

Buttonwillow LCAP Summary

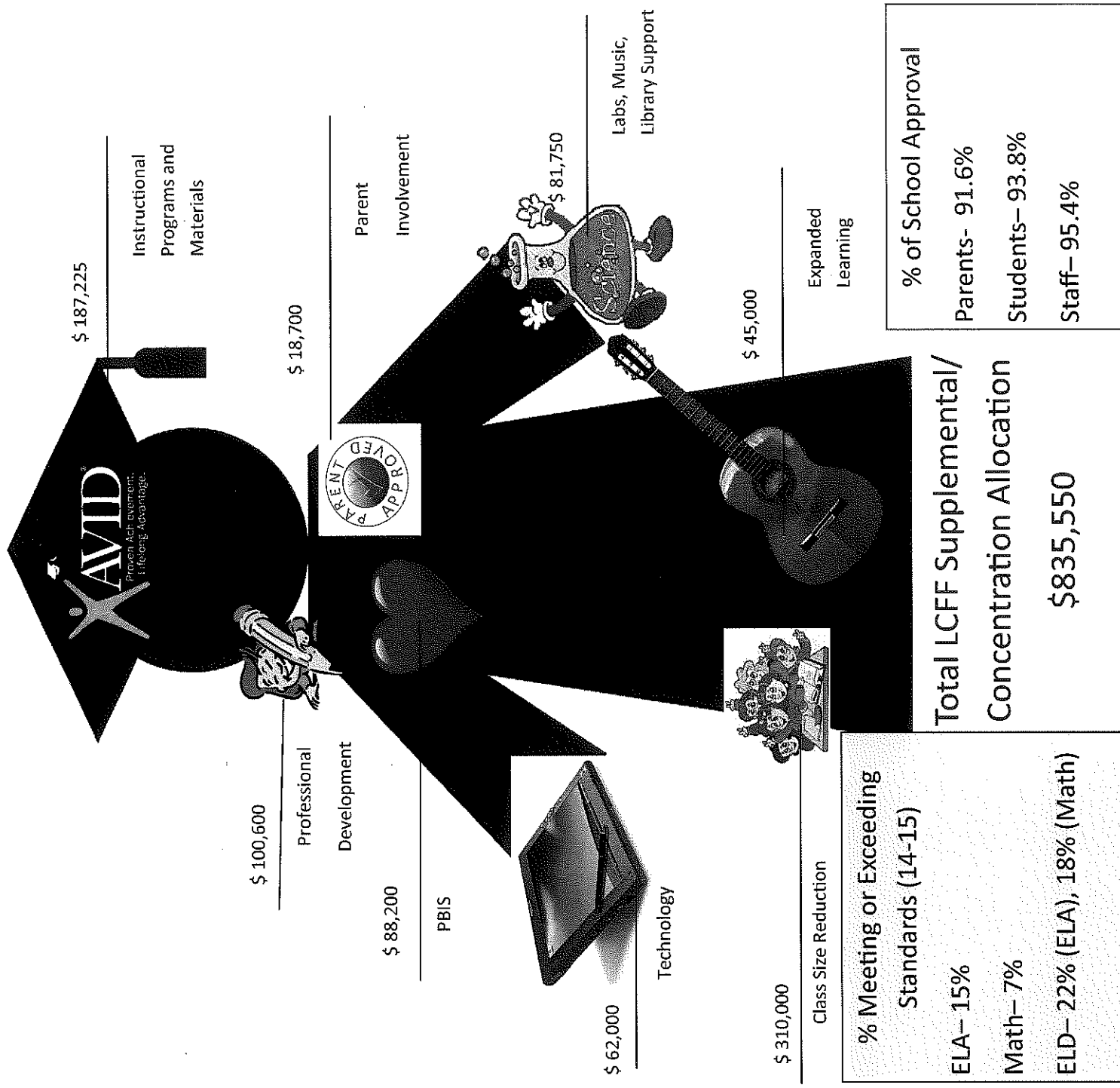
Attendance

96.03%

Referrals-21

Suspensions-2

2016-2017



Introduction:

LEA: Buttonwillow Union School District Contact (Name, Title, Email, Phone Number): J. Stuart Packard, District Superintendent, spackard@buttonwillowschool.com, (661)764-5166 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
<p>Staff members and community members have been involved in the process throughout the school year. As a small district with an open door policy many conversations occur during the weekly PLC meetings (credentialed staff).</p> <p>Specific LCAP meetings occurred on: January 11, 2016---District Site Liaison Team---School wide Needs/Vision</p>	<p>The group was asked to provide input to our school vision in the areas of curriculum, culture, facilities, and fiscal responsibility as well as any other areas of concern.</p>

January 13, 2016---Credentialed Staff---School wide Needs/Vision

The DSLT members shared information with credentialed staff regarding school needs and vision. Credentialed staff then provided feedback regarding the direction of the district.

January 13, 2016---Buttonwillow Foundation Community Members---School wide Needs

The Buttonwillow Foundation is a community group that provides outside funding to groups in the community. During the LCAP Year 1 meetings the group came up with many ideas that were implemented. Among them band and activities to encourage students to be in school. Members were presented baseline Smarter Balanced Scores, current CELDT scores, and a summary of activities completed and in progress toward meeting 15-16 LCAP goals and actions.

January 13, 2016---Buttonwillow Chamber of Commerce and Agriculture---Schoolwide Needs

Similar to the Buttonwillow Foundation, the Buttonwillow Chamber of Commerce and Agriculture was impressed with the changes that were occurring at the school, and would like us to continue to support the direction of the school by providing these opportunities in the current LCAP. Members were presented baseline Smarter Balanced Scores, current CELDT scores, and a summary of activities completed and in progress toward meeting 15-16 LCAP goals and actions.

March 3, 2016--Parent Meeting--School wide needs

At the parent meeting there were 72 parents that signed into the meeting. The parents were broken into two groups. Those that wanted to participate in a meeting in English, and a group that wanted to participate in Spanish. CELDT and CAASPP data was shared with parents as well as an update of progress on 15-16 LCAP goals and activities. Following the group discussions, parents were

Teachers had the opportunity to provide input into the areas listed above from the classroom and Buttonwillow Teachers Association (BTA). These suggestions were presented at the April DSLT meeting.

The group of five members believed that we should continue on the path seeing as though many ideas were implemented already. The ideas of the Foundation will be continued with the band and a Lab co-teacher position that supports the use of each learning lab (science, math/nutrition, library, and garden). The Buttonwillow Foundation will continue funding a variety of activities to support our student interest in school.

The members at the meeting were happy with the current direction the district is taking and are confident that we are preparing students for high school by keeping them interested in school and improving performance. We continue to implement programs that provide students with a more active interest in school and encourages academic performance. These activities will continue in the current LCAP.

Overall, parents were happy with the progress and direction of the school at this time. Some of the ideas/suggestions received during this meeting included: more opportunities for extra curricular activities (science fair, egg drop, oral language, etc), more after school programs, parent classes for English, increased parent communication, and bullying prevention. These areas are all addressed in this years LCAP. Ideas suggested that will be considered in future years includes: classroom aide for PE, drug awareness education, sexual

given an opportunity to use the school computer lab to complete the Parent Survey online.

March 3, 2016---Parent Surveys

Parent surveys were given to all parents at the school. Parents were given several opportunities to complete the survey online or on paper over a three week period.

Approximately 65% of our parents completed the survey. 94% of agreed or strongly agreed that the learning environment of the school is improving, 91% agreed or strongly agreed that the school provided a safe environment, 91% also agreed or strongly agreed that their child enjoyed coming to school. The lowest areas of the survey were 20% whose students did not participate in extra curricular activities and 25% did not attend any parent night activities offered at the school this year. 98% agreed that they had been contacted regarding family events this year.

March 7, 2016---Staff Surveys---School Climate

A yearly staff survey was completed by certificated and classified staff online. The survey was available for three weeks.

22 staff members completed the survey (2 classified, 20 BTA members). 98% agreed or strongly agreed that the district is providing a high quality education for students. 29% did not agree that our school is moving students toward English proficiency, Only 40% agree that absenteeism is adequately being addressed. 100% of respondents agreed or strongly agreed that they help plan, implement and evaluate instructional materials, strategies and programs, and that parents are valued as an important partner in their child's education.

March 7, 2016---Student Surveys

Student surveys with a 2-point scale were conducted of all 3rd through 8th grade students. The survey was available for 3 weeks and students were encouraged to complete the survey at school.

Over 220 Third through 8th grade students responded to the survey. 93% agreed that the school provides a good education for them. 86% feel safe at

awareness training, and transportation for summer school.

Expanded learning and additional parent events have been added to the LCAP.

The areas of student attendance and and English proficiency are being addressed in the LCAP.

Activities regarding expanded learning opportunities and additional drinking fountains are addressed in the LCAP.

<p>school, only 69% stated that they participate in extra school activities, 54% felt that their school was in good condition (drinking fountains were the main area of concern).</p> <p>April 19, 2016---DSLTT--School Needs/Vision</p> <p>The DSLTT met to review all survey results, CELDT and CAASPP data, and progress on meeting 15-16 LCAP goals and activities, and provide feedback regarding credentialed teacher/BTA input into the school vision areas and 16-17 LCAP goals and actions.</p> <p>May 5, 2016---School Site Council/DAC/DELAC Representatives</p> <p>June 8, 2016---LCAP and Budget Public Hearing. Information regarding the meeting and an invitation to provide feedback were posted on the school marquee.</p> <p>June 13, 2016---LCAP and Budget Board Approval</p>	<p>After reviewing parent feedback; staff, student, and parent survey results; and certificated feedback in visioning questions, the DSLTT identified the following areas of emphasis for the 16-17 LCAP: increased Parent-Teacher-School communication, better drinking fountains, more expanded learning opportunities (before, after, and summer), ways to improve attendance, more focus on ELD instruction.</p> <p>Progress toward meeting the 2015-2016 LCAP goals were discussed. LEA plan goals and activities were approved.</p> <p>Public Presentation. No comments were made at this meeting.</p> <p>No comments were received. Plan and budget were approved by the board unanimously.</p>
<p>Annual Update:</p> <p>Staff members and community members have been involved in the process throughout the school year. As a small district with an open door policy many conversations occur during the weekly PLC meetings (credentialed staff).</p> <p>Specific LCAP meetings occurred on:</p> <p>January 11, 2016---District Site Liaison Team---School wide Needs/Vision Reviewed 15-16 LCAP</p> <p>January 13, 2016---Credentialed Staff/BTA Members---School wide Needs/Vision Reviewed 15-16 LCAP</p>	<p>Annual Update:</p> <p>Progress toward meeting the 2015-2016 LCAP goals were discussed. The DSLTT met and the concerns that were expressed were in the areas of increased Parent-Teacher-School communication, better drinking fountains, more expanded learning opportunities (before, after, and summer), ways to improve attendance, more focus on ELD instruction. Efforts to improve in these areas were undertaken in the 2016-2017 LCAP.</p> <p>Progress toward meeting the 2014-2015 LCAP goals were discussed. The greatest concerns expressed by the credentialed staff were in the areas of attendance and ELD instruction. Efforts to improve in these areas were</p>

January 13, 2016---Buttonwillow Chamber of Commerce and Agriculture---
Schoolwide Needs

Reviewed 15-16 LCAP and Progress toward meeting the goals

January 13, 2016---Buttonwillow Chamber of Commerce and Agriculture---
Schoolwide Needs

Reviewed 15-16 LCAP and Progress toward meeting the goals

March 3, 2016---Parent Meeting and Parent Surveys--School wide needs

March 7, 2016---Staff Surveys (Classified and BTA Members)

March 7, 2016---Student Surveys

April 19, 2016---DSLTT--School Needs/Vision

May 5, 2016---School Site Council/DAC/DELAC Representatives
Reviewed 15-16 LCAP

undertaken in the 2016-2017 LCAP.

Progress toward meeting the 2015-2016 LCAP goals were discussed. The group of five members believed that we should continue on the path seeing as though many ideas were implemented already. We will maintain the current actions to meet our goals.

The members at the meeting were happy with the current direction the district is taking and are confident that we are preparing students for high school by keeping them interested in school and improving performance. We continue to implement programs that provide students with a more active interest in school and encourages academic performance.

Progress toward meeting the 2015-2016 LCAP goals were discussed. The greatest concerns were more opportunities for extra curricular activities (science fair, egg drop, oral language, etc), more after school programs, parent classes for English, increased parent communication, and bullying prevention. Efforts to improve in these areas were undertaken in the 2016-2017 LCAP.

Results of the survey showed that overall staff approve of the direction of the school and the school climate/culture. The identified areas of need were attendance and ELD materials. Efforts to improve in these areas were undertaken in the 2016-2017 LCAP.

School facilities will continue to be monitored, cleaned, and repaired to keep the campus clean, comfortable, and safe. New drinking fountains are being discussed. Facility improvements and continuing to build our Deferred Maintenance Account will be part of the 2016-2017 LCAP. Student input was valued as an important part of developing needs for the school and is included in the changes that are being made to the 2016-2017 LCAP.

After reviewing parent feedback; staff, student, and parent survey results; and certificated feedback in visioning questions, the DSLT identified the following areas of emphasis for the 16-17 LCAP: increased Parent-Teacher-School communication, better drinking fountains, more expanded learning opportunities (before, after, and summer), ways to improve attendance, more focus on ELD instruction.

Progress toward meeting the 2015-2016 LCAP goals were discussed. LEA plan goals and activities were approved.

June 8, 2016---LCAP Public Hearing
June 13, 2016---LCAP Board Approval

Public Presentation

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?

Increase student achievement in the core areas for all students, including students with disabilities and unduplicated pupils.

Related State and/or Local Priorities:

1 2 ☒ 3 4 ☒ 5 6 7 ☒ 8 _

GOAL 1:

COE only: 9 _ 10 _

Local : Specify

Identified Need : Pupil Achievement

2014-15 School Year State Assessment Results

Smarter Balanced Assessment (% meeting or exceeding the standard)

ELA%	Math%	Science%	
LEA	15	7	5th Grade-16%
Hispanic	14	7	8th Grade-32%
White	34	20	
SED	15	7	
English Learners	6	5	
SWD	0	4	

CELDT

AMAO 1-56.2% (2.8% increase)

AMAO 2

Less than 5 years-25.5% (1.9% increase)

More than 5 years-38.6 (9.8% increase)

EL Reclassification- 9 students (5%)

2015-2016 Course Access:

All students, including ELs and SWDs, had access to all courses required in Ed Code 51210. 100% of teachers met highly qualified status.

EL students were provided leveled ELD daily.

All students in Special Education receive services as written in their IEPs

70 Students were served in RtI Settings

9 Students received additional support for New to the US EL

7 Students received additional support for Physical Education

11 Students Received Speech Services

8 Students were served in the Moderate/Severe Class

25 Students were served in the Mild Moderate Classes

380 Students Received instruction from a HQT PE teacher

Goal Applies to: Schools: All

Applicable Pupil

All

Subgroups:

LCAP Year 1: 2016-17

Expected Annual Priority 2:

Measurable Outcomes:

Common core implementation as measured by classroom walkthroughs, will be at 100% implementation, including analysis of CA academic and performance standards. As standards are updated in other core subjects, instruction and curriculum will be aligned.

100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time. Teachers will begin implementing, and will be monitored for implementing, integrated ELD strategies to support students in gaining academic content knowledge and EL proficiency. Implementation of ELA/ELD Framework and EL standards for integrated and designated ELD will be at the partial stages based as measured by APS or similar survey of staff.

Priority 4:

It is expected that student performance will improve 5% during the 2015-2016 school year as reflected on the 2016 state testing.

Improvements as measured by state assessments are expected to grow in each area, 5% increases are expected.

Pupil Achievement Expected for 2015-16

Smarter Balanced Assessment (% meeting or exceeding the standard)

ELA%	Math%	Science%	
LEA	20	12	5th-21%
Hispanic	19	12	8th-37%
White	37	23	
SED	20	12	
English Learners	11	10	
SWD	5	9	

CELDT

AMAO 1 will be 61%

AMAO 2

Less than 5 years will be 30%

More than 5 years will be 42%

EL Reclassification Rate: 11 students (6%)

B. Academic Performance Index N/A for a K-8 district

C. Successfully complete A-G courses: N/A for a K-8 district

F. Passed AP exam: N/A for a K-8 district

G. Early Assessment Program: N/A for a K-8 district

Priority 7:

Course Access:

All students, including ELs and SWDs, will have access to all courses in Ed

Code 51210. EL students will be provided leveled ELD daily.
All students in Special Education receive services as written in their IEPs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Due to our high numbers of EL and SED students, professional development will focus on strategies and methods that have been proved effective in advancing these students and closing the achievement gap. Staff Development release time and supplies needed to meet the needs of the school in the following areas:</p> <ul style="list-style-type: none"> * Research Based Instructional Strategies * Learning Maps (Pacing Guides) * Illuminate---Student Data System (assessments) * Smarter Balanced System Claims, Targets, and Blueprints * Technology in the Classroom * EL Strategies * Response to Intervention 	TK-8	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Extra time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,500</p> <p>Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$50,000</p> <p>Contracts with Outside Presenters 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000</p>
<p>Purchase and provide training, as identified, for new ELA/ELD and math adoptions. New ELD program will provide additional support to EL and RFEP students during designated and integrated instruction.</p>	TK-8	<p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Extra time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000</p> <p>Instructional Materials 4000-4999: Books And Supplies Base \$60,000</p> <p>Supplies and Supplemental Materials 4000-4999: Books And Supplies Supplemental/Concentration \$10,000</p>
Maintain the 15 Minutes of additional Instructional times	TK-8	<p><input checked="" type="checkbox"/> All OR:</p>	<p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits</p>

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental/Concentration \$97,000
Support materials as needed to supplement the instructional needs in the classroom to ensure that subgroups are able to accelerate their learning to close the achievement gap.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$52,725
Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$310,000
Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,100 Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$7,500
Maintain certificated position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	25% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$23,750 75% of Salary and Benefits 1000-1999: Certificated Personnel

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and 3000-3999: Employee Benefits Title 1 \$71,250 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$50,000
Purchase and provide support for technology and maintain a replacement fund.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$50,000
Implementation of and ongoing support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan.	6-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000 Supplies and Materials 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000 Professional Development (Conferences/Workshops) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000 Contracts 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000
Introduction and implementation of expanded learning programs which include: before school, after school, and summer school. Programs will focus on hands-on learning such as coding, music, 4-H, and other programs that will give students opportunities to experience learning in ways that cannot happen during the regular school day. These experiences will accelerate learning to help close the achievement gap.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$13,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$15,000 Transportation for Field Trips/Activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$17,000
Provide online opportunities for students needing additional support for enrichment, intervention, and home/hospital instruction. Opportunities will be available online at school, at home, or any place that has an internet connection.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Contract and Program Costs 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$12,000

		_ Other Subgroups: (Specify)	
Investigate the feasibility of starting a state pre-school so students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year.	PK	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No associated costs 0.00

LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:

Priority 2:

Common core implementation as measured by classroom walkthroughs, will be at 100% implementation, including analysis of CA academic and performance standards. As standards are updated in other core subjects, instruction and curriculum will be aligned.

100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time. Teachers will begin implementing, and will be monitored for implementing, integrated ELD strategies to support students in gaining academic content knowledge and EL proficiency. Implementation of ELA/ELD Framework and EL standards for integrated and designated ELD will be at the fully stage based as measured by APS or similar survey of staff.

Priority 4:

Improvements as measured by new assessments will be seen in each area. 3% increases are expected.

Pupil Achievement Expected
Smarter Balanced Assessment (% meeting or exceeding the standard)

ELA%	Math%	Science%	
LEA	23	15	5th-24%
Hispanic	22	15	8th-40%
White	40	25	
SED	23	15	
English Learners	14	13	
SWD	8	12	

CELDT (or ELSSA)

AMAO 1 will be 64%

AMAO 2

Less than 5 years will be 33%

More than 5 years will be 45%

EL Reclassification Rate: 12 students (7%)

B. Academic Performance Index N/A for a K-8 district

C. Successfully complete A-G courses: N/A for a K-8 district

F. Passed AP exam: N/A for a K-8 district

G. Early Assessment Program: N/A for a K-8 district

Priority 7:

Course Access:

All students, including ELs and SWDs, will have access to all courses in Ed

Code 51210. EL students will be provided leveled ELD daily.
All students in Special Education receive services as written in their IEPs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Due to our high numbers of EL and SED students, professional development will focus on strategies and methods that have been proved effective in advancing these students and closing the achievement gap. Staff Development release time and supplies needed to meet the needs of the school in the following areas:</p> <p>Effective Instructional Strategies Effective EL Instruction Other Areas identified by Staff and Administration</p>	TK-8	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$6,000 Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$50,000 Contracts with Outside Presenters 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000</p>
Possible Implementation of a state pre-school so students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year.	PK	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>10% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$20,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$90,000</p>
Maintain the additional 15 Minutes of Instructional Time	TK-8	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$100,000</p>

Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$54,000
Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$320,000
Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,500 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$7,500
Maintain the certificated position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	25% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$25,000 75% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$72,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$40,000
Purchase and provide support for technology and maintain a replacement fund.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$50,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan.	5-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$6,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$10,000 Professional Development (Conferences and Workshops) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000 Contracts 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000
Full implementation of expanded learning programs which include: before school, after school, and summer school. Programs will focus on hands-on learning such as coding, music, 4-H, and other programs that will give students opportunities to experience learning in ways that cannot happen during the regular school day. These experiences will accelerate learning to help close the achievement gap.	Pre-K - 8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$14,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$37,000 Transportation for Field Trips/Activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$20,000
Provide online opportunities for students needing additional support for enrichment, intervention, and home/hospital instruction. Opportunities will be available online at school, at home, or any place that has an internet connection.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract and Program Costs 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$12,000

LCAP Year 3: 2018-19

Expected Annual Priority 2:

Measurable Outcomes:

Common core implementation as measured by classroom walkthroughs, will be at 100% implementation, including analysis of CA academic and performance standards. As standards are updated in other core subjects, instruction and curriculum will be aligned.

100% of all EL students receive daily instruction in ELD with EL aligned materials during designated EL instructional time. Teachers will begin implementing, and will be monitored for implementing, integrated ELD strategies to support students in gaining academic content knowledge and EL proficiency. Implementation of ELA/ELD Framework and EL standards for integrated and designated ELD will be at the fully stage based as measured by APS or similar survey of staff.

Priority 4:

Improvements as measured by new assessments will be seen in each area. 3% increases are expected.

Pupil Achievement Expected

Smarter Balanced Assessment (% meeting or exceeding the standard)

ELA%	Math%	Science %	
LEA	26	18	5th-27%
Hispanic	25	18	8th-43%
White	43	28	
SED	26	18	
English Learners	17	16	
SWD	11	15	

CELDT (or ELSSA)

AMAO 1 will be 67%

AMAO 2

Less than 5 years will be 36%

More than 5 years will be 48%

EL Reclassification Rate: 13 students (7%)

B. Academic Performance Index N/A for a K-8 district

C. Successfully complete A-G courses: N/A for a K-8 district

F. Passed AP exam: N/A for a K-8 district

G. Early Assessment Program: N/A for a K-8 district

Priority 7:

Course Access:

All students, including ELs and SWDs, will have access to all courses in Ed

Code 51210. EL students will be provided leveled ELD daily.

All students in Special Education receive services as written in their IEPs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Due to our high numbers of EL and SED students, professional development will focus on strategies and methods that have been proved effective in advancing these students and closing the achievement gap. Staff Development release time and supplies needed to meet the needs of the school in the following areas:</p> <p>Effective Instructional Strategies Effective EL Instruction Other Areas identified by Staff and Administration</p>	TK-8	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$6,500</p> <p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$50,000</p> <p>Contracts with Outside Presenters 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$10,000</p>
<p>A teacher team will evaluate the adoption, purchase, and training involved in the new science adoptions. Teachers will provide input into the program that is selected to ensure that it best meets the needs of EL, SED, and Foster Youth.</p>	TK-8	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000</p> <p>Instructional Materials 4000-4999: Books And Supplies Base \$60,000</p>
<p>Maintain the additional 15 Minutes of Instructional Time</p>	TK-8	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$110,000</p>
<p>Support materials as needed to supplement the instructional needs in the classroom to ensure that sub groups are able to accelerate their learning to close the achievement gap.</p>	TK-8	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$55,000</p>

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain Class Size Reduction by continuing to employ 4 additional teachers as identified by parents, students, and teachers through LCFF feedback and surveys.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$330,000
Staff Development focusing on the needs of new teachers and staff to ensure new teachers have the support and training necessary for working with subgroups and their unique needs.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,900 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$7,500
Maintain the position that incorporates band and a co-teacher in the science, nutrition/math, garden and library labs will continue.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	25% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$28,000 75% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Title 1 \$75,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$40,000
Purchase and provide support for technology and maintain a replacement fund.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Technology 4000-4999: Books And Supplies Supplemental/Concentration \$50,000

		_ Other Subgroups: (Specify)	
Expanding and support for the AVID Elementary Program. This program has been proven to provide additional support for subgroup students by teaching them skills necessary for exceeding in elementary, middle, high schools and beyond. This program includes: curriculum, Professional Development (Conferences, workshops, collaborative planning), and development and monitoring of a school AVID plan.	TK-8	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$7,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$10,000 Professional Development (Conferences and Workshops) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$20,000 Contracts 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$10,000
Full implementation of expanded learning programs which include Pre-school, before school, after school, and summer school. Programs will focus on hands-on learning such as coding, music, 4-H, and other programs that will give students opportunities to experience learning in ways that cannot happen during the regular school day. These experiences will accelerate learning to help close the achievement gap.	PK-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$15,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$82,000 Transportation for Field Trips/Activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$20,000
Provide online opportunities for students needing additional support for enrichment, intervention, and home/hospital instruction. Opportunities will be available online at school, at home, or any place that has an internet connection.	TK-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Contract and Program Costs 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$12,000
Full Implementation of a State Pre-School so students who enter TK/K at our school are on grade level and can meet grade level standards by the end of their first year.	PK	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	10% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$24,000 Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$34,000

--	--	--	--

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

Maintain a school climate that is conducive to learning

Related State and/or Local Priorities:

1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8 ☒

GOAL 2:

COE only: 9 ☐ 10 ☐

Local : Specify

- Identified Need :
1. 100% Highly Qualified Teachers
 2. FIT Report 100% good
 3. Provide current, standards-aligned instructional materials to all students
 4. Student attendance rate currently at 96.03%
 5. Chronic absenteeism rate currently at .05%
 6. Middle School Drop Out Rate currently at 0%
 7. Suspension rate currently at .005%
 8. Referral rate currently at .05%

9. Other applicable data:

Physical Fitness Scores----% In Healthy Fitness Zone

	5th	7th
Aerobic Capacity	67.4	61.3
Body Composition	46.5	58.1
Abdominal Strength	60.5	83.9
Trunk Extension	93	93.5
Upper Body Strength	95.3	90.3
Flexibility	79.1	83.9

California Healthy Kids Survey (CHKS) Results (7th Grade)

- 76% are happy to be at this school
- 57% feel connected to school
- 43% feel connected to a caring adult
- 66% feel the school has high expectations
- 66% did not participate in an after school program
- 71% feel safe at school

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

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

1. Continue receiving positive reports in all areas of the FIT report
2. Maintaining 100% of teachers meeting state requirements
3. Providing current, standards-aligned instructional materials to all students
4. Maintain Attendance Rate at or above 96%
5. Maintain Chronic Absenteeism Rate at or below 5%
6. Middle School Drop Out Rate will be 0%
7. High school dropout rate: N/A for a K-8 district
8. High school graduation rate: N/A for a K-8 district
9. Maintain Referral Rate at or below 5%
10. Maintain Suspension Rate at or below 1%
11. Maintain Expulsion Rate at or below 1%
12. Other pupil outcomes:

Physical Fitness Scores----% In Healthy Fitness Zone will increase by 3%

5th	7th		
Aerobic Capacity	70	64	
Body Composition	49	61	
Abdominal Strength	63	86	
Trunk Extension	96	96	
Upper Body Strength	98	93	
Flexibility	82	86	

CHKS results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The PBIS model will continue to be implemented to	TK-8	<input checked="" type="checkbox"/> All	Supplies 4000-4999: Books And Supplies Foundation \$2,000

maintain the low suspension and referral rates.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,200
Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.	TK-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,000 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000 Entrance Fee's 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000
The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom. A priority will be given to additional drinking stations.	TK-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance 5800: Professional/Consulting Services And Operating Expenditures Base \$75,000
Student Attendance Positive attendance letters will be sent home Truancy letters will be sent home Superintendent will work with the KCSD to address attendance issues Students with Perfect Attendance each quarter will be included in the quarterly award trips Superintendent and Assistant Superintendent will work with other small districts to determine the feasibility of a SARB or alternative program to support families identified with poor attendance	TK-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$4,000

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated—Contract KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$12,000
School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$60,000
Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$8,000

LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:

1. Continue receiving positive reports in all areas of the FIT report
2. Maintaining 100% of teachers meeting state requirements
3. Providing current, standards-aligned instructional materials to all students
4. Maintain Attendance Rate at or above 96%
5. Maintain Chronic Absenteeism Rate at or below 5%
6. Middle School Drop Out Rate will be 0%
7. High school dropout rate: N/A for a K-8 district
8. High school graduation rate: N/A for a K-8 district
9. Maintain Referral Rate at or below 5%
10. Maintain Suspension Rate at or below 1%
11. Maintain Expulsion Rate at or below 1%
12. Other pupil outcomes:

Physical Fitness Scores----% In Healthy Fitness Zone will increase by at least 1% or maintain at or above 90%

5th	7th		
Aerobic Capacity	71	65	
Body Composition	50	62	
Abdominal Strength	64	87	
Trunk Extension	97	97	
Upper Body Strength	99	94	
Flexibility	83	87	

CHKS results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The PBIS model will continue to be implemented to	TK-8	<input checked="" type="checkbox"/> All	Supplies 4000-4999: Books And Supplies Foundation \$2,000

maintain the low suspension and referral rates.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,200
Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.	TK-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Extra Time 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$1,200 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000 Entrance Fee's 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000
The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom.	TK-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance 5800: Professional/Consulting Services And Operating Expenditures Base \$60,000
Student Attendance Positive attendance letters will be sent home Truancy letters will be sent home Superintendent will work with the KCSD to address attendance issues Students with Perfect Attendance each quarter will be included in the quarterly award trips Superintendent and Assistant Superintendent will work with other small districts to determine the feasibility of a SARB or alternative program to support families identified with poor attendance	TK-8	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$4,000

School Nurse will be maintained to support student health to ensure students are able to attend school and focus on learning.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$12,000
School Psychologist will be maintained to coordinate Rtl, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$65,000
Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$8,000

LCAP Year 3: 2018-19

Expected Annual
Measurable
Outcomes:

1. Continue receiving positive reports in all areas of the FIT report,
2. Maintaining 100% of teachers meeting state requirements
3. Providing current, standards-aligned instructional materials to all students
4. Maintain Attendance Rate at or above 96%
5. Maintain Chronic Absenteeism Rate at or below 5%
6. Middle School Drop Out Rate will be 0%
7. High school dropout rate: N/A for a K-8 district
8. High school graduation rate: N/A for a K-8 district
9. Maintain Referral Rate at or below 5%
10. Maintain Suspension Rate at or below 1%
11. Maintain Expulsion Rate at or below 1%
12. Other pupil outcomes:

Physical Fitness Scores----% In Healthy Fitness Zone will increase by at least 1% or maintain at or above 90%

5th	7th	
Aerobic Capacity	73	66
Body Composition	51	63
Abdominal Strength	65	88
Trunk Extension	97	97
Upper Body Strength	99	94
Flexibility	84	88

CHKS results will continue to demonstrate that a minimum of 70% of students enjoy school, feel safe at school, and feel the expectations are high.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The PBIS model will continue to be implemented to maintain the low suspension and referral rates.	TK-8	<input checked="" type="checkbox"/> All OR:	Supplies 4000-4999: Books And Supplies Foundation \$2,000 Extra Time and Benefits 1000-1999: Certificated Personnel

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,200
Award trips and transportation for trips to motivate students to attend school, maintain good behavior, and excel academically.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,300 Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$5,000 Entrance Fee's 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000
The district will maintain all school facilities in good repair, as determined by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance Base 5000-5999: Services And Other Operating Expenditures Base \$75,000
Student Attendance Positive attendance letters will be sent home Truancy letters will be sent home Superintendent will work with the KCSD to address attendance issues Students with Perfect Attendance each quarter will be included in the quarterly award trips Superintendent and Assistant Superintendent will work with other small districts to determine the feasibility of a SARB or alternative program to support families identified with poor attendance	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$4,000
School Nurse will be maintained to support student health to ensure students are able to attend school and	TK-8	<input checked="" type="checkbox"/> All OR:	Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration

focus on learning.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$12,000
School Psychologist will be maintained to coordinate RtI, PBIS, and SST meetings. This position will also provide mental health support to students in need of basic counseling support to eliminate mental health barriers of learning.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$70,000
Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$8,000

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

GOAL 3:	Increase parent engagement	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 :	One of the greatest needs at Buttonwillow, as identified in surveys, is parent engagement. Approximately 65% of completed the Parent Survey. While only 25% of our parents did not attend any family night events, 40% have never volunteered in their child's classroom. We also need to include parent participation in our events, as measured by the families that sign in to the meetings and events.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Priority 3: We would want to see our parent participation (including all parents of students with exceptional needs and those in the unduplicated count) rate increase by 3% in 2016-2017 as identified by sign in sheets and responses on the Parent Survey (68% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, ESL classes, returned Parent Survey's, and parent conference attendance.	
Actions/Services	Scope of Service	Budgeted Expenditures
Parent Engagement The phone, email, and text parent communication system will continue to be used to communicate parent events. Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend Parent classes will be offered in connection with the Family Resource Center, including the addition of ESL	TK-8	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$5,000 Family Resource Center 4000-4999: Books And Supplies Supplemental/Concentration \$5,000		

classes for the community, as requested on the Parent Survey			
Parent/family nights for math/reading/science to give families an opportunity to see that education can be fun and activities can be continued at home.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000 Instructional Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$1,000
Interpreters for parents when attending meetings and school activities so parents can fully participate in school events	TK-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,500
Provide a stipend for coordinator of the Parent Advisory committee to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipend 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,200

LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:

Priority 3:
We would want to see our parent participation (including all parents of students with exceptional needs and those in the unduplicated count) rate increase by 3% as identified by sign in sheets and responses on the Parent Survey (71% participation rate). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, ESL classes, returned Parent Survey's, and parent conference attendance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Parent Engagement</p> <p>The phone, email, and text parent communication system will continue to be used to communicate parent events.</p> <p>Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend</p> <p>Parent classes will be offered in connection with the Family Resource Center including ESL for the community.</p>	TK-8	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p> <p>Family Resource Center 4000-4999: Books And Supplies Supplemental/Concentration \$5,000</p>
<p>Parent/family nights for math/reading/science to give families an opportunity to see that education can be fun and activities can be continued at home.</p>	TK-8	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000</p> <p>Instructional Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$1,000</p>
<p>Interpreters for parents when attending meetings and school activities so parents can fully participate in school events</p>	TK-8	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,500</p>

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide a stipend for coordinator of the Parent Advisory committee to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipend 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,200
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Priority 3: We would want to see our parent participation (including all parents of students with exceptional needs and those in the unduplicated count) rate increase by 3% as identified by sign in sheets and responses on the Parent Survey (74% participation). Parents of students with exceptional needs will be asked to complete additional questions related to the unique needs of their students. Participation increase will include sign in sheets from family night events, ESL classes, returned Parent Survey's, and parent conference attendance.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent Engagement The phone, email, and text parent communication system will continue to be used to communicate parent events. Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend Parent classes will be offered in connection with the Family Resource Center including ESL for the community.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$5,000 Family Resource Center 4000-4999: Books And Supplies Supplemental/Concentration \$5,000

Parent/family nights for math/reading/science to give families an opportunity to see that education can be fun and activities can be continued at home.	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$5,000 Instructional Supplies 4000-4999: Books And Supplies Supplemental/Concentration \$1,000
Interpreters for parents when attending meetings and school activities so parents can fully participate in school events	TK-8	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Extra Time and Benefits 2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits Supplemental/Concentration \$1,500
Provide a stipend for coordinator of the Parent Advisory committee to lead the committee that plans, implements, and evaluates parent activities. This position will be evaluated annually.	TK-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipend 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$1,200

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:	Increase student achievement in the core areas for all students, including students with disabilities and unduplicated pupils.	Related State and/or Local Priorities: 1 2 <u>X</u> 3 4 <u>X</u> 5 6 7 <u>X</u> 8 _																																																
		COE only: 9 _ 10 _																																																
		Local : Specify																																																
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	-----																																																
Expected Annual Measurable Outcomes:	<p>It will be difficult to assess academic improvements during the 2015-2016 school year as these performance measures will be developed at the local level. Once the SBAC scores have been reviewed it will be expected that student performance will improve 5% during the 2015-2016 school year as reflected on the 2016 state testing.</p> <p>Common core implementation as measured by the APS will move from minimal to partial in math/ELA/ELD, 100% implementation of all other core content areas. 100% of all EL students receive daily instruction in ELD with EL aligned materials. Implementation of new EL standards will be at the initial stages.</p> <p>Improvements as measured by new assessments will be seen in each area. 5% increases are expected.</p> <p>Pupil Achievement API Scores---2013-Most Recently Reported</p> <table border="0"> <tr> <td>Hispanic</td> <td>636</td> <td></td> </tr> <tr> <td>White</td> <td>740</td> <td></td> </tr> <tr> <td>SED</td> <td>634</td> <td></td> </tr> <tr> <td>English Learners</td> <td>624</td> <td></td> </tr> <tr> <td>SWD</td> <td>485</td> <td></td> </tr> </table> <p>AYP Scores---2013 Most Recently Reported Proficiency Rates</p> <table border="0"> <tr> <td>ELA %</td> <td>Math %</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>25</td> <td>27.6</td> </tr> <tr> <td>White</td> <td>46.2</td> <td>38.5</td> </tr> <tr> <td>SED</td> <td>25.1</td> <td>26.8</td> </tr> </table>	Hispanic	636		White	740		SED	634		English Learners	624		SWD	485		ELA %	Math %		Hispanic	25	27.6	White	46.2	38.5	SED	25.1	26.8	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 2: Based on Classroom Walkthrough Data 100% of classrooms implemented Common Core strategies at least 70% of the time. Staff survey results showed that 100% of staff agree that Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. Student survey results showed that 90.2% agree Common Core State Standards are discussed in class.</p> <p>Based on Classroom Walkthrough data 100% of EL students received daily instruction in ELD with EL aligned materials. Based on staff survey results 72.7% agree that the English Learner program is helping English Learners to learn English as quickly as possible. 86.6% of students agree that English learners are being taught to speak, read and write in English as quickly as possible, based on student survey results.</p> <p>Priority 4: 2014-15 School Year State Assessment Results Smarter Balanced Assessment</p> <table border="0"> <tr> <td>ELA %</td> <td>Math %</td> <td></td> </tr> <tr> <td>LEA</td> <td>15</td> <td>7</td> </tr> <tr> <td>Hispanic</td> <td>14</td> <td>7</td> </tr> <tr> <td>White</td> <td>34</td> <td>20</td> </tr> <tr> <td>SED</td> <td>15</td> <td>7</td> </tr> <tr> <td>English Learners</td> <td>6</td> <td>5</td> </tr> <tr> <td>SWD</td> <td>0</td> <td>4</td> </tr> </table> <p>CELDT</p>	ELA %	Math %		LEA	15	7	Hispanic	14	7	White	34	20	SED	15	7	English Learners	6	5	SWD	0	4
Hispanic	636																																																	
White	740																																																	
SED	634																																																	
English Learners	624																																																	
SWD	485																																																	
ELA %	Math %																																																	
Hispanic	25	27.6																																																
White	46.2	38.5																																																
SED	25.1	26.8																																																
ELA %	Math %																																																	
LEA	15	7																																																
Hispanic	14	7																																																
White	34	20																																																
SED	15	7																																																
English Learners	6	5																																																
SWD	0	4																																																

<p>English Learners 24.9 26</p> <p>LEA 25 27.8</p> <p>SWD 12.2 16.7</p> <p>EL Reclassification Rate: 12.3%</p> <p>AMAO 1 will be 55%</p> <p>AMAO 2</p> <p>Less than 5 years will be 25%</p> <p>More than 5 years will be 30%</p> <p>Course Access:</p> <p>All students, including ELs and SWDs, had access to all courses in Ed</p> <p>Code 51010. EL students were provided leveled ELD daily.</p> <p>All students in Special Education receive services as written in their IEPs</p> <p>83 Students were served in RtI Settings</p> <p>29 Students Received Speech Services</p> <p>8 Students were served in the Moderate/Severe Class</p> <p>25 Students were served in the Mild Moderate Classes</p> <p>360 Students Received instruction from a HQT PE teacher</p>	<p>AMAO 1-56.2% (2.8% increase)</p> <p>AMAO 2</p> <p>Less than 5 years-25.5% (1.9% increase)</p> <p>More than 5 years-38.6 (9.8% increase)</p> <p>EL Reclassification- 9 students (5%)</p> <p>B. Academic Performance Index N/A for a K-8 district</p> <p>C. Successfully complete A-G courses: N/A for a K-8 district</p> <p>F. Passed AP exam: N/A for a K-8 district</p> <p>G. Early Assessment Program: N/A for a K-8 district</p> <p>Priority 7:</p> <p>2015-2016 Course Access:</p> <p>All students, including ELs and SWDs, had access to all courses required in Ed</p> <p>Code 51010. 100% of teachers met highly qualified status.</p> <p>EL students were provided leveled ELD daily.</p> <p>All students in Special Education receive services as written in their IEPs</p> <p>70 Students were served in RtI Settings</p> <p>9 Students received additional support for New to the US EL</p> <p>7 Students received additional support for Physical Education</p> <p>11 Students Received Speech Services</p> <p>8 Students were served in the Moderate/Severe Class</p> <p>25 Students were served in the Mild Moderate Classes</p> <p>380 Students Received instruction from a HQT PE teacher</p>
---	---

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff Development release time and supplies needed to meet the needs of the school in the following areas:	<p>Certificated Salaries</p> <p>Supplemental/Concentration \$5,000</p> <p>Supplies & Contracts</p> <p>Supplemental/Concentration \$50,000</p>	<p>Data below demonstrates the action was successful and will continue.</p> <p>16 days of Professional development were offered and 100% of teachers attended one or more days in the following areas:</p>	<p>Extra Time and Sub 1000-1999:</p> <p>Certificated Personnel Salaries</p> <p>Supplemental/Concentration \$15,642</p> <p>Conference Registration and Expenses 5800:</p> <p>Professional/Consulting Services And</p>
*Direct Interactive Instruction			
*Core Six---Strategies for CCSS Implementation			

<p>*Learning Maps (Pacing Guides)</p> <p>*Illuminate---Student Data System (assessments)</p> <p>*Smarter Balanced System Claims, Targets, and Blueprints</p> <p>*Technology in the Classroom</p>		<p>*Direct Interactive Instruction</p> <p>*Core Six---Strategies for CCSS Implementation</p> <p>*Learning Maps (Pacing Guides)</p> <p>*Illuminate---Student Data System (assessments)</p> <p>*Smarter Balanced System Claims, Targets, and Blueprints</p> <p>*Technology in the Classroom</p>	<p>Operating Expenditures Supplemental/Concentration \$7,920</p> <p>Illuminate Annual Fee 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentration \$8,553</p>
<p>Scope of Service K-8</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service TK-8</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Class Size Reduction by hiring 3 teachers</p>	<p>Certificated Salaries Supplemental/Concentration \$222,600</p>	<p>Data demonstrates the action was successful and will continue.</p> <p>3 teachers added in 3, 4, 6, and 7 to decrease class sizes.</p>	<p>Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$200,526</p>
<p>Scope of Service K-8</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 4-8</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Staff Development in the following areas will occur:</p> <p>EL teaching strategies Supplemental Materials</p>	<p>Certificated Salaries Supplemental/Concentration \$5,000</p> <p>Supplies Supplemental/Concentration \$7,500</p>	<p>Data suggests more work is needed in this area, the action will continue:</p> <p>3 days of professional development were offered for: EL teaching strategies Supplemental Materials</p> <p>95% of teachers attended</p>	<p>Extra Time and Subs 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$3354.00</p>
<p>Scope of Service K-8</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service TK-8</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>A teacher team will be created to evaluate the adoption, purchase, and training involved in a new math series</p>	<p>Certificated Base \$3,000</p>	<p>This action was completed, ELA materials will be purchased and fully implemented in 16-17</p> <p>The teacher team met and decided to purchase this year since ELA/ELD will be adopted next year. Math program was adopted, purchased, and used in classrooms (My Math from McGraw-Hill).</p>	<p>Textbook Purchase 4000-4999: Books And Supplies Base \$66,866</p> <p>Subs for PD 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$600.00</p>
<p>Scope of Service K-8</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service K-8</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
A new position that incorporates band and a co-teacher in the science, home-economics, garden and library labs will be created	Certificated Salaries Supplemental/Concentration \$100,000	<p>Data below demonstrates the action was successful and will continue</p> <p>Position was implemented. 100% of students and teachers participated in weekly activities in the science lab, nutrition lab, garden, and/or library.</p> <p>33 6th - 8th grade students participated in the band program. 100% of 5th - 8th grade students received classroom music on a weekly basis.</p>	<p>25% of Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$22,401</p> <p>75% of Salary and Benefits 1000-1999: Certificated Personnel Salaries Title 1 \$67,205</p>
Scope of Service K-8 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service TK-8 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
15 Minutes will be added to the instructional day	Certificated Salaries Supplemental/Concentration \$95,000	<p>Data below demonstrates the action was successful and will continue</p> <p>Instructional day was increased by 15 minutes for the entire year.</p>	Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$95,000
Scope of Service K-8 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		Scope of Service TK-8 <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Investigate the feasibility of starting a state pre-school		Continues to be an areas of concern and will be continued. Feasibility was studied, was found not feasible at this time. Will be reviewed for the 17-18 school year.	No associated costs \$0.00
Scope of PK Service		Scope of PK Service	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Support materials as need to supplement the instructional needs in the classroom	Instructional Supplies Supplemental/Concentration \$48,200	Continues to be an areas of concern and will be continued. Material purchases included: classroom novel sets, copies of Engage NY materials for math and ELA, and science materials	Books and Supplemental Materials 4000-4999: Books And Supplies Supplemental/Concentration \$62,000
Scope of K-8 Service		Scope of TK-8 Service	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Maintain a technology replacement fund	Equipment Supplemental/Concentration \$15,000	Continues to be an area of concern and will be continued. 90 additional ACER netbooks and 2 classroom carts were purchased to provide a netbook per student in grades 2 - 8, 1st grade has a complete cart for two classes to share. 8 teacher laptops and 2 replacement iPads were purchased as well	Additional and Replacement Devices 4000-4999: Books And Supplies Supplemental/Concentration \$50,087
Scope of Service K-8		Scope of Service K-8	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Based on survey results, discussions with DSLT and SSC, the following actions have been added: AVID Program Online Intervention/Enrichment Program Expanded Learning Programs</p> <p>The following actions have been changed: Focus areas of Professional Development to EL strategies and implementation of new textbooks in Math and ELA/ELD Adoption</p> <p>All other activities will remain in the plan.</p> <p>Budget Differences: Actions 1 and 3- All planned PD activities were completed and most teachers attended all trainings. Budgeted amount was based on anticipated costs. Due to a lack of subs, less teachers were able to attend off campus PD than anticipated. Also more teachers choose to take hours toward movement on the salary schedule than the actual pay for extra time, so the budgeted amount was not met. Action 2-New teacher salaries and benefits were less than anticipated due to fewer units than the previous teacher, so budgeted amount was not met. Action 4- Two teams were created and met and selected materials to purchase. Meetings did not take as long as anticipated, but materials were selected so the purchase was moved to Base funding</p>		

	<p>Action 5- Position was created and fully implemented. 75% of the position was moved to Title I funding, so not all budgeted expenses were needed.</p> <p>Action 6-All budgeted funds were expended</p> <p>Action 7-No funds were budgeted or expended</p> <p>Action 8-CCSS aligned materials were not adopted until late in the school year, supplemental materials were needed to help teachers fill the gaps between old adoptions and new standards, so more was spent than was budgeted.</p> <p>Action 9-To ensure opportunities for our students with 21st Century learning, outdated technology had to be replaced and new devices added, so actual expenditures exceeded budgeted amount.</p>
--	---

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:	Maintain a school climate that is conducive to learning	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____																									
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	-----																									
Expected Annual Measurable Outcomes:	<p>1) Continue receiving good reports in all areas of the FIT report, maintain 100% HQT teachers, and have a positive response from teachers on the APS survey</p> <p>5) Attendance Rate is currently 94.36% improve by 2% Chronic Absenteeism Rate 15.27% improve by 5% Middle School Drop Out Rate 3.12% improve by 1 student to 0%</p> <p>6) Suspension Rate 1.05% maintain Expulsion Rate 0% maintain Referral Rate 6.7% maintain</p> <p>8) Other pupil outcomes: 55% of our students will meet AMAO 1 targets</p> <p>Physical Fitness Scores----% In Healthy Fitness Zone 5th 7th</p> <table border="1"> <tr> <td>Aerobic Capacity</td> <td>79.4</td> <td>69.4</td> </tr> <tr> <td>Body Composition</td> <td>55.9</td> <td>50.0</td> </tr> <tr> <td>Abdominal Strength</td> <td>76.5</td> <td>88.9</td> </tr> <tr> <td>Trunk Extension</td> <td>97.1</td> <td>88.9</td> </tr> <tr> <td>Upper Body Strength</td> <td>79.4</td> <td>80.6</td> </tr> <tr> <td>Flexibility</td> <td>64.7</td> <td>88.9</td> </tr> </table>	Aerobic Capacity	79.4	69.4	Body Composition	55.9	50.0	Abdominal Strength	76.5	88.9	Trunk Extension	97.1	88.9	Upper Body Strength	79.4	80.6	Flexibility	64.7	88.9	Actual Annual Measurable Outcomes:	<p>Priority 1: 1.1 100% of Teachers appropriately assigned and fully credentialed (HQT) 1.2. FIT Report 100% good</p> <p>Priority 5: 5.1. Student attendance rate currently at 96.03% 5.2. Chronic absenteeism rate currently at .05% 5.3. Middle School Drop Out Rate currently at 0%</p> <p>D. High school dropout rate: N/A for a K-8 district E. High school graduation rate: N/A for a K-8 district</p> <p>Priority 6: 6.1. Suspension rate currently at .005% 6.2. Referral rate currently at .05%</p> <p>Priority 8: 8. Other applicable data: AMAO Data-See Goal 1</p> <p>Physical Fitness Scores----% In Healthy Fitness Zone 5th 7th</p> <table border="1"> <tr> <td>Aerobic Capacity</td> <td>67.4</td> <td>61.3</td> </tr> <tr> <td>Body Composition</td> <td>46.5</td> <td>58.1</td> </tr> </table>	Aerobic Capacity	67.4	61.3	Body Composition	46.5	58.1
Aerobic Capacity	79.4	69.4																									
Body Composition	55.9	50.0																									
Abdominal Strength	76.5	88.9																									
Trunk Extension	97.1	88.9																									
Upper Body Strength	79.4	80.6																									
Flexibility	64.7	88.9																									
Aerobic Capacity	67.4	61.3																									
Body Composition	46.5	58.1																									

	<p>Abdominal Strength 60.5 83.9</p> <p>Trunk Extension 93 93.5</p> <p>Upper Body Strength 95.3 90.3</p> <p>Flexibility 79.1 83.9</p> <p>California Healthy Kids Survey (CHKS) Results (7th Grade)</p> <p>76% are happy to be at this school</p> <p>57% feel connected to school</p> <p>43% feel connected to a caring adult</p> <p>66% feel the school has high expectations</p> <p>66% did not participate in an after school program</p> <p>71% feel safe at school</p> <p>Field Trip Attendance:</p> <p>Quarter 1- 170</p> <p>Quarter 2- 178</p> <p>Quarter 3- 175</p> <p>Quarter 4- 179</p>
--	---

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The PBIS model will continue to be implemented to maintain the low suspension and referral rates.	Supplies Foundation \$2,000	Data below demonstrates the action was successful and will continue.	Supplies and Materials 4000-4999: Books And Supplies Foundation \$2,000.00
	Certificated Salaries Supplemental/Concentration \$800	<p>As of April, 2016:</p> <p>Referrals</p> <p>2014-2015 2015-2016</p> <p>28 21</p> <p>• 25.00%</p> <p>Suspensions</p> <p>2014-2015 2015-2016</p> <p>6 1</p> <p>• 83.33%</p> <p>Attendance %</p> <p>2014-2015 94.28%</p> <p>2015-2016 96.03%</p> <p>+1.75%</p>	<p>Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$2,000</p>

Scope of K-8 Service		Scope of K-8 Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Award trips and transportation for trips	Classified Salaries Supplemental/Concentration \$1,000 Transportation Supplemental/Concentration \$3,000	Data below demonstrates the action was successful and will continue. 5 award trips were completed with approximately 170 students attending each trip: Roadrunner 58 to Montana de Oro (58 students) Quarter 1 to Bowling (169 students) Quarter 2 to Ice Skating (173 students) Quarter 3 to Camelot Park (162 students) McDermott Fieldhouse (168 students)	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$11,000 Entrance Fees 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$5,000 Entrance Fees 5000-5999: Services And Other Operating Expenditures Foundation \$4,000
Scope of K-8 Service		Scope of K-8 Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The district will maintain all school facilities in good repair, as determined	Maintenance Base \$50,000 Maintenance Base \$15,000	Data below demonstrates the action was successful and will continue.	Services and Contracts 5800: Professional/Consulting Services And

by the FIT report and will create a plan to prioritize modernization and site repair work to provide opportunities in each classroom.		FIT report 100% good Prior to school opening, 7 classrooms had wallboards replaced, electrical and technology updated Installed one water station (including bottle filler and water filter) in the cafeteria	Operating Expenditures Base \$65,000
Scope of K-8 Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of K-8 Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Student Attendance Positive attendance letters will be sent home Truancy letters will be sent home Superintendent will work with the KCSD to address attendance issues An activity for those students with 93% attendance will be held each month An end of the year Perfect Attendance Party will be Held Superintendent and Assistant Superintendent will work with other small districts to determine the feasibility of a SARB	Instructional Supplies Supplemental/Concentration \$4,000	Continues to be an area identified for additional support and will continue: Truancy letters were sent home for 82 students. Quarterly Perfect Attendance students also attended quarterly awards trips.	Mailing Costs 4000-4999: Books And Supplies Supplemental/Concentration \$125

Scope of K-8 Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of K-8 Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
School Nurse will be added	Certificated—Contract KCSOS Supplemental/Concentration \$20,000	Data below demonstrates the action was successful and will continue. A school nurse from the county office was on campus 10 times this school year, so not all allocated funds were needed to cover her cost. 100% of required screenings were completed and 100% of screenings for IEP's were completed.	Salary 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$5000
Scope of K-8 Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of K-8 Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
School Psychologist will be maintained	Certificated Salaries Supplemental/Concentration \$57,000 Certificated Salaries Supplemental/Concentration \$38,000	Data below demonstrates the action was successful and will continue. A full-time Psychologist was employed for the 15-16 school year. 120 students received services 16 Tri-annual and initial IEP's were completed	50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$54,151 50% of Salary and Benefits 1000-1999: Certificated Personnel Salaries SPED \$54,151

		<p>75 SAT meetings were coordinated and held with the parents</p> <p>83 students received Rtl services, as coordinated by the Psychologist and Principal</p> <p>1 Foster Student received support while enrolled at our school</p>	
<p>Scope of Service K-8</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-8</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Physical Fitness and healthy eating will be a component of maintaining a healthy lifestyle through teaching, modeling, use of garden, and PE instruction</p>	<p>No Cost part of normal curriculum</p>	<p>Data below demonstrates the action was was successful and will continue.</p> <p>100% of students received daily physical education</p> <p>200 students participated in maintaining and planting the garden</p> <p>12 classes participated in the Nutrition Lab on more than one occasion. An additional 2 classes used the Nutrition lab for science lab extension activities</p>	
<p>Scope of Service K-8</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-8</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Changes:</p> <p>Due to the large number of students qualifying for award trips, additional money will be budgeted for transportation and entrance fees</p> <p>Maintenance of facilities will continue to be a priority, additional money will be budgeted for at least two more drinking stations</p> <p>School nurse was not needed as many days as budgeted for, all required items were completed</p> <p>All other actions/services will be continued</p> <p>Budget Differences:</p> <p>Action 1- Foundation funds covered most of the expenses in this category, so budgeted exceeded amount spent</p> <p>Action 2- Numbers of students who qualified for trips exceeded expectations, so expended amount exceeded budgeted amount.</p> <p>Action 3- No difference</p> <p>Action 4- Perfect attendance was merged with reward trips, so expended amount did not reach budgeted amount.</p> <p>Action 5- Only 1 foster student was enrolled this year, funding was split with another funding source, so actual costs did not reach budgeted costs</p> <p>Action 6- No associated costs</p>		

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:	Increase parent engagement		Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>We would want to see a parent perception of involvement (including all parents of students with exceptional needs and those in the unduplicated count) participation rate increase by 7% in 2015-2016 as identified by sign in sheets at parent meetings, conferences, and school academic events.</p> <p>A survey of parents of students with exceptional needs will be conducted to create a baseline of parent involvement and satisfaction.</p>		Actual Annual Measurable Outcomes:	<p>One of the greatest needs at Buttonwillow as identified in surveys is parent engagement. While only 25% of our parents did not attend any family night events, 40% have never volunteered in their child's classroom.</p> <p>75% of our families attended at least one Family Night Event this year.</p>
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Parent Engagement The phone, email, and text possibilities of the parent communication system will be enhanced and more widely used to communicate parent events Student incentives will be given to individual students and classrooms who have the greatest percentages of parents attend Parent classes will be offered in	Supplies Supplemental/Concentration \$5,000 Family Resource Center \$5,000	Continues to be a priority for our parents and community, action will be continued. The phone/text/email system was used at least 65 times this year in addition to Take-Home-Thursday folders for all documents that were sent home. The marquee was updated at least once a week.	Parent Communication System and Folders 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,800	

connection with the Family Resource Center.			
Scope of K-8 Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of K-8 Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Parent/family nights for math/reading/science	Certificated Salaries Supplemental/Concentration \$1,000 Instructional Supplies Supplemental/Concentration \$1,000	Continues to be a priority for our staff, parents, and community, action will be continued. Family Events were held for: Parent Conferences (twice a year) Science Night History Night Dr. Suess Breakfast LCAP Taco Night Muffins with Mom Graduation	Supplies and Materials 4000-4999: Books And Supplies Supplemental/Concentration \$1250 Extra Time 1000-1999: Certificated Personnel Salaries Supplemental/Concentration \$4725
Scope of K-8 Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of K-8 Service <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Interpreters for parents when	Classified Salaries	Continues to be a priority for our	Extra Time 2000-2999: Classified

attending meetings and school activities	Supplemental/Concentration \$1,500	parents and community, action will be continued. 100% of meetings were translated for Parents that needed Spanish translation	Personnel Salaries Supplemental/Concentration \$200
Scope of K-8 Service <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of K-8 Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Additions: Stipend for coordinating Parent Event activities Changes: School will be adding an app based system for the district website as we continue to find ways to successfully communication with parents and families All other actions/services will be continued with an emphasis on incentives for students/parents/families that attend events Budget Differences: Action 1-Incentives were not an emphasis this year and items from the Resource Center may not have been allocated to LCFF, so budgeted exceeded actual expenses Action 2-More family night than planned for were offered, so actual expenses exceeded budgeted amount Action 3-Parents requiring translation were not needed as much time as anticipated, so actual expenses did not meet budgeted.		

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:	\$835,550
<p>The district is spending the funds in a districtwide manner. The unduplicated pupils represent 96.45% of the population. Therefore, all services are principally directed to the unduplicated pupils. The district will provide services as described in section 2 of this document which include:</p> <p>Professional Development intended to train all staff in better serving the unduplicated pupil population</p> <p>Band/Lab Coordinator to provide additional opportunities for students to have access to band, science, home-economics, garden and library labs</p> <p>Additional instructional minutes each day</p> <p>Supplemental materials</p> <p>PBIS and attendance incentives</p> <p>Increased and improved communication and contact with parents through utilization of interpreters</p> <p>Continuing lower class sizes</p> <p>Continued expanded learning opportunities</p>	

- 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.

30.2	%
7	
<p>The district is increasing services for the unduplicated pupils by 30.27% by increasing student achievement, maintaining a school climate conducive to learning, and increasing</p>	

parental engagement. As the district's unduplicated pupil rate is 96.45%, the LCAP goals and actions are aligned to the needs of these pupils and services have been improved and/or increased for unduplicated pupils as stated in section 3a.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	755,600.00	811,556.00	1,101,725.00	1,161,100.00	1,269,100.00	3,531,925.00
	5,000.00	0.00	0.00	0.00	0.00	0.00
Base	68,000.00	131,866.00	135,000.00	60,000.00	135,000.00	330,000.00
Foundation	2,000.00	6,000.00	2,000.00	2,000.00	2,000.00	6,000.00
Fund 09	0.00	0.00	0.00	0.00	0.00	0.00
General	0.00	0.00	0.00	0.00	0.00	0.00
Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	0.00	0.00	0.00
SPED	0.00	54,151.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental/Concentration	680,600.00	552,334.00	893,475.00	1,027,100.00	1,057,100.00	2,977,675.00
Title 1	0.00	67,205.00	71,250.00	72,000.00	75,000.00	218,250.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	755,600.00	811,556.00	1,101,725.00	1,161,100.00	1,269,100.00	3,531,925.00
	755,600.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	517,755.00	1,200.00	1,200.00	1,200.00	3,600.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	0.00	0.00	601,800.00	639,700.00	683,900.00	1,925,400.00
2000-2999: Classified Personnel Salaries	0.00	5,200.00	0.00	1,200.00	0.00	1,200.00
2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	0.00	0.00	2,500.00	1,500.00	1,500.00	5,500.00
4000-4999: Books And Supplies	0.00	184,328.00	320,225.00	363,500.00	413,500.00	1,097,225.00
5000-5999: Services And Other Operating Expenditures	0.00	22,800.00	67,000.00	57,000.00	122,000.00	246,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	81,473.00	109,000.00	97,000.00	47,000.00	253,000.00

Total Expenditures by Object Type and Funding Source						
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	755,600.00	811,556.00	1,101,725.00	1,161,100.00	3,531,925.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
		5,000.00	0.00	0.00	0.00	0.00	0.00
	Base	68,000.00	0.00	0.00	0.00	0.00	0.00
	Foundation	2,000.00	0.00	0.00	0.00	0.00	0.00
	Fund 09	0.00	0.00	0.00	0.00	0.00	0.00
	Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental/Concentr ation	680,600.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	General	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	SPED	0.00	54,151.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentr ation	0.00	396,399.00	1,200.00	1,200.00	1,200.00	3,600.00
1000-1999: Certificated Personnel Salaries	Title 1	0.00	67,205.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Supplemental/Concentr ation	0.00	0.00	530,550.00	567,700.00	608,900.00	1,707,150.00
1000-1999: Certificated Personnel Salaries and 3000-3999: Employee Benefits	Title 1	0.00	0.00	71,250.00	72,000.00	75,000.00	218,250.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentr ation	0.00	5,200.00	0.00	1,200.00	0.00	1,200.00
2000-2999: Classified Personnel Salaries and 3000-3999: Employee Benefits	Supplemental/Concentr ation	0.00	0.00	2,500.00	1,500.00	1,500.00	5,500.00
4000-4999: Books And Supplies	Base	0.00	66,866.00	60,000.00	0.00	60,000.00	120,000.00
4000-4999: Books And Supplies	Foundation	0.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
4000-4999: Books And Supplies	Supplemental/Concentr ation	0.00	115,462.00	258,225.00	361,500.00	351,500.00	971,225.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	75,000.00	75,000.00
5000-5999: Services And Other Operating Expenditures	Foundation	0.00	4,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentr ation	0.00	18,800.00	67,000.00	57,000.00	47,000.00	171,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	65,000.00	75,000.00	60,000.00	0.00	135,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentr ation	0.00	16,473.00	34,000.00	37,000.00	47,000.00	118,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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