplicated pupils are encouraged to participate in the District ELAC, the ELD Parent Club, and Title I nights. - Less than 5% of EL parents attended ELAC meetings, verified by sign in sheets - Less than 5% of unduplicated parents attended District LCAP meetings, verified by sign in sheets 60% of EL parents participated in EL Parent Club and fundraising, verified by sign in sheets - Increase parent participation in ELAC meetings, EL Parent Club activities/fundraising, verified by sign in sheets, school calendar. - Increase parent involvement for parents of unduplicated students, as verified by participation sign in sheets. - A translator will be made available at all parent outreach meetings. C - In addition to the involvement opportunities listed in Priority 3 A and B, parents of students with exceptional needs are encouraged to participate in the Student Study Team, 504 and IEP process. Increase or encourage parent participation in student IEP meetings, verified by SEIS

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3-1 Provide resources for a "Parent Involvement Program," so that stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Provide parents with the opportunity to join School Site	Districtwide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	2000-2999: Classified Personnel Salaries Base $185 3000-3999: Employee Benefits Base 4000-4999: Books And Supplies Supplemental and Concentration $700

Council, Parent Faculty Association (PFA), EL Parent Club, ELAC, participate in Back to School Night, Open House, Parent Conferences Continue and expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal.learning. Explore other opportunities for parents to become more involved in their child's education.		English proficient _ Other Subgroups: (Specify)	
3-2 Provide translators for school-family communications to encourage EL parents to participate in their student's education.	ALL	_ All - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration $206 3000-3999: Employee Benefits Supplemental and Concentration

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	District will hire 100% fully credentialed teachers to ensure they are highly qualified to improve services to all students in all subject areas.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district has 100% appropriately assigned and fully credentialed teachers, as verified by the Williams report and credential audits. We expect to maintain this level. B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials. Every pupil has sufficient access to standard-aligned instructional materials as verified by the Williams report. We expect to maintain this. C. School facilities are in good repair. School is in good repair as verified by the Williams Audit /FIT report. We expect to maintain this. Priority 4: Student Achievement A. Statewide assessments Baselines for SBAC (CAASPP) will be released July 2015. Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th and 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Student proficiency rate on statewide assessments will increase, as verified by CAASPP	Actual Annual Measurable Outcomes:	Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district maintained 100% appropriately assigned and fully credentialed teachers, verified by the Williams report and credential audits. District conducted collective bargaining with certificated staff and bargaining team in a means to retain highly qualified teachers. Came to agreement on issues regarding salary and working conditions in an effort to retain highly qualified teachers. B. Every pupil has sufficient access to standard-aligned instructional materials, verified by the Williams report. C. School facilities are in good repair, verified by the Williams Audit /FIT report. 2015/2016 Parent/Staff/Student LCAP surveys indicates: • 34% of parents/staff and 84% of students who took the survey are concerned with cleanliness and maintenance. Improvements have been made by adding additional custodial position. Parking lot upgrades and repairs, including lighting, were completed providing a safer parking lot environment for students and staff.

D.   Percentage of English Learners who make progress toward English proficiency.
2013-2014 CELDT (most recent data): 8.8% English proficient
Percentage of English Learners who make progress toward English proficiency will increase, as verified by CELDT.

E.   English Learner reclassification rate.
2013-2014: 7.5%
2014-2015: 5.0%
English Learner reclassification rate will increase, as verified by the district's reclassification process.

Priority 4: Student Achievement

A. Smarter Balanced Summative Assessment Reporting: 14-15 baseline data: 98% student participation rate.   State target: 95%
Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups.
The following is available from the 14-15 Smarter Balanced Summative   Assessment :
ELA percentage of students that met standard:
All students = 21% Economically Disadvantage=16% English Learner = 0% Students with Disability = 0%
Math percentage of students met standard:
All students = 12% Economically Disadvantage=9% English Learner = 10% Students with Disability = 0%

B. 2014-2015 API calculations were suspended. No data reported.

C. Banta Elementary is a K-8 District. Only High school students participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program.

D. 14/15 data indicates that 54.3% of English learners met AMAO 1, verified by CELDT
14/15 data indicates that 16.1% of English learners met AMAO 2 (less than 5 years), verified by CELDT
14/15 data indicates that 54.8% of English learners met AMAO 2 (5 years or more), verified by CELDT

E. 14/15 5% of English learners were reclassified (RFEP), verified by the ELD Language Skills Appraisal and CALPADS.

New ELD Master Plan implemented 2015-2016, will improve services to English Learners. Continued ELD Imagine Learning program (computer based, closely aligned with Common Core and ELD standards) All EL students in grade K-8 who scored Intermediate or below on CELDT 2015-2016 (65% EL population) are participating in the program at this time, as verified by program participation rosters. Will use 2015-2016 as a base year to see if EL students are making adequate progress.
Additional EL bilingual aide hours has enabled district to continue Imagine Learning and provide additional support in the

classrooms.   50% of bilingual aides participated ELD professional development at SJCOE, as verified by sign in sheets and agenda.

Student participation in Read 180:
100% Special Education students enrolled in Read 180. 46% of Special Education students enrolled in the program show positive content growth, verified by Read 180 rosters and completion reports.

Student participation in tutoring program:
3 % of students participated in tutoring program of which half of those were English Learners/RFEP, verified by student sign in sheets. Teacher input indicates that students in tutoring program are making adequate progress.

Student assessment software, Accelerated Reader, Math reinforcement software implemented. Will use 2015-2016 as a base year to see how effective these
services are.

F. Banta Elementary is a K-8 District. Only High school students participate in the Advanced Placement Examination.

G. Banta Elementary is a K-8 District. Only High school students participate in the Early Assessment Program.

Based on the review of progress Stakeholders agree that all programs and services were effective.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure 100% of teachers have appropriate subject matter authorization and required certification.	No Additional Cost	100% of teachers have appropriate subject matter authorization and required certification.	No Additional Cost
Scope of Service : ALL		Scope of Service : ALL	
X All OR: _ Low Income pupils		X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Base educational program provided and includes associated materials and contracted services. Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements to retain highly qualified teachers. Increase Staffing as needed to improve services to all students.	Instructional / Support Staff Materials and Contracted Services 1000-1999: Certificated Personnel Salaries Base $1,974,042.00 See above total. 2000-2999: Classified Personnel Salaries Base See above total. 3000-3999: Employee Benefits Base See above total. 4000-4999: Books And Supplies Base See above total. 5000-5999: Services And Other Operating Expenditures Base	Base educational program provided and includes associated materials and contracted services. Managed budget in an effort to maintain a competitive salary schedule with collective bargaining agreements to retain highly qualified teachers. Retained all highly qualified teachers. Additional classroom teachers were not needed 2015/2016.	Instructional / Support Staff Materials and Contracted Services 1000-1999: Certificated Personnel Salaries Base $2,420,601 See above total. 2000-2999: Classified Personnel Salaries Base See above total. 3000-3999: Employee Benefits Base See above total. 4000-4999: Books And Supplies Base See above total. 5000-5999: Services And Other Operating Expenditures Base
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?	Stakeholders reviewed 9 LCAP Goals and determined that in 2016-2017 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2015-2016 Goals 1,3,5,6,7,9 will be combined into 2016-2017 Goal 1, stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to 2016-2017 Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2015-2016 Goal 2 will still be 2016-2017 Goal 2, stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2015-2016 Goal 8 will be 2016-2017 Goal 3, stakeholders reviewed the related state priorities and

| | determined that state priority 3 is related to 2016-2017 Goal 3 |

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

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

Original GOAL 2 from prior year LCAP:	All students will be provided a clean, healthy, physically and emotionally safe learning environment. Improve the climate of the school sites with regards to student behavior and positive supports.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district has 100% appropriately assigned and fully credentialed teachers, as verified by the Williams report and credential audits. We expect to maintain this level. B. Every Pupil in the school district has sufficient access to the standard-aligned instructional materials. Every pupil in the district has sufficient access to standard-aligned instructional materials as verified by the Williams report. We expect to maintain this. C. School facilities are in good repair. School is in good repair as verified by the Williams Audit /FIT report. We expect to maintain this. 2014/2015 Parent/Staff LCAP surveys indicate 63% of parents/staff and 100% of students who took the survey are concerned with cleanliness and maintenance. Improve school cleanliness and maintenance, as verified by parent, student, and staff surveys. Priority 6: School Climate A. Student suspension rate: 2013/2014 Suspension Rate: 8% 2014/2015 Suspension Rate: 3% Student suspension rates will decrease, as verified by SIS/CALPADS suspension data.	Actual Annual Measurable Outcomes:	Priority 1: Basic Services A. Teachers in the school district are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. The district maintained 100% appropriately assigned and fully credentialed teachers, verified by the Williams report and credential audits. District conducted collective bargaining with certificated staff and bargaining team in a means to retain highly qualified teachers. Came to agreement on issues regarding salary and working conditions in an effort to retain highly qualified teachers. B. Every pupil has sufficient access to standard-aligned instructional materials, verified by the Williams report. C. School facilities are in good repair, verified by the Williams Audit /FIT report. 2015/2016 Parent/Staff/Student LCAP surveys indicates: • 34% of parents/staff and 84% of students who took the survey are concerned with cleanliness and maintenance. Improvements have been made by adding additional custodial position. Parking lot upgrades and repairs, including lighting, were completed providing a safer parking lot environment for students and staff.

B. Student expulsion rate:
2013/2014 Expulsion Rate: 0.47%
2014/2015 Expulsion Rate: 0%
Maintain student current expulsion rate of 0%, as verified by SIS/CALPADS expulsion data.

C. School safety and school connectedness:
Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is still a need to improve bullying and provide counseling services to at risk students. 2014/2015 Parent/Staff LCAP surveys indicate 36% of parents/staff and 32% of students who took the survey are concerned with bullying and student behavior. 2013-2014 California Healthy Kids survey indicates 32% of 7th grade students experienced harassment or bullying.
Improve climate of the school site in regards to student behavior, as verified by parent, student, staff surveys, California Healthy Kids survey, and counseling participation roster.

Priority 6: School Climate

A. Suspension rates for all students and subgroups, verified by CALPADS
14-15 Baseline data: All students = 3% Economically Disadvantage=4% English Learner = 4% Students with Disability = 6%

B. 0% expulsion rate for all students and subgroups, verified by CALPADS
14-15 baseline data: 0% expulsion rate.

C. School safety and school connectedness:
Parents/Staff/Students who took the 2015-2016 LCAP survey indicates:
- 30% of parents/staff are extremely concerned with bullying and student behavior
- 16% of 4th - 8th grade students are extremely concerned with bullying and student behavior
- 38% of 4th - 8th grade students have been bullied at school
- 67% of 4th-8th grade students sometimes feel safe at school.

2015-2016 California Healthy Kids survey indicates:
- 24% of 7th grade students experienced harassment or bullying
- 18% of 7th grade students have experienced cyber-bullying

- 2015-2016 student counseling rosters indicates:
- 5% (15 students) of students are receiving counseling services

Based on the review of progress Stakeholders agree that all programs and services were effective.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Facility repairs, upgrades, and modernization. A. Parking Lot repairs B. Energy Efficient Upgrades (Outdoor lighting) C. Facility Painting	Contracted Services 5000-5999: Services And Other Operating Expenditures Base $40,000 Contracted Services 5000-5999: Services And Other Operating	Facility repairs, upgrades, and modernization. A. Parking Lot repairs were completed B. Energy Efficient Upgrades were made to outdoor lighting C. Facility Painting - Supplies were	A. Contracted Services 5000-5999: Services And Other Operating Expenditures Base $40,000 B. Contracted Services 5000-5999: Services And Other Operating

	Expenditures Other $63,020.00	purchased, actual painting of school moved to 2016/2017.	Expenditures Other $48,651
	Contracted Services 5000-5999: Services And Other Operating Expenditures Base $20,000.00		C. Materials 4000-4999: Books And Supplies Base $6,000
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)	
Additional 6 hour Custodial Position	Custodian 2000-2999: Classified Personnel Salaries Base $16,656.00 3000-3999: Employee Benefits	Additional 6 hour Custodial Position added.	Custodian 2000-2999: Classified Personnel Salaries Base $20,092 3000-3999: Employee Benefits
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)	
Maintain additional yard duty personnel Supervision Aide	Supervision Aide 2000-2999: Classified Personnel Salaries Other $2,492.00 See above total. 3000-3999: Employee Benefits Other	Additional yard duty personnel was not needed.	Supervision Aide 2000-2999: Classified Personnel Salaries Other $0 See above total. 3000-3999: Employee Benefits Other
Scope of Service ┊ All X All		Scope of Service ┊ 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)	
A. "Character Counts"- Anti-Bullying Program B. Staff Professional Development on Bullying C. Student Assembly on Bullying	Materials 4000-4999: Books And Supplies Supplemental and Concentration $500.00 Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $750.00 Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration .$750.00	A. Continued Character Counts program, additional materials were not needed. B. Staff attended Character Counts professional development focusing on bullying C. Held one student assembly on bullying	A. Materials 4000-4999: Books And Supplies Supplemental and Concentration 0 B. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $843 C. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $550
Scope of Service Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Counseling services delivered as needed to students at risk	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,500.00	Counseling services were provided to students at risk.	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $11,500
Scope of Service Districtwide X All OR: _ Low Income pupils		Scope of Service Districtwide X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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?	Stakeholders reviewed 9 LCAP Goals and determined that in 2016-2017 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2015-2016 Goals 1,3,5,6,7,9 will be combined into 2016-2017 Goal 1, stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to 2016-2017 Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2015-2016 Goal 2 will still be 2016-2017 Goal 2, stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2015-2016 Goal 8 will be 2016-2017 Goal 3, stakeholders reviewed the related state priorities and determined that state priority 3 is related to 2016-2017 Goal 3. Stakeholders determined that Action/Service Energy Efficient Upgrades (Outdoor lighting) actual expenditures were significantly less than budget amount due to completed upgrades being less than original quote. Stakeholders determined that Action/Service School Painting actual expenditures were significantly less than budget amount due to estimates being higher then expected. In 2015-2016 $6,000.00 was expended for materials and supplies only. School painting will be added to 2016-2017 LCAP. Stakeholders determined that Action/Service Additional yard duty/supervision aide position was not needed 2015-2016. Stakeholders determined that Action/Service Character Counts program materials were not needed. Program had sufficient materials and supplies. Stakeholders determined that Action/Service Counseling services actual expenditures increased significantly due to increase of students receiving counseling services.		

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

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

Original GOAL 3 from prior year LCAP:	Goal 3. Implement academic content and performance standards adopted by the state board (Common Core State Standards, CCSS) for all students, including English Learners through high quality instruction with technology integration for acquisition of 21st Century Learning skills to prepare our students for College and Career.	Related State and/or Local Priorities: 1 _ 2 X 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:	Priority 2: Implementation of State Standards A. Implementation of state board academic content and performance standards for all students: Provide every pupil with curriculum where instruction and assessments reflect alignment to Common Core State Standards (CCSS), as verified by CCSS instructional materials and classroom observations. Provide technology to all pupils for CCSS technology integration, as verified by technology audits. B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic contact knowledge and English Language Proficiency Provide EL students with instruction that is aligned to CCSS and English Language Development (ELD) standards. English Learner students will have access to all actions and services provided for all students. EL students will continue to use Imagine Learning program, computer based, closely aligned with CCSS and ELD standards to improve English Language Proficiency, as verified by Imagine Learning rosters and achievement reports.	Actual Annual Measurable Outcomes:	Priority 2: Implementation of State Standards A. CCSS Math Houghton Mifflin "Go Math" curriculum continued in grades K-8, reviewing and adopting ELA/ELD McGraw-Hill's California Wonders K-8 curriculum for 2016-2017, exploring NGSS Science curriculum, all other subject state standards are used districtwide, verified by classroom instructional materials and observations. Technology upgrades were made to support CCSS technology integration: Additional laptops for 1:1 in grades 4-8; 2:1 in grade 3, and 12 ipads per classrooms in grades TK,K-1. Classroom observations and technology audit indicates that students are able to collaborate and communicate with each other on projects and daily lessons. Students have the opportunity to research and access information in response to whatever topics they have studied. Furthermore, students utilize their GAFE (Google Apps for Education) resources to take ownership of their own learning. iPads apps are being used for reinforcement of Math and ELA/ELD skills. Teachers are reinforcing what is being taught by using iPads, allowing student to practice certain skills at their own level and pace. All teachers were provided CCSS Professional Development and CCSS technology integration Professional Development, as verified by PD sign in sheets, agendas, and conference registrations. B. Provided EL students with instruction that is aligned to CCSS

	and English Language Development (ELD) standards. English Learner students were provided access to all actions and services provided for all students. EL students continued to use Imagine Learning program 30 minutes daily, computer based, closely aligned with CCSS and ELD standards to improve English Language Proficiency, verified by Imagine Learning rosters and achievement reports. 2015/2016 65% of EL students are enrolled in Imagine Learning, will use 2015-2016 as a base year to see if program is effective. 50% of bilingual aides participated ELD professional development at SJCOE, as verified by registration information. Based on the review of progress Stakeholders agree that all programs and services were effective.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide every pupil sufficient access to standards aligned instruction and materials. Continue to implement adopted CCSS math curriculum, continue to research CCSS ELA curriculum. All teachers will be supported to transition and to fully implement CCSS. CCSS instructional materials will be purchased as needed.	CCSS Materials 4000-4999: Books And Supplies Base $5,000.00	Provided every pupil sufficient access to standards aligned instruction and materials.Continued to implement adopted CCSS math curriculum, continued to research CCSS ELA curriculum. All teachers were supported to transition and to fully implement CCSS. Additional CCSS instructional materials were not needed.	CCSS Materials 4000-4999: Books And Supplies Base 0
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)	

Technology upgrades to support CCSS technology integration. A. Student Laptops w/carts B. Technology upgrades/devices	Computers 4000-4999: Books And Supplies Supplemental and Concentration $30,000.00 Technology upgrades/devices 4000-4999: Books And Supplies Supplemental and Concentration $63,600.00	Technology laptops and iPads were purchased for CCSS technology integration. Implemented Hapara Learning Management trial software in grades 5 & 6.	Computers 4000-4999: Books And Supplies Supplemental and Concentration $23,585 Technology upgrades/devices 4000-4999: Books And Supplies Supplemental and Concentration $75,586 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $167

Scope of Service	Districtwide		Scope of Service	Districtwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			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?	Stakeholders reviewed 9 LCAP Goals and determined that in 2016-2017 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2015-2016 Goals 1,3,5,6,7,9 will be combined into 2016-2017 Goal 1, stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to 2016-2017 Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2015-2016 Goal 2 will still be 2016-2017 Goal 2, stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2015-2016 Goal 8 will be 2016-2017 Goal 3, stakeholders reviewed the related state priorities and determined that state priority 3 is related to 2016-2017 Goal 3 Stakeholders determined that Action/Service additional CCSS instructional materials were not needed. CCSS Math curriculum purchased 2014-2015, additional materials not needed 2015-2016, CCSS ELA/ELD researched for 2016-2017 adoption/purchase.

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

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

Original GOAL 4 from prior year LCAP:	Increase opportunities for students to participate in enrichment opportunities.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will increase, as verified by SBAC (CAASPP). D. Percentage of English Learners who made progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will increase, as verified by CELDT, Title III Accountability Data (Consortium Member Data) E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district's reclassification process. Priority 7: Course Access: A. A broad course of study including courses described under sections 51210 and 51220(a)-(i), as applicable: 100% of pupils have access and are enrolled in required areas of study.	Actual Annual Measurable Outcomes:	Priority 4: Student Achievement A. Smarter Balanced Summative Assessment Reporting: 14-15 baseline data: 98% student participation rate. State target: 95% Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. The following is available from the 14-15 Smarter Balanced Summative Assessment : ELA percentage of students that met standard: All students = 21% Economically Disadvantage=16% English Learner = 0% Students with Disability = 0% Math percentage of students met standard: All students = 12% Economically Disadvantage=9% English Learner = 10% Students with Disability = 0% B. 2014-2015 API calculations were suspended. No data reported. C. Banta Elementary is a K-8 District. Only High school students participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. 14/15 data indicates that 54.3% of English learners met AMAO 1, verified by CELDT 14/15 data indicates that 16.1% of English learners met AMAO 2 (less than 5 years), verified by CELDT 14/15 data indicates that 54.8% of English learners met AMAO 2 (5 years or more), verified by CELDT

All pupils will have access and be enrolled in required areas of study, as verified by Master Schedule, class rosters (SIS). Stakeholder input indicate all pupils will be provided with enrichment opportunities:
Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is a need for a Music/Arts program. 2014/2015 Parent/Staff LCAP surveys indicate 91% of parents/staff and 38% of students who took the survey would like a Music/Arts program.
Arts enrichment program and Science enrichment program will be implemented, as verified by classroom observation, class schedule, and state science assessments. District will research a music program.

B. Program and services developed and provided to unduplicated pupils:
Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to "all students" and subgroups. Foster Youth, Low-income, and EL students have access to, and are enrolled in the required broad course of studies, including 60 minutes of weekly ELD instruction through the Imagine Learning program and enrichment opportunities through Music, Arts and Science program. The district will maintain the level of program and services provide to our unduplicated students as verified by Master Schedule, class rosters, Imagine Learning program rosters.

C. Program and services developed and provided to individuals with exceptional needs:
Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to "all students" and subgroups. Students with exceptional needs have access to, and are enrolled in the required broad course of studies, including programs and services offered through the 504 and IEP process. The district will maintain the level of program and services provide to our students with exceptional needs as verified by Master Schedule, class rosters, number of IEPs and 504s.

Priority 8: Other Student Outcomes:
A. Other areas of student performance in required areas of study:
Investigate participation in county academic decathlons, as verified by pupil participation log.

E. 14/15 5% of English learners were reclassified (RFEP), verified by the ELD Language Skills Appraisal and CALPADS.

New ELD Master Plan implemented 2015-2016, will improve services to English Learners. Continued ELD Imagine Learning program (computer based, closely aligned with Common Core and ELD standards) All EL students in grade K-8 who scored Intermediate or below on CELDT 2015-2016 (65% EL population) are participating in the program at this time, as verified by program participation rosters. Will use 2015-2016 as a base year to see if EL students are making adequate progress.
Additional EL bilingual aide hours has enabled district to continue Imagine Learning and provide additional support in the classrooms. 50% of bilingual aides participated ELD professional development at SJCOE, as verified by sign in sheets and agenda.

Student participation in Read 180:
100% Special Education students enrolled in Read 180. 46% of Special Education students enrolled in the program show positive content growth, verified by Read 180 rosters and completion reports.

Student participation in tutoring program:
3 % of students participated in tutoring program of which half of those were English Learners/RFEP, verified by student sign in sheets. Teacher input indicates that students in tutoring program are making adequate progress.

Student assessment software, Accelerated Reader, Math reinforcement software implemented. Will use 2015-2016 as a base year to see how effective these services are.

F. Banta Elementary is a K-8 District. Only High school students participate in the Advanced Placement Examination.

G. Banta Elementary is a K-8 District. Only High school students participate in the Early Assessment Program.

Priority 7: Course Access:

A. All pupils have access and are enrolled in required areas of study, verified by Master Schedule, class rosters (SIS).

Stakeholder outreach (parent, student, staff surveys and meetings) indicate that there is still a need for a Music program, district is continuing to research.

Continued Arts enrichment program and Science enrichment program, as verified by classroom observation, class schedule, and state science assessments.

Statewide assessments for Science in grades 5 & 8 indicate improvement is needed:

The following is available from the 14-15 State Science test for grades 5 & 8.

All students: Grade 5 - 24% Proficient Grade 8 - 23 % Proficient Economically Disadvantaged: Grade 5 - 23% Proficient and above Grade 8 - 19% Proficient and above.

B. Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to "all students" and subgroups. Foster Youth, Low-income, and EL students have access to, and are enrolled in the required broad course of studies, including 30 minutes of daily ELD instruction through the Imagine Learning program and enrichment opportunities through Arts and Science programs. The district maintained the level of program and services provide to our unduplicated students, verified by Master Schedule, class rosters, Imagine Learning program rosters.

- 65% of EL students participate in the ELD Imagine Learning program.

C. Stakeholders determined that all enrichment opportunities listed in this plan can best be provided to "all students" and subgroups. Students with exceptional needs have access to, and are enrolled in the required broad course of studies, including programs and services offered through the 504 and IEP process. The district maintained the level of program and services provide to our students with exceptional needs, verified by Master Schedule, class rosters, number of IEPs and 504s.

Priority 8: Other Student Outcomes:

A. Investigated participation in county academic decathlons. Students competed at the school site level in spelling. Banta held an old fashioned spelling bee, where students stood on the stage, asked questions, and spelled for a panel of judges. The two winners, then progressed to the county spelling bee, where

		one of the students took 3rd place, verified by pupil participation log. Based on the review of progress Stakeholders agree that all programs and services were effective.

LCAP Year: 2015-2016			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase Enrichment Programs A. Adopt and implement an Arts program B. Continue to research Music Program C. Investigate other areas for enrichment opportunities, participation in county academic events.	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,376.00 Materials 4000-4999: Books And Supplies Supplemental and Concentration $1,189.00 No additional cost	Increase Enrichment Programs A. Continued Artist in Residence program B. Continued to research Music Program C. Investigated other areas for enrichment opportunities, students participated in county spelling bee.	A. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,376 4000-4999: Books And Supplies Supplemental and Concentration $1,161
Scope of Service Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement a Science Program A. Science Teacher B. Science Professional Development C. Science Materials D. Technology E. Tops Scientist	Certified Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $75,638.00 See above total. 3000-3999: Employee Benefits Supplemental and Concentration Contracted Services 5000-5999: Services And Other Operating	Implement a Science Program A. Hired a Science teacher for Science Program B. Science Teacher attended Science professional development C. Science materials were purchased D. Science technology equipment, including usb telescopes, were purchased E. Continued Tops Scientist program	A. Certified Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $75,409 See above total. 3000-3999: Employee Benefits Supplemental and Concentration B. Contracted Services 5000-5999: Services And Other Operating

	Expenditures Supplemental and Concentration $2,000.00		Expenditures Supplemental and Concentration $225
	Materials 4000-4999: Books And Supplies Supplemental and Concentration $12,000.00		C. Materials 4000-4999: Books And Supplies Supplemental and Concentration $8,710
	Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration $13,000.00		C. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,415
	Contracted Services 5000-5999: Services And Other Operating Expenditures Base $1,400.00		D. Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration $8,396
			E. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,400

Scope of Service	Districtwide		Scope of Service	Districtwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			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?	Stakeholders reviewed 9 LCAP Goals and determined that in 2015-2016 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2014-2015 Goals 1,3,5,6,7,9 will be combined into Goal 1. Stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2014-2015 Goal 2 will still be Goal 2. Stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2014-2015 Goal 8 will be Goal 3. Stakeholders reviewed the related state priorities and determined that state priority 3 is related to Goal 3.

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

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

Original GOAL 5 from prior year LCAP:	Goal 5: Improve pupil performance annually using the California Assessment of Student Performance and Progress (CAASPP)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will increase, as verified by CAASPP scores. Improve student reading and math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores. D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient Percentage of English Learners who make progress toward English proficiency will increase, as verified by CELDT. E. English Learner reclassification rate: 2013-2014: 7.5%; 2014-2015: 5.0% English Learner reclassification rate will increase, as verified by the district's reclassification rate. Priority 5: Student Engagement: A. 2013/2014 Attendance Rates, as verified by SIS attendance reports:	Actual Annual Measurable Outcomes:	Priority 4: Student Achievement A. Smarter Balanced Summative Assessment Reporting: 14-15 baseline data: 98% student participation rate. State target: 95% Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. The following is available from the 14-15 Smarter Balanced Summative Assessment : ELA percentage of students that met standard: All students = 21% Economically Disadvantage=16% English Learner = 0% Students with Disability = 0% Math percentage of students met standard: All students = 12% Economically Disadvantage=9% English Learner = 10% Students with Disability = 0% B. 2014-2015 API calculations were suspended. No data reported. C. Banta Elementary is a K-8 District. Only High school students participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. 14/15 data indicates that 54.3% of English learners met AMAO 1, verified by CELDT 14/15 data indicates that 16.1% of English learners met AMAO 2 (less than 5 years), verified by CELDT 14/15 data indicates that 54.8% of English learners met AMAO 2 (5 years or more), verified by CELDT

P1-96.06%, P2-95.76%, Annual 95.60%
2014/2015
P1-96.03%, P2-94.97%
District attendance rate will increase, as verified by SIS attendance reports.

B. 2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports:
Chronic absenteeism rate 1.7%
2014/2015
Chronic absenteeism rate 1.6%
District will work on decreasing chronic absenteeism, as verified by SIS attendance reports.

C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest)
Dropout rate: 0%
District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.

E. 14/15 5% of English learners were reclassified (RFEP), verified by the ELD Language Skills Appraisal and CALPADS.

New ELD Master Plan implemented 2015-2016, will improve services to English Learners. Continued ELD Imagine Learning program (computer based, closely aligned with Common Core and ELD standards) All EL students in grade K-8 who scored Intermediate or below on CELDT 2015-2016 (65% EL population) are participating in the program at this time, as verified by program participation rosters. Will use 2015-2016 as a base year to see if EL students are making adequate progress.
Additional EL bilingual aide hours has enabled district to continue Imagine Learning and provide additional support in the classrooms.   50% of bilingual aides participated ELD professional development at SJCOE, as verified by sign in sheets and agenda.

Student participation in Read 180:
100% Special Education students enrolled in Read 180. 46% of Special Education students enrolled in the program show positive content growth, verified by Read 180 rosters and completion reports.

Student participation in tutoring program:
3 % of students participated in tutoring program of which half of those were English Learners/RFEP, verified by student sign in sheets. Teacher input indicates that students in tutoring program are making adequate progress.

Student assessment software, Accelerated Reader, Math reinforcement software implemented. Will use 2015-2016 as a base year to see how effective these
services are.

F. Banta Elementary is a K-8 District. Only High school students participate in the Advanced Placement Examination.

G. Banta Elementary is a K-8 District. Only High school students participate in the Early Assessment Program.

Priority 5: Student Engagement:

A 14-15 baseline attendance rate data: 95%, verified by Student Information System attendance reports.

B. Chronic absenteeism rate, verified by Student Information Systems attendance reports.
14-15 Baseline data: All students = 3.24% Economically Disadvantage=4% English Learner = 2% Students with Disability = 0%

C. Maintained a 0% middle school dropout rate, verified by the Student Information Systems attendance reports.
14-15 baseline: 0%.

D. Banta Elementary is a K-8 District and does not calculate High school dropout rates.

E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.

By implementing attendance action plan, monitoring attendance (SIS Daily attendance reports, SARB referrals), and communicating with students and parents by the Attendance Clerk, students and parents are more aware of how good attendance can effect student engagement and academic success. With these changes the district is seeing improved attendance.

Based on the review of progress Stakeholders agree that all programs and services were effective.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish a baseline State designated target on CAASPP.	No Additional Cost	A baseline for state testing was established.	No Additional Cost
Scope of Service ALL		Scope of Service ALL	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Continue to use Student Data and Assessment software for reading and math: Renaissance Learning STAR360	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,100.00	Continued to use STAR360 Student Data and Assessment software for reading and math.	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,076
Scope of Service Districtwide X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Improve students reading and math levels. A. Continue to use Accelerated Reader B. Research and implement a math intervention program.	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,519.00 Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,200.00	Improve students reading and math levels. A. Continued to use Accelerated Reader B. Math intervention online programs were purchased for K-3 grades and 4-8 grades.	A. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,518 Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $503
Scope of Service Districtwide X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide EL students with tutoring	Library/Technology Aide 2000-2999:	Provided EL students with tutoring	Library/Technology Aide 2000-2999:

opportunities.	Classified Personnel Salaries Supplemental and Concentration $1,946.00 See above total. 3000-3999: Employee Benefits Supplemental and Concentration	opportunities.	Classified Personnel Salaries Supplemental and Concentration $730 See above total. 3000-3999: Employee Benefits Supplemental and Concentration
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)	
Provide additional academic assessment and support for reclassified students who have not made adequate progress.	No cost beyond the costs for support and intervention above and Read 180 and tutoring as provided in Goal 6.	Provided additional academic assessment and support for reclassified students who were not making adequate progress.	No cost beyond the costs for support and intervention above and Read 180 and tutoring as provided in Goal 6.
Scope of Service Districtwide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
In order to insure students are prepared and in the best possible mind frame to learn and achieve, the district will continue to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to	Meals 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $30,461.00	Continued to provide low income pupils with a high quality fresh breakfast, lunch, and daily snack to ensure they were ready for school success.	Meals 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $35,539

ensure they are ready for school success.

Scope of Service	ALL		Scope of Service	ALL	
_ All			_ All		
OR:			OR:		
X Low Income pupils			X Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders reviewed 9 LCAP Goals and determined that in 2015-2016 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2014-2015 Goals 1,3,5,6,7,9 will be combined into Goal 1. Stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2014-2015 Goal 2 will still be Goal 2. Stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2014-2015 Goal 8 will be Goal 3. Stakeholders reviewed the related state priorities and determined that state priority 3 is related to Goal 3. Stakeholders determined that Expected Annual Measurable Outcomes: Priority 5 Student Engagement B. 2014-2015 Chronic Absentee rate was incorrect. Correct amount is 3.24%.

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

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

Original GOAL 6 from prior year LCAP:	Goal 6: Increase student achievement for English Learners (EL) Pupils.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	English Learners, Special Education	
Expected Annual Measurable Outcomes:	Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 % 2013-2014 5th & 8th Grade students Science CST: 5th Grade: 21%; 8th Grade: 31% Baselines for SBAC (CAASPP) will be released July 2015. Student proficiency rate on statewide assessments will increase, as verified by CAASPP scores. Improve student reading and math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores. English Learner and Special Education reading levels will increase as verified by Read 180 data reports. D. Percentage of English Learners who make progress toward English proficiency: 2013-2014 8.8% English proficient; 2014-2015 6.1% English proficient, as verified by CELDT EL English proficiency annual growth, as verified by Title III Accountability Data: 2012-2013 AMAO 1 – 58.2 %; AMAO 2 (less than 5 years) – 23.1% 2013-2014 AMAO 1 – 61.9 %;AMAO 2 (less than 5 years) – 15.5%;AMAO 2 (5 years or more) – 45.2% Percentage of English Learners who make progress toward English proficiency will continue to increase, as verified by CELDT. AMAO 2 (5 years or more) – 45.2%	Actual Annual Measurable Outcomes:	Priority 4: Student Achievement A. Smarter Balanced Summative Assessment Reporting: 14-15 baseline data: 98% student participation rate. State target: 95% Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups. The following is available from the 14-15 Smarter Balanced Summative Assessment : ELA percentage of students that met standard: All students = 21% Economically Disadvantage=16% English Learner = 0% Students with Disability = 0% Math percentage of students met standard: All students = 12% Economically Disadvantage=9% English Learner = 10% Students with Disability = 0% B. 2014-2015 API calculations were suspended. No data reported. C. Banta Elementary is a K-8 District. Only High school students participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program. D. 14/15 data indicates that 54.3% of English learners met AMAO 1, verified by CELDT 14/15 data indicates that 16.1% of English learners met AMAO 2 (less than 5 years), verified by CELDT 14/15 data indicates that 54.8% of English learners met AMAO 2 (5 years or more), verified by CELDT

Percentage of English Learners who make progress toward English proficiency will increase, as verified by CELDT.

E. English Learner reclassification rate:
2013-2014: 7.5%; 2014-2015: 5.0%
English Learner reclassification rate will increase, as verified district's reclassification process.

Priority 5: Student Engagement:
A. 2013/2014 Attendance Rates, as verified by SIS attendance reports:
P1-96.06%, P2-95.76%, Annual 95.60%
2014/2015
P1-96.03%, P2-94.97%
District attendance rate will increase, as verified by SIS attendance reports.

B.   2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports:
Chronic absenteeism rate 1.7%
2014/2015
Chronic absenteeism rate 1.6%
District will work on decreasing chronic absenteeism, as verified by SIS attendance reports.

C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest)
Dropout rate: 0%
District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports.

E. 14/15 5% of English learners were reclassified (RFEP), verified by the ELD Language Skills Appraisal and CALPADS.

New ELD Master Plan implemented 2015-2016, will improve services to English Learners. Continued ELD Imagine Learning program (computer based, closely aligned with Common Core and ELD standards) All EL students in grade K-8 who scored Intermediate or below on CELDT 2015-2016 (65% EL population) are participating in the program at this time, as verified by program participation rosters. Will use 2015-2016 as a base year to see if EL students are making adequate progress.
Additional EL bilingual aide hours has enabled district to continue Imagine Learning and provide additional support in the classrooms.   50% of bilingual aides participated ELD professional development at SJCOE, as verified by sign in sheets and agenda.

Student participation in Read 180:
100% Special Education students enrolled in Read 180. 46% of Special Education students enrolled in the program show positive content growth, verified by Read 180 rosters and completion reports.

Student participation in tutoring program:
3 % of students participated in tutoring program of which half of those were English Learners/RFEP, verified by student sign in sheets. Teacher input indicates that students in tutoring program are making adequate progress.

Student assessment software, Accelerated Reader, Math reinforcement software implemented. Will use 2015-2016 as a base year to see how effective these services are.

F. Banta Elementary is a K-8 District. Only High school students participate in the Advanced Placement Examination.

G. Banta Elementary is a K-8 District. Only High school students participate in the Early Assessment Program.

Priority 5: Student Engagement:

A 14-15 baseline data: 95%, as verified by Student Information System attendance reports.

B. Chronic absenteeism rate, verified by Student Information Systems attendance reports.
14-15 Baseline data: All students = 3.24% Economically Disadvantage=4% English Learner = 2% Students with Disability = 0%

C. Maintained a 0% middle school dropout rate, verified by the Student Information Systems attendance reports.
14-15 baseline: 0%.

D. Banta Elementary is a K-8 District and does not calculate High school dropout rates.

E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.

By implementing attendance action plan, monitoring attendance (SIS Daily attendance reports, SARB referrals), and communicating with students and parents by the Attendance Clerk, students and parents are more aware of how good attendance can effect student engagement and academic success. With these changes the district is seeing improved attendance.

Based on the review of progress Stakeholders agree that all programs and services were effective.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop and implement new EL Program (Master Plan) for English Learners. A. Bilingual Coordinator B. EL students will continue to use Imagine Learning software. Add additional licenses as needed. C. Additional ELD Technology D. ELD Program instructional materials E. ELD Program test kits	Bilingual Coord. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $22,458.00	Developed and implemented new ELD Program (Master Plan) for English Learners. A. Continued Bilingual Coordinator position B. EL students continued to use Imagine Learning software. C. Additional ELD laptops were purchased D. ELD Program instructional materials were purchased E. ELD Program test kits were not	A. Bilingual Coord. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $22,181
	See above total. 3000-3999: Employee Benefits Supplemental and Concentration		See above total. 3000-3999: Employee Benefits Supplemental and Concentration
	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $12,000.00		B. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $9,765

	Computers 4000-4999: Books And Supplies Supplemental and Concentration $20,500.00	needed.	C. Computers 4000-4999: Books And Supplies Supplemental and Concentration $23,676
	Materials 4000-4999: Books And Supplies Supplemental and Concentration $22,000.00		D. Materials 4000-4999: Books And Supplies Supplemental and Concentration $20,500
	Materials 4000-4999: Books And Supplies Other $485.00		D. 4000-4999: Books And Supplies Other $47
			E. ELD Test Materials 4000-4999: Books And Supplies Other
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)	
Increased monitoring and services. A. Read 180 (intervention program) to include EL students and Special Education students. B. ELD Tutoring	Contracted Services 5000-5999: Services And Other Operating Expenditures Other $1,800.00 Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $5,715.00 See above total. 3000-3999: Employee Benefits Supplemental and Concentration	Increased monitoring and services. A. Read 180 was not offered to EL students 2015/2016. It was determined that EL students were enrolled in Imagine Learning ELD program and did not need to be enrolled in both programs. Special Education students continued Read 180. B. Provided EL students with tutoring opportunities.	Contracted Services 5000-5999: Services And Other Operating Expenditures Other $1,800 Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $8,000 See above total. 3000-3999: Employee Benefits Supplemental and Concentration
Scope of Service Districtwide _ All OR: _ Low Income pupils X English Learners		Scope of Service Districtwide _ All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) <u>Special Education</u>		_ Foster Youth _ Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Special Education</u>	
Provide opportunities for professional development focusing on the needs of English Language Learners.	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,000.00	Provided opportunities for professional development focusing on the needs of English Language Learners.	Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $92
			5000-5999: Services And Other Operating Expenditures Other $525
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)	
Provide bilingual instructional aide hours to support EL student learning. A. Two bilingual instructional aide positions B. Two additional 4 hour bilingual instructional aide positions	Bilingual Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration $27,173.00	Provided bilingual instructional aide hours to support EL student learning. A. Continued two bilingual instructional aide positions B. Continued two additional 4 hour bilingual instructional aide positions	A. Bilingual Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration $34,347
	See above total. 3000-3999: Employee Benefits Supplemental and Concentration		See above total. 3000-3999: Employee Benefits Supplemental and Concentration
	Bilingual Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration $21,439.00		B. Bilingual Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration $22,876
	See above total. 3000-3999: Employee Benefits Supplemental and Concentration		See above total. 3000-3999: Employee Benefits Supplemental and Concentration
			B. Bilingual Instructional Aide 2000-2999: Classified Personnel Salaries Other $3,534
			see above total 3000-3999: Employee

			Benefits Other
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?	Stakeholders reviewed 9 LCAP Goals and determined that in 2016-2017 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2015-2016 Goals 1,3,5,6,7,9 will be combined into 2016-2017 Goal 1, stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to 2016-2017 Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2015-2016 Goal 2 will still be 2016-2017 Goal 2, stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2015-2016 Goal 8 will be 2016-2017Goal 3, stakeholders reviewed the related state priorities and determined that state priority 3 is related to 2016-2017 Goal 3. Stakeholders determined that Expected Annual Measurable Outcomes: Priority 5 Student Engagement B. 2014-2015 Chronic Absentee rate was incorrect. Correct amount is 3.24%. Action/Service "Read 180" was not offered to EL students 2015/2016. Stakeholders determined that EL students were enrolled in Imagine Learning ELD program and did not need to be enrolled in both programs. 2016/2017 Read 180 will only include Special Education Students. Stakeholders determined that Action/Service "Additional ELD program test kits" were not needed 2015-2016. Stakeholders determined that Action/Service "Provide opportunities for professional development focusing on the needs of English Language Learners" actual expenditure was significantly less than budgeted expenditure due to planned Imagine Learning professional development not needed.		

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

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

Original GOAL 7 from prior year LCAP:	Increase Professional Development opportunities for teachers and paraprofessionals to support implementation of Common Core State Standards (CCSS), including English Language Development by initiating personalized learning through release time, after school workshops, conferences, webinars, etc.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Priority 2: Implementation of State Standards A. Implementation of state board academic content and performance standards for all students: Continue to use CCSS "Go Math" curriculum in all classrooms, as verified by CCSS instructional materials and classroom observations. Continue to research CCSS ELA curriculum. Additional technology is needed to support CCSS technology integration, as verified by technology audits. B. How will programs and services enable ELs to access CCSS and the ELD Standards for the purpose of gaining academic contact knowledge and English Language Proficiency Stakeholders determined Actions/Services provided in A can best be provided to "all students" and subgroups. EL students will continue to use Imagine Learning program (Goal 6), 60 minutes daily pullout instruction, which is closely aligned with Common Core and ELD standards, as verified by Imagine Learning rosters and achievement reports. CCSS Professional Development and CCSS technology integration will be provided to all teachers and paraprofessionals, as verified by sign in sheets, professional development agendas, and conference registrations. Priority 4: Student Achievement A. Statewide assessments Proficiency rate for students taking the STAR (Standardized Testing and Reporting) were: 2012-2013 (most recent data) ELA: 38.9%; Math: 40.2%; History: 27.8%; SCIENCE: 38.0 %	Actual Annual Measurable Outcomes:	Priority 2: Implementation of State Standards A. CCSS Math Houghton Mifflin "Go Math" curriculum continued in grades K-8, reviewing and adopting ELA/ELD McGraw-Hill's California Wonders K-8 curriculum for 2016-2017, exploring NGSS Science curriculum, all other subject state standards are used districtwide, verified by classroom instructional materials and observations. Technology upgrades were made to support CCSS technology integration: Additional laptops for 1:1 in grades 4-8; 2:1 in grade 3, and 12 ipads per classrooms in grades TK,K-1. Classroom observations and technology audit indicates that students are able to collaborate and communicate with each other on projects and daily lessons. Students have the opportunity to research and access information in response to whatever topics they have studied. Furthermore, students utilize their GAFE (Google Apps for Education) resources to take ownership of their own learning. iPads apps are being used for reinforcement of Math and ELA/ELD skills. Teachers are reinforcing what is being taught by using iPads, allowing student to practice certain skills at their own level and pace. All teachers were provided CCSS Professional Development and CCSS technology integration Professional Development, as verified by PD sign in sheets, agendas, and conference registrations. B. Provided EL students with instruction that is aligned to CCSS

2013-2014 5th & 8th Grade students Science CST:
5th Grade: 21%; 8th Grade: 31%
Student proficiency rate on statewide assessments will increase, as verified by CAASPP scores.
Improve Student Reading and Math levels, as verified by student data and assessment scores, AR scores, and math intervention software scores.

D. Percentage of English Learners who make progress toward English proficiency, as verified by CELDT.
2013-2014 CELDT (most recent data): 8.8% English proficient
Percentage of English Learners who make progress toward English proficiency will increase.

E. English Learner reclassification rate, as verified by CELDT.
2013-2014: 7.5%
2014-2015: 5.0%
District's English Learner reclassification rate will increase, as verified by the district's reclassification process.

and English Language Development (ELD) standards. English Learner students were provided access to all actions and services provided for all students. EL students continued to use Imagine Learning program 30 minutes daily, computer based, closely aligned with CCSS and ELD standards to improve English Language Proficiency, verified by Imagine Learning rosters and achievement reports.
2015/2016 65% of EL students are enrolled in Imagine Learning, will use 2015-2016 as a base year to see if program is effective.

50% of bilingual aides participated ELD professional development at SJCOE, as verified by registration information.
Priority 4: Student Achievement

A. Smarter Balanced Summative Assessment Reporting: 14-15 baseline data: 98% student participation rate.   State target: 95%
Statewide assessments for ELA, Math and ELD indicate low performance by all students and subgroups.
The following is available from the 14-15 Smarter Balanced Summative   Assessment :
ELA percentage of students that met standard:
All students = 21% Economically Disadvantage=16% English Learner = 0% Students with Disability = 0%
Math percentage of students met standard:
All students = 12% Economically Disadvantage=9% English Learner = 10% Students with Disability = 0%

B. 2014-2015 API calculations were suspended. No data reported.

C. Banta Elementary is a K-8 District. Only High school students participate in courses that satisfy the requirements for entrance to a UC, CSU or career technical education program.

D. 14/15 data indicates that 54.3% of English learners met AMAO 1, verified by CELDT
D. 14/15 data indicates that 16.1% of English learners met AMAO 2, verified by CELDT

E. 14/15 5% of English learners were reclassified (RFEP), verified by the ELD Language Skills Appraisal and CALPADS.

New ELD Master Plan implemented 2015-2016, will improve

services to English Learners. Continued ELD Imagine Learning program (computer based, closely aligned with Common Core and ELD standards) All EL students in grade K-8 who scored Intermediate or below on CELDT 2015-2016 (65% EL population) are participating in the program at this time, as verified by program participation rosters. Will use 2015-2016 as a base year to see if EL students are making adequate progress. Additional EL bilingual aide hours has enabled district to continue Imagine Learning and provide additional support in the classrooms.   50% of bilingual aides participated ELD professional development at SJCOE, as verified by sign in sheets and agenda.

Student participation in Read 180:
100% Special Education students enrolled in Read 180. 46% of Special Education students enrolled in the program show positive content growth, verified by Read 180 rosters and completion reports.

Student participation in tutoring program:
3 % of students participated in tutoring program of which half of those were English Learners/RFEP, verified by student sign in sheets. Teacher input indicates that students in tutoring program are making adequate progress.

Student assessment software, Accelerated Reader, Math reinforcement software implemented. Will use 2015-2016 as a base year to see how effective these
services are.

F. Banta Elementary is a K-8 District. Only High school students participate in the Advanced Placement Examination.

G. Banta Elementary is a K-8 District. Only High school students participate in the Early Assessment Program.

Based on the review of progress Stakeholders agree that all programs and services were effective.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain personalized learning for	Contracted Services 5000-5999:	Maintained personalized learning for	Contracted Services 5000-5999:

teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Professional Development will focus on CCSS instructional strategies, assessment items, and technology integration.	Services And Other Operating Expenditures Supplemental and Concentration $14,200.00 Other Base	teachers and paraprofessionals through release time, after school workshops, conferences, webinars, etc. Staff attended Professional Development on CCSS instructional strategies, assessment items, and technology integration.	Services And Other Operating Expenditures Supplemental and Concentration $7,799 5000-5999: Services And Other Operating Expenditures Base $2,951 5000-5999: Services And Other Operating Expenditures Other $965 4000-4999: Books And Supplies Supplemental and Concentration $419
Scope of Service Districtwide X All – – – – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service Districtwide 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?	Stakeholders reviewed 9 LCAP Goals and determined that in 2015-2016 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2014-2015 Goals 1,3,5,6,7,9 will be combined into Goal 1. Stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2014-2015 Goal 2 will still be Goal 2. Stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2014-2015 Goal 8 will be Goal 3. Stakeholders reviewed the related state priorities and determined that state priority 3 is related to Goal 3.		

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

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

Original GOAL 8 from prior year LCAP:	Goal 8: Improve and/or increase the number and types of opportunities for parents to meaningfully participate in the education of all students, with emphasis on identified subgroups.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Priority 3: Parent Involvement A. Efforts to seek parent input: Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input. Increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment. B. Promotion of parent participation in programs for unduplicated counts: Stakeholders determined that efforts to increase parent involvement listed can best be provided to "all students" and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings. Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to join ELAC, and ELD Parent Club. EL parent's participation in school activities this year is increasing due to outreach to this subgroup with parent involvement and fundraising. A translator was available at all parent outreach meetings. Increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.	Actual Annual Measurable Outcomes:	Priority 3: Parent Involvement A. Parents were provided with many opportunities to participate in their child's education. We encouraged parents to help in all of our classrooms, attend Parent/Teacher conferences, Back-to-School Night, Open House, Parent Faculty Association (PFA) including Banta Hay Day, School Site Council, Parent/Community LCAP Meetings, and a number of other community and school based events, verified by school calendar, sign in sheets, Parent Portal enrollment. Continued to expand approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal. • Less than 3% of parents attended all LCAP Meetings • 30% of parents access the SIS Parent Portal • 95% of Parents attended Parent/Teacher Conferences, Back-to-School Night, and Open House • Less than 10% of parents attended monthly PFA meetings, 85% of parents participated in Banta Hay Day events • 85% average parent participation in all other community and school based events B. Stakeholders determined that efforts to increase parent involvement listed can best be provided to "all students" and subgroups. In addition to the involvement opportunities listed in Priority 3 A and C unduplicated parents were encouraged to participate in ELAC meetings, EL Parent Club.

C. Promotion of parent participation in programs for exceptional needs
Stakeholders determined that efforts to increase parent involvement listed can best be provided to "all students" and subgroups. Parent LCAP Meetings: sign in sheets show less than 10% at all LCAP meetings.
Technology: Information night sign in sheets show less than 10% of parents participated. 35% of parents are using the online Parent Portal. Parents are given the opportunity to join School Site Council, PFA, and Parent Conferences to give input, including opportunities to be a part of the SST, 504, and IEP process. Increase parent involvement for all subgroups, as verified by participation sign in sheets, meeting agendas, Parent Portal enrollment.

EL parent's participation in school activities continues to increase due to outreach to this subgroup with parent involvement and fundraising. A translator was available at all parent outreach meetings.

- Less than 5% of EL parents attended ELAC/DLAC and LCAP Meetings, verified by sign in sheets
- 60% of EL parents participated in EL Parent Club and fundraising, verified by event sign in sheets

C. Stakeholders determined that efforts to increase parent involvement listed can best be provided to "all students" and subgroups. In addition to the involvement opportunities listed in Priority 3 A and B, parents of students with exceptional needs were encouraged to participate in the Student Study Team, 504 and IEP process.

- 100% of parents of student's with exceptional needs participated in Student Study Team, 504, and IEP process, verified by IEP, SST, 504 parent meetings.

Based on the review of progress Stakeholders agree that all programs and services were effective.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent information nights (Parent Academy) to broaden parents understanding and strategies to support their child's learning. Explore other opportunities for parents to become more involved in their child's education.	Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration $386.00 See above total. 3000-3999: Employee Benefits Supplemental and Concentration	Provided parents with many opportunities to participate in district/site activities to increase their skills as partners in education. Provide parents with the opportunity to join School Site Council, Parent Faculty Association (PFA), EL Parent Club, ELAC, participate in Back to School Night, Open House, Parent Conferences Continued and expanded approaches to communication with parents, including the district/school website, Alert Solutions messaging service, School Newsletters, PowerSchool Parent Portal.	Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration $178 See above total. 3000-3999: Employee Benefits Supplemental and Concentration

Scope of Service Districtwide X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** Districtwide X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide translators for school-family communications to encourage EL parents to participate in their student's education.	Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration $100.00 See above total. 3000-3999: Employee Benefits Supplemental and Concentration	Provided translators for school-family communications to encourage EL parents to participate in their student's education. Actual expenditures were zero due to translators volunteering their time 2015-2016 or translation service were within employee contracted hours.	Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0 See above total. 3000-3999: Employee Benefits Supplemental and Concentration
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?	Stakeholders reviewed 9 LCAP Goals and determined that in 2015-2016 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2014-2015 Goals 1,3,5,6,7,9 will be combined into Goal 1. Stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2014-2015 Goal 2 will still be Goal 2. Stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2014-2015 Goal 8 will be Goal 3. Stakeholders reviewed the related state priorities and determined that state priority 3 is related to Goal 3.

	Stakeholders determined that Action/Service "Provide translators for school-family communications to encourage EL parents to participate in their student's education" actual expenditure was zero due to translators volunteering their time 2015-2016 or translation service were within employee contracted hours.

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

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

Original GOAL 9 from prior year LCAP:	Goal 9: Increase the rate of attendance for the current school year and maintain in future years.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	

| Expected Annual Measurable Outcomes: | Priority 5: Student Engagement:
A. 2013/2014 Attendance Rates, as verified by SIS attendance reports:
P1-96.06%, P2-95.76%, Annual 95.60%
2014/2015
P1-96.03%, P2-94.97%
District attendance rate will increase, as verified by SIS attendance reports.

B.   2013/2014 Chronic absenteeism rates, as verified by SIS attendance reports:
Chronic absenteeism rate 1.7%
2014/2015
Chronic absenteeism rate 1.6%
District will work on decreasing chronic absenteeism, as verified by SIS attendance reports.

C. 2013/2014 Middle school dropout rates, as verified by CDE data reporting (Dataquest)
Dropout rate: 0%
District will maintain a 0% dropout rate for middle school students, as verified by SIS attendance reports. | Actual Annual Measurable Outcomes: | Priority 5: Student Engagement:

A 14-15 baseline attendance rate data: 95%, verified by Student Information System attendance reports.

B. Chronic absenteeism rate, verified by Student Information Systems attendance reports.
14-15 Baseline data: All students = 3.24% Economically Disadvantage=4% English Learner = 2% Students with Disability = 0%

C. Maintained a 0% middle school dropout rate, verified by the Student Information Systems attendance reports.
14-15 baseline: 0%.

D. Banta Elementary is a K-8 District and does not calculate High school dropout rates.

E. Banta Elementary is a K-8 District and does not calculate High school graduation rates.

By implementing attendance action plan, monitoring attendance (SIS Daily attendance reports, SARB referrals), and communicating with students and parents by the Attendance Clerk, students and parents are more aware of how good attendance can effect student engagement and academic success. With these changes the district is seeing improved attendance.

Based on the review of progress Stakeholders agree that all |

		programs and services were effective.

LCAP Year: 2015-2016	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Attendance Clerk hours to monitor attendance and act as a liaison between school and home for students with attendance issues. Evaluate reasons for absenteeism and implement attendance action plan.	Attendance Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,183.00 3000-3999: Employee Benefits	Continued Attendance Clerk hours to monitor attendance and act as a liaison between school and home for students with attendance issues. Evaluated reasons for absenteeism and implemented attendance action plan.	Attendance Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,164 3000-3999: Employee Benefits Supplemental and Concentration
Scope of Service · Districtwide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service · Districtwide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Attendance Outreach Identify students who exhibit chronic absenteeism and lack of engagement. Students will receive the supports and incentives (district will develop and determine incentives) needed to maintain good attendance.	Materials 4000-4999: Books And Supplies Supplemental and Concentration $1,000.00	Continued Attendance Outreach Identified students who exhibited chronic absenteeism and lack of engagement. Students received the supports and incentives needed to maintain good attendance.	Materials 4000-4999: Books And Supplies Supplemental and Concentration $500
Scope of Service · Districtwide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service · Districtwide X All - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Stakeholders reviewed 9 LCAP Goals and determined that in 2015-2016 LCAP can be reduced to 3 Goals and still provide all services and actions. 2015-2016 Determined Goals: Goal 1: Banta Elementary School District will develop and enhance quality instructional programs, including enrichment opportunities to improve student performance, and enable them to meet their personal, academic and career goals. 2014-2015 Goals 1,3,5,6,7,9 will be combined into Goal 1. Stakeholders reviewed the related state priorities and determined that state priorities 1,2,4,5,7,8 are related to Goal 1. Goal 2: Banta Elementary School District will provide a clean, healthy, physically and emotionally safe learning environment, in which all students can learn. 2014-2015 Goal 2 will still be Goal 2. Stakeholders reviewed the related state priorities and determined that state priority 6 is related to Goal 2. Goal 3: Banta Elementary School District parents will actively participate in their child's education. 2014-2015 Goal 8 will be Goal 3. Stakeholders reviewed the related state priorities and determined that state priority 3 is related to Goal 3. Stakeholders determined that Expected Annual Measurable Outcomes: Priority 5 Student Engagement B. 2014-2015 Chronic Absentee rate was incorrect. Correct amount is 3.24%.		

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:	$527,654.00

Banta Elementary School District has an unduplicated pupil count of 71%.

The following programs and services are provided to students using Supplemental/Concentration funds:
- Provide every student access to standards aligned instruction, materials, and technology to support CCSS technology integration
- Improve students reading and math levels with supplementary programs and materials, STAR360, Accelerated Reader, Math online intervention software, online video service
- Meals for low income students
- English Language Development Program: Part-time teacher on assignment will provide Intervention, English Language Development and CELDT testing support, Bilingual (ELD) coordinator, part-time ELD aides to support English Language Development instruction in all K-8 classrooms, supplemental curriculum, technology, and software (Imagine Learning) to instruct English learners in the classroom, Professional development focusing on the needs of English Learners, English Language Development Tutoring, Translation services for English Learner parents
- Professional Development focusing on CCSS instructional strategies, assessment items, and technology integration
- Attendance Clerk, attendance incentives
- Enrichment programs: Artist in Residence, Performing Arts materials, participation in county academic events, Science Program: science teacher, science professional development, science materials and technology, TOPS Scientist
- Additional part time instructional aide position
- Anti-Bullying program: Character Counts, student assembly on bullying
- Counseling Services
- Nursing Services: Nurse, materials and supplies, technology equipment
- Health Education: Life Skills curriculum
- Parent Involvement: resources needed to improve opportunities for parents to participate in their student's education
- Provide translators and translated materials for school-family communications

Supplemental/Concentration funds are being expended in a Districtwide manner to provide the following programs and services that are principally directed towards meeting the District's goals for its unduplicated pupils in the eight state priority areas:

Goal 1:

- Action/Service 1.2 - Continue to provide every pupil sufficient access to standards aligned instruction and CCSS materials. Technology upgrades to support CCSS technology integration. The services provided are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 1,2,4. Assure unduplicated students have access to CCSS resources and the technology skills needed to prepare them for college and career.

- Action/Service 1.3 - Continue to improve CAASPP scores. Improve student's reading and math levels with supplemental programs and materials. Star360, Accelerated Reader, Math online intervention software, online video service - CCC Media Streaming. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Assure unduplicated students are growing toward grade level proficiency.

- Action/Service 1.6 - Provide all teachers and paraprofessionals with Professional Development focusing on CCSS instructional strategies, assessment items, and technology integration. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 2,4. Improve instruction to unduplicated students.

- Action/Service 1.7 - Attendance Program: Attendance Clerk and student attendance incentives. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 4,5. Attendance rates indicate that unduplicated students are absent more often.

- Action/Service 1.8 - Enrichment Opportunities: Artist in Residence, Performing Arts materials, participation in county academic events, Science program: science teacher, science professional development, science materials and technology, TOPS Scientist . These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority areas 4,7,8. Exposing our unduplicated students to enrichment opportunities that they might not otherwise have, due to poverty. Many of our unduplicated students struggle academically and don't enjoy school, but providing them with opportunities to participate in enrichment opportunities may strengthen their academics and give them additional opportunities to feel successful and confident in school.

- Action/Service 1.10 - One additional part-time instructional aide position. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 4. Increased support to unduplicated students needing assistance in achieving academic success.

Goal 2:

- Action/Service 2.2 - Anti-Bullying Program: Character Counts, student assemblies on bullying. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 6.

- Action/Service 2.3 - Counseling services. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 6. Our unduplicated students receive counseling services for reasons that might develop due to poverty or second language barriers.

- Action/Service 2.4 - Nursing services. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 6. Our unduplicated students receive nursing services for chronic illnesses, and dental and health services that they might not receive elsewhere due to poverty.

- Action/Service 2.5 - Health Education: Life Skills Curriculum. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 6, exposing our unduplicated students to life skills that they might not receive elsewhere due to poverty and

second language barriers.

Goal 3:

- Action/Service 3.1 - Provide resources for Parent Involvement. Improve opportunities for parents to be involved in their child's education. Continue and expand approaches to communication with parents, including district/school website, Alert Solutions messaging service, school newsletters, Powerschool Parent Portal. These services are principally directed and are the most effective use of funds, in targeting our unduplicated students in meeting the District's goals in the state priority area 3. Parent participation data indicates that parent participation is lower for our parents of unduplicated parents.

The justification for District-wide implementation of these actions and services is to ensure a positive outcome for student achievement and school connectedness by providing services to students that might have less resources available to them that would impact their learning. Although Districtwide spending is principally directed towards our unduplicated students, all students, at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

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.

20.91	%

In our annual budgets for the three years we have surpassed this proportionality with increased or improved services for low income, foster youth and English Learners. These subgroups get the benefits of these proportional dollars and also the benefits of funds and resources allocated to "all students" due to our size and homogeneous population.

The district will further improve services to our English learners, low income, and foster youth:

Through focused:
- Implementation of a English Learner Development Master Plan
- Added budgets for technology, materials and supplies specific to English Language Development
- Imagine Learning ELD program
- ELD Teacher on assignment
- ELD Coordinator
- Additional ELD aides
- ELD tutoring
- Professional development focused on ELD and ELD standards.
- Attendance Clerk, student attendance incentives

- Provide translators and translated materials for school to family communications
- The district will provide free and reduced meals and snacks to low-income students to ensure their achievement.

While our foster youth students do not meet the threshold of a significant subgroup (2 - 2016-2017), we will always endeavor to provide them the support that they need to be successful.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017-2018-2019 Total
All Funding Sources	2,528,828.00	2,958,352.00	3,263,529.00	3,249,242.00	3,405,629.00	9,918,400.00
Base	2,057,098.00	2,489,644.00	2,548,193.00	2,604,082.00	2,752,112.00	7,904,387.00
Lottery	0.00	0.00	85,000.00	0.00	0.00	85,000.00
Other	67,797.00	55,522.00	61,298.00	59,053.00	60,557.00	180,908.00
Supplemental and Concentration	403,933.00	413,186.00	569,038.00	586,107.00	592,960.00	1,748,105.00
Title I	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017-2018-2019 Total
All Expenditure Types	2,528,828.00	2,958,352.00	3,263,529.00	3,249,242.00	3,405,629.00	9,918,400.00
	0.00	0.00	6,566.00	3,541.00	0.00	10,107.00
1000-1999: Certificated Personnel Salaries	2,055,395.00	2,504,010.00	2,643,850.00	2,668,626.00	2,819,521.00	8,131,997.00
2000-2999: Classified Personnel Salaries	93,833.00	105,102.00	137,143.00	150,191.00	160,046.00	447,380.00
4000-4999: Books And Supplies	169,274.00	168,580.00	256,759.00	68,171.00	208,578.00	533,508.00
5000-5999: Services And Other Operating Expenditures	210,326.00	180,660.00	178,901.00	314,266.00	166,307.00	659,474.00
7000-7439: Other Outgo	0.00	0.00	40,310.00	44,447.00	51,177.00	135,934.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017-2018-2019 Total
All Expenditure Types	All Funding Sources	2,528,828.00	2,958,352.00	3,263,529.00	3,249,242.00	3,405,629.00	9,918,400.00
	Base	0.00	0.00	2,951.00	2,951.00	0.00	5,902.00
	Other	0.00	0.00	3,615.00	590.00	0.00	4,205.00
1000-1999: Certificated Personnel Salaries	Base	1,974,042.00	2,420,601.00	2,502,478.00	2,571,719.00	2,718,890.00	7,793,087.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	81,353.00	83,409.00	141,372.00	96,907.00	100,631.00	338,910.00
2000-2999: Classified Personnel Salaries	Base	16,656.00	20,092.00	21,764.00	28,412.00	29,271.00	79,447.00
2000-2999: Classified Personnel Salaries	Other	2,492.00	3,534.00	5,883.00	6,138.00	7,642.00	19,663.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	74,685.00	81,476.00	109,496.00	115,641.00	123,133.00	348,270.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017-2018-2019 Total
4000-4999: Books And Supplies	Base	5,000.00	6,000.00	1,000.00	1,000.00	1,000.00	3,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	85,000.00	0.00	0.00	85,000.00
4000-4999: Books And Supplies	Other	485.00	47.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	163,789.00	162,533.00	170,759.00	67,171.00	207,578.00	445,508.00
5000-5999: Services And Other Operating Expenditures	Base	61,400.00	42,951.00	20,000.00	0.00	2,951.00	22,951.00
5000-5999: Services And Other Operating Expenditures	Other	64,820.00	51,941.00	51,800.00	52,325.00	52,915.00	157,040.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	84,106.00	85,768.00	107,101.00	261,941.00	110,441.00	479,483.00
7000-7439: Other Outgo	Supplemental and Concentration	0.00	0.00	40,310.00	44,447.00	51,177.00	135,934.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

01-13-15 [California Department of Education]