

Introduction:

LEA: Plaza Elementary School District **Contact (Name, Title, Email, Phone Number):** Patrick Conklin, Superintendent/Principal, pconklin@glenncoe.org, 530-865-1250 x33
LCAP Year: 2015-16

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>Because of the small size of Plaza Elementary the School Site Council (SSC) serves as the parent/teacher group most involved in the planning and accountability of the LCAP. SSC includes certificated, classified, administration, and parents. The School Advisory Council representing Title I parents formally voted to have the SSC represent their interests. The number of English Learners is small, but growing. An English Learner stakeholder is also part of the School Advisory Council. Input from all stakeholders is obtained by certificated and classified staff, parents, students, and administrators, and is</p>	<p>As a result of the review of academic data and discussions with staff and other stakeholders several changes are planned for 2016-2017. Several important areas for improvement were identified through the LCAP survey, parent discussions, and SSC meetings. Focus on the Common Core State Standards that have resulted in new teaching techniques and assessment, as well as the new math curriculum will continue through professional development. Also, even though LCAP goals were discussed in each SSC meeting, oftentimes very few members showed up. In fact, it was very difficult to get enough members</p>

used in the SSC in its planning and evaluation process. All recommendations made by SSC is included in the LCAP development, then brought to the Plaza School Board for formal approval.

The SSC has discussed the LCAP at all three meetings held 10/28/15, 1/27/16, and 4/27/16. Also, progress towards goals have been discussed during every regularly scheduled Plaza School Board meeting that occurred 8/19/15, 9/16/15, 10/21/15, 11/18/15, 12/16/15, 1/20/16, 2/10/16, 3/16/16, 4/20/16, 5/18/16, and 6/15/16. Additionally, LCAP goals have been discussed in monthly staff meetings, which occurred 8/12/16, 9/8/15, 10/13/15, 11/10/15, 12/8/15, 1/12/16, 2/9/16, 3/8/16, 4/12/16, 5/10/16, and 6/10/16.

Board meeting, staff meetings, and SSC discussions revolved around this year's goals, as well as modifying the goals in the SPSA and LEAP to match the LCAP. A variety of grade appropriate assessments were presented for evaluation and planning. These include unit and chapter test information derived from the state approved textbook series. "California Treasures" assessments in English/language arts, RESULTS assessments in grades K-6, Accelerated Reader and Reflex assessments, fluency and comprehension tests and assessments. A great deal of discussion pertained to the new math curriculum that was adopted, as well as the implementation of the Common Core State Standards.

Input from all stakeholders is obtained by a variety of means including letters, discussions between teachers and parents, postings on the Plaza web page and written communications from the administrator to all parents. The School Site Council meetings are open to the public. The agenda for each meeting is posted prior to the meeting. A LCAP survey was sent out via the monthly newsletter that focused on the state priorities. Out of 189 students, 77 (40%) returned the survey. Three out of nine (33%) Spanish only families returned the Spanish version.

Input from students is gathered informally through regular interaction in the classroom, as well as outside. Students are given opportunities to discuss conditions of learning and student achievement with certificated, classified, and administration. 71% of fifth graders, 76% of sixth, 68% of seventh, and 89% of eighth graders completed the California Healthy Kids Survey, which helped determine the level of.

to fill vacancies on the council, most likely due to the fact that there is a low percentage of residence who actually live within district boundaries. Most families live outside district boundaries, therefore are inter-district transfers. Additionally, there are still a low percentage of Spanish speaking families involved in the process even though most things sent home were translated in Spanish.

Annual Update:

2015-16 Involvement Process

In SSC meetings, the group reviewed and discussed LCAP goals on 10/28/15, 1/27/16, and 4/27/16. In the first two meetings the group, which included Student Advisory Committee, English Language Learners, certificated, and classified employees, discussed the 2015/16 LCAP goals and reviewed the actions taken to achieve the goals. Furthermore, members were presented with student assessment data, including CELDT scores, SBA scores, and classroom assessments. In the last meeting we discussed the LCAP survey sent out to all stakeholders, the results of the California Healthy Kids Survey, and whether any changes were needed to be made to the LCAP goals.

Staff reviewed and discussed goals in staff meetings held on 8/12/16, 9/8/15, 10/13/15, 11/10/15, 12/8/15, 1/12/16, 2/9/16, 3/8/16, 4/12/16, 5/10/16, and 6/10/16. Throughout these meetings, staff discussed ways to increase student achievement, improve stakeholder engagement, and determined what conditions of facilities and the environment for student learning need to be addressed in a maintenance and facility plan.

LCAP goals were discussed in regularly scheduled monthly board meetings held 8/19/15, 9/16/15, 10/21/15, 11/18/15, 12/16/15, 1/20/16, 2/10/16, 3/16/16, 4/20/16, 5/18/16, and 6/15/16. Any agenda item pertaining to the LCAP goals or state priorities was grouped under one LCAP discussion. Board members and members of the public were updated on actions written into the LCAP and how those actions did, or did not, lead to achieving one or more of our LCAP goals. Additionally, survey results were discussed in the March meeting.

Annual Update:

Impact on 2015-16 LCAP

The information gathered from the LCAP survey, coupled with input from staff meetings, board meetings, and SSC meetings, has identified important needs to address for a diverse group of stakeholders, especially finding better ways to engage English Learners and their families. Additionally, data from the survey indicates that although we have done a better job supervising students during recess times, there are still concerns about the timeliness and attentiveness of the supervision. Furthermore, parents continue to struggle with the new curriculum, particularly mathematics. Lastly, although we implemented various innovative ways to better communicate with parents through things like Remind 101 and a school wide notification system, some families still indicate they have difficulty receiving communication from the school. Also, administering two other surveys, the cafeteria survey and California Healthy Kids Survey, were useful in gathering information from some students in the upper grades.

Lastly, results from Smarter Balanced Assessment show that we need to rethink our focus on improving academic achievement. Prior to the results, our focus was on improving achievement in mathematics. However, the data indicates that we need to shift to English Language Arts. Although our overall SBA scores were above the county and statewide results, our ELA scores were slightly lower than mathematics.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Students in grades K-8 will increase academic achievement in all areas.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	A. Increasing the percentage of English Learners achieving English proficiency. B. Increase the percentage of pupils achieving at or above proficiency in English Language Arts. C. Increase the percentage of pupils achieving at or above proficiency in Math.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	A. 25% of English Learners will be at or proficient based on CELDT testing. B. 45% of students tested will be at or above proficient in English Language Arts based on state assessment. C. 45% of students tested will be at or above proficient in Math based on state assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. 1. Educate all stakeholders on English Language Development standards and how to best implement them into daily lessons. 2. Work with 3.75 hour aide to improve services for ELD students. 3. Improve the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance. 4. Hire the .8 hour Education Specialist for an additional .2 hours to work with low income and English Language Learners.	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A1. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 1,500 A1. Books and Supplies 4000-4999: Books And Supplies Supplemental 2,000 A2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292 A3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000 A4. Learning Center Salary 0000: Unrestricted Supplemental 20,000
B. 1. Continue to improve effectiveness of a school wide intervention model to target students who are not		All	<input checked="" type="checkbox"/> All OR:

<p>achieving proficiency in English Language Arts.</p> <p>2. Continue to work with 3.75 hour aide to improve services for targeted students.</p> <p>3. Continue to improve an after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Hire the .8 hour Education Specialist for an additional .2 hours to work with low income and English Language Learners.</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>B2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>B3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>B4. Learning Center Salary 0000: Unrestricted Supplemental 20,000</p>
<p>C. 1. Continue to improve a school wide intervention model to target students who are not achieving proficiency in Mathematics.</p> <p>2. Continue to work with 3.75 hour aide to improve services for targeted students.</p> <p>3. Continue to improve an after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Hire the .8 hour Education Specialist for an additional .2 hours to work with low income and English Language Learners.</p>	<p>All</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>C1. Go Math, Reflex Math, Splash Math and CPM 4000-4999: Books And Supplies Supplemental 5,000</p> <p>C2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>C3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>C4. Learning Center Salary 0000: Unrestricted Supplemental 20,000</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>A. 30% of English Learners will be at or proficient based on CELDT testing.</p> <p>B. 50% of students tested will be at or above proficient in English Language Arts based on state assessment.</p> <p>C. 50% of students tested will be at or above proficient in Math based on state assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. 1. Continue to educate all stakeholders on English Language Development standards and how to best implement them into daily lessons.</p> <p>2. Continue to work with 3.75 hour aide to improve services for ELD students.</p>	<p>All</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>A1. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 1,500</p> <p>A2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>A3. Afterschool program 0000: Unrestricted After School</p>

<p>3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Continue full time Learning Specialist to work with low income and English Language Learners.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Education and Safety (ASES) 22,000</p> <p>A4. Learning Center Salary 0000: Unrestricted Supplemental 22,000</p>
<p>B. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts.</p> <p>2. Continue to work with 3.75 hour aide to improve services for targeted students.</p> <p>3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Continue full time Learning Specialist to work with low income and English Language Learners.</p>	<p>All</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>	<p>B1. Accelerated Reader, Books and Supplies 4000-4999: Books And Supplies Supplemental 3,000</p> <p>B2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>B3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>B4. Learning Center Salary 0000: Unrestricted Supplemental 22,000</p>
<p>C. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in Mathematics.</p> <p>2. Continue to work with 3.75 hour aide to improve services for targeted students.</p> <p>3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Continue full time Learning Specialist to work with low income and English Language Learners.</p>	<p>All</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>	<p>C1. Go Math, Reflex Math, Splash Math and CPM 4000-4999: Books And Supplies Supplemental 5,000</p> <p>C2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>C3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>C4. Learning Center Salary 0000: Unrestricted Supplemental 22,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>A. 35% of English Learners will be at or proficient based on CELDT testing.</p> <p>B. 55% of students tested will be at or above proficient in English Language Arts based on state assessment.</p> <p>C. 55% of students tested will be at or above proficient in Math based on state assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. 1. Monitor the education of all stakeholders on English Language Development standards and how to best implement them into daily lessons.</p> <p>2. Continue to work with 3.75 hour aide to improve services for ELD students.</p> <p>3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Continue full time Learning Specialist to work with low income and English Language Learners.</p>	All	<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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A1. Professional Development 5000-5999: Services And Other Operating Expenditures Title II 4,000</p> <p>A2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>A3. Afterschool program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>A4. Learning Center Salary 0000: Unrestricted Supplemental 22,000</p>
<p>B. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in English Language Arts.</p> <p>2. Continue to work with 3.75 hour aide to improve services for targeted students.</p> <p>3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Continue full time Learning Specialist to work with low income and English Language Learners.</p>	All	<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>B1. Accelerated Reader, Books and Supplies 4000-4999: Books And Supplies Supplemental 3,500</p> <p>B2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>B3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>B4. Learning Center Salary 0000: Unrestricted Supplemental 22,000</p>
<p>C. 1. Monitor the effectiveness of a school wide intervention model to target students who are not achieving proficiency in Mathematics.</p> <p>2. Continue to work with 3.75 hour aide to improve services for targeted students.</p>	All	<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</p>	<p>C1. Go Math, Reflex Math, Splash Math and CPM 4000-4999: Books And Supplies Supplemental 5,000</p> <p>C2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Title I 4,292</p> <p>C3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p>

3. Monitor the after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.		English proficient _ Other Subgroups: (Specify)	C4. Learning Center Salary 0000: Unrestricted Supplemental 22,000
4. Continue full time Learning Specialist to work with low income and English Language Learners.			

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

GOAL 2:	Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	A. All students taught by highly qualified staff. B. Provide all students with standards-aligned instructional materials. C. Purchase enough appropriate grade level technology for all students. D. Ensure maintenance, grounds, and facilities are safe, clean, and appropriately equipped. E. Offer a broad course of study, including standards based Physical Education and Performing Arts.
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Goal Applies to:	Schools: All	-----
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	A. 100% of all instructional staff are highly qualified. B. 100% of all students have access to standards-aligned instructional materials. C. Replace 25% of outdated or ineffective technology. D. Maintain zero Williams' facilities complaints. E. 100% of PE standards are taught, as well as to increase the number of performing arts courses for all students.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. 1. Offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD. 2. Schedule minimum student days into the school calendar for staff development, specifically to improve instruction in English Language Arts.	All	<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)	A1. Professional Development and BTSA 5000-5999: Services And Other Operating Expenditures Title II 5,000 A2. Minimum day Afterschool Program supervision 0000: Unrestricted After School Education and Safety (ASES) 1,150
B. 1. Purchase enough instructional materials for all students. 2. Ensure a classroom set of computers/Chrome books	All	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	B1. Textbooks and Supplies 4000-4999: Books And Supplies Supplemental 1,500 B2. Computers/Chrome Books 4000-4999: Books And Supplies Supplemental 1,000

<p>for grades 2-8</p> <p>3. Ensure enough iPads for centers in grades K-1.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>B3. Ipads 4000-4999: Books And Supplies Supplemental 1,000</p>
<p>C. 1. Create a technology replacement plan that includes a budget to replace outdated and ineffective technology.</p>	<p>All</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>	<p>C1. Update and Replace ineffective technology 4000-4999: Books And Supplies Supplemental 5,000</p>
<p>D. 1. Create a maintenance plan to monitor and improve conditions of learning.</p> <p>2. Offer additional hours to current staff to conduct custodial duties.</p>	<p>All</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>	<p>D1. No expenditures required with this action \$0</p> <p>D2. Additional staffing hours 2000-2999: Classified Personnel Salaries Base 5,250</p>
<p>E. 1. Maintain a classroom music program for K-6 and band and/or music for 4-8.</p> <p>2. Encourage classroom teachers with resources to ensure a rich PE program that encompasses all PE standards.</p>	<p>All</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>	<p>E1. Music/Band Teacher 1000-1999: Certificated Personnel Salaries Base 23,000</p> <p>E1. Music/Band Supplies 4000-4999: Books And Supplies Base 2,750</p> <p>E2. P.E. Supplies 4000-4999: Books And Supplies Base 600</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>A. 100% of all instructional staff are highly qualified.</p> <p>B. 100% of all students have access to standards-aligned instructional materials.</p> <p>C. Replace 25% of outdated or ineffective technology.</p> <p>D. Maintain zero Williams' facilities complaints.</p> <p>E. 100% of PE standards are taught, as well as to increase the number of performing arts courses for all students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. 1. Continue to offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD.</p> <p>2. Schedule minimum student days into the school calendar for staff development, specifically to improve instruction in English Language Arts.</p>	All	<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>A1. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,500</p> <p>A2. Minimum day Afterschool Program supervision 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 1,200</p>
<p>B. 1. Ensure there is enough instructional materials for all students.</p> <p>2. Ensure a classroom set of computers/Chrome books for grades 2-8.</p> <p>3. Ensure enough iPads for centers in grades K-1.</p>	All	<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>B1. Textbooks and Supplies 4000-4999: Books And Supplies Supplemental 1,500</p> <p>B2. Computers/Chrome Books 4000-4999: Books And Supplies Supplemental 1,000</p> <p>B3. Ipads 4000-4999: Books And Supplies Supplemental 1,000</p>
<p>C. 1. Monitor a technology replacement plan that includes a budget to replace outdated and ineffective technology.</p>	All	<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>C1. Update and Replace ineffective technology 4000-4999: Books And Supplies Supplemental 5,000</p>
<p>D. 1. Monitor a maintenance plan to monitor and improve conditions of learning.</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>D1. No expenditures required for this action \$0</p>

<p>2. Offer additional hours to current staff to conduct custodial duties.</p>		<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)</p>	<p>D2. Additional staffing hours 2000-2999: Classified Personnel Salaries Base 5,500</p>
<p>E. 1. Maintain a classroom music program for K-6 and band and/or chorus for 4-8. 2. Provide classroom teachers with resources to ensure a rich PE program that encompasses all PE standards.</p>	<p>All</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>	<p>E1. Music/Band Teacher 1000-1999: Certificated Personnel Salaries Base 25,000 E1. Music/Band Supplies 4000-4999: Books And Supplies Base 2,000 E2. P.E. Supplies 4000-4999: Books And Supplies Base 600</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>A. 100% of all instructional staff are highly qualified. B. 100% of all students have access to standards-aligned instructional materials. C. Replace 25% of outdated or ineffective technology. D. Maintain zero Williams' facilities complaints. E. 100% of PE standards are taught, as well as to increase the number of performing arts courses for all students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. 1. Continue to offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD. 2. Schedule minimum student days into the school calendar for staff development, specifically to improve instruction in English Language Arts.</p>	<p>All</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>	<p>A1. Professional Development 5000-5999: Services And Other Operating Expenditures Title II 4,000 A2. Minimum day Afterschool Program supervision 0000: Unrestricted After School Education and Safety (ASES) 1,650</p>
<p>B. 1. Ensure there is enough instructional materials for all students. 2. Ensure a classroom set of computers/Chrome books</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>B1. Textbooks and Supplies 4000-4999: Books And Supplies Supplemental 1,500 B2. Computers/Chrome Books 4000-4999: Books And</p>

<p>for grades 2-8.</p> <p>3. Ensure enough iPads for centers in grades K-1.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies Supplemental 1,000</p> <p>B3. Ipads 0000: Unrestricted Supplemental 1,000</p>
<p>C. 1. Monitor a technology replacement plan that includes a budget to replace outdated and ineffective technology.</p>	<p>All</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>	<p>C1. Update and Replace ineffective technology 4000-4999: Books And Supplies Supplemental 5,000</p>
<p>D. 1. Monitor a maintenance plan to monitor and improve conditions of learning.</p> <p>2. Offer additional hours to current staff to conduct custodial duties.</p>	<p>All</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>	<p>D1. No expenditures required for this action 0</p> <p>D2. Additional staffing hours 2000-2999: Classified Personnel Salaries Base 5,500</p>
<p>E. 1. Maintain a classroom music program for K-6 and band and/or chorus for 4-8.</p> <p>2. Provide classroom teachers with resources to ensure a rich PE program that encompasses all PE standards.</p>	<p>All</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>	<p>E1. Music/Band Teacher 0000: Unrestricted Base 26,500</p> <p>E1. Music/Band Supplies 4000-4999: Books And Supplies Base 1,500</p> <p>E2. P.E. Supplies 0000: Unrestricted Base 600</p>

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

GOAL 3:	Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	A. A baseline report for overall positive feeling of school safety and a welcoming climate. B. Solicit parent input in decision making for all students, including unduplicated students, and promote parent participation in student learning and/or school activities. C. Improve student attendance. Maintain current suspension rate, expulsion rate, middle school dropout rate.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low Income Pupils and English Learners
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	A. Increase the number of parent surveys returned by 10% B. Increase the % of parent participation in school activities for all students by 10%. C. Student attendance rates will increase from 96% to 97%. Maintain current suspension rate, expulsion rate, and middle school dropout rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Continue annual survey to determine overall positive feelings for students, parents, and staff members.	All	<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)	No expenditures required \$0
B. Continue to compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.	All	<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	No expenditures required \$0

		_ Other Subgroups: (Specify)	
C. Continue to inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.	All	<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)	No expenditures required \$0

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	A. Increase the number of parent surveys returned by 10% B. Increase the % of parent participation in school activities for all students by 10%. C. Maintain student attendance rate of 97%. Maintain current suspension rate, expulsion rate, and middle school dropout rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A. Continue annual survey to determine overall positive feelings for students, parents, and staff members.	All	<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)	No expenditures required \$0
B. Continue to compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.	All	<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)	No expenditures required \$0

<p>C. Continue to inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.</p>	<p>All</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>	<p>No expenditures required \$0</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Increase the number of parent surveys returned by 10% B. Increase the % of parent participation in school activities for all students by 10%. C. Maintain student attendance rate of 97%. Maintain current suspension rate, expulsion rate, and middle school dropout rate.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>A. Continue annual survey to determine overall positive feelings for students, parents, and staff members.</p>	<p>All</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>	<p>No expenditures required \$0</p>
<p>B. Continue to compile data to determine how many parents participate in some portion of their child's school experience to identify which, if any, subgroups that have low participation.</p>	<p>All</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>	<p>No expenditures required \$0</p>
<p>C. Continue to inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>No expenditures required \$0</p>

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

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:	Students in grades K-8 will increase academic achievement in all areas.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	A. 60% of English Learners will be at or proficient based on CELDT testing. B. 70% of students tested will be at or above proficient in English Language Arts based on state assessment. C. 65% of students tested will be at or above proficient in Math based on state assessment.	Actual Annual Measurable Outcomes:	A. Based on CELDT data, 23% of EL's were reclassified as proficient in English. B. Based on state assessment data, 40% of students in grades 3-8 were proficient in ELA. C. Based on state assessment data, 44% of students in grades 3-8 were proficient in Math.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A. 1. Educate all stakeholders on English Language Development standards and how to best implement them into daily lessons. 2. Hire one 3.75 hour aide to work with ELD students. 3. Create an after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance. 4. Continue .8 hour Learning Specialist to work with low income and English Language Learners.	A. 1. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 1,500 A. 1. Books and Supplies 4000-4999: Books And Supplies Supplemental 2,000 A. 2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Lottery 3,175 A. 3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000 A. 4. Learning Center Salary 0000: Unrestricted Supplemental 18,000	A. 1. Stakeholders were not educated on English Language Development standards and how to best implement them into daily lessons. A. 2. A 3.75 hour aide was hired to work with ELD students. A. 3. An after school program was created that focused on improving performance with tutoring and homework assistance. A. 4. .8 hour Learning Specialist worked with low income and English Language Learners.	A. 1. Professional Development \$0 A. 1. Books and Supplies 4000-4999: Books And Supplies Supplemental 96 A. 2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Lottery 3,256 A. 3. After school Program 0000: Unrestricted After School Education and Safety (ASES) 22,000 A. 4. Learning Center Salary 0000: Unrestricted Supplemental 18,702

<p>Scope of Service</p>	<p>All</p>		<p>Scope of Service</p>	<p>All</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>B. 1. Accelerated Reader, Books and Supplies 4000-4999: Books And Supplies Supplemental 3,000 B. 2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Lottery 3,175 B. 3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000 B. 4. Learning Center Salary 0000: Unrestricted Supplemental 18,000</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>B. 1. Accelerated Reader, Books and Supplies 4000-4999: Books And Supplies Supplemental 2,956 B. 2. Teacher Aide Salary 2000-2999: Classified Personnel Salaries Lottery 3,256 B. 3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000 B. 4. Learning Center Salary 0000: Unrestricted Supplemental 18,702</p>
<p>B. 1. Create an effective school wide intervention model to target students who are not achieving proficiency in English Language Arts. 2. Hire one 3.75 hour aide to work with Learning Specialist and classroom teachers to target identified students. 3. Create an after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance. 4. Continue .8 hour Learning Specialist to work with low income and English Language Learners.</p>			<p>B. 1. A school wide intervention model to target students who are not achieving proficiency in English Language Arts began the last trimester of the school year. B. 2. A 3.75 hour aide was hired to work with Learning Specialist and classroom teachers to target identified students. B. 3. An after school program was created that focused on improving performance with tutoring and homework assistance. B. 4. .8 hour Learning Specialist worked with low income and English Language Learners.</p>		
<p>Scope of Service</p>	<p>All</p>		<p>Scope of Service</p>	<p>All</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</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>		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>C. 1. Create an effective school wide intervention model to target students who are not achieving proficiency in Mathematics.</p> <p>2. Hire one 3.75 hour aide to work with Learning Specialist and classroom teachers to target identified students.</p> <p>3. Create an after school program that will focus on improving academic performance through intervention, tutoring, and homework assistance.</p> <p>4. Continue .8 hour Learning Specialist to work with low income and English Language Learners.</p>	<p>C. 1. Go Math, Reflex Math, Splash Math and CPM 4000-4999: Books And Supplies Supplemental 5,000</p> <p>C. 2. Teacher Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental 3,175</p> <p>C. 3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>C. 4. Learning Center Salary 0000: Unrestricted Supplemental 18,000</p>	<p>C. 1. A school wide intervention model for students who are not achieving proficiency in Mathematics was not created.</p> <p>C. 2. A 3.75 hour aide was hired to work with Learning Specialist and classroom teachers to target identified students.</p> <p>C. 3. An after school program was created that focused on improving performance with tutoring and homework assistance.</p> <p>C. 4. .8 hour Learning Specialist worked with low income and English Language Learners.</p>	<p>C. 1 Go Math, Reflex Math, Splash Math and CPM 4000-4999: Books And Supplies Supplemental 15,011</p> <p>C. 2. Teacher Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental 3,256</p> <p>C. 3. Afterschool Program 0000: Unrestricted After School Education and Safety (ASES) 22,000</p> <p>C. 4. Learning Center Salary 0000: Unrestricted Supplemental 18,702</p> <p>C. 1 Go Math, Reflex Math, Splash Math and CPM 5000-5999: Services And Other Operating Expenditures Supplemental 1,015</p>
<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>_ All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>A. Based on the data collected, the measurable outcome for this goal has been reevaluated because the original outcome (60%) was not practical for the first year. Furthermore, more specific action targeting ELD students is necessary in order to increase academic achievement.</p> <p>B. Based on the data collected, the measurable outcome for this goal has been reevaluated because the original outcome (70%) was not practical for the first year. Furthermore, the focus on mathematics professional development has changed to English Language Arts is warranted based on student scores.</p>		

	<p>C. Based on the data collected, the measurable outcome for this goal has been reevaluated because the original outcome (65%) was not practical for the first year. Furthermore, the focus on mathematics professional development has changed to English Language Arts is warranted based on student scores.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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:	Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	A. 100% of all instructional staff are highly qualified. B. 100% of all students have access to standards-aligned instructional materials. C. Replace 25% of outdated or ineffective technology. D. Maintain zero Williams' facilities complaints. E. 100% of PE standards are taught, as well as to increase the number of performing arts courses for all students.	Actual Annual Measurable Outcomes:	A. 100% of all instructional staff are highly qualified. B. 100% of all students have access to standards-aligned instructional materials. C. 25% of outdated and ineffective technology was replaced. D. 0 Williams' facilities complaints were reported. E. 100% of all PE standards were taught. E. All students participated weekly in either Art or Music.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
A. 1. Offer professional development opportunities for all instructional staff, including BTSA for new teachers, county and state CCSS training, and any other available PD. 2. Schedule minimum student days into the school calendar for staff development, specifically to improve instruction in math.	Budgeted Expenditures	A. 1. Professional development opportunities were offered for all instructional staff. A. 2. Minimum days were built into the calendar for staff development.	Estimated Actual Annual Expenditures
	A1. Professional Development and BTSA 5000-5999: Services And Other Operating Expenditures Supplemental 5,000 A2. Minimum day Afterschool Program supervision 0000: Unrestricted After School Education and Safety (ASES) 1,100		A. 1 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 4,618 A. 2. Minimum day after school program supervision 0000: Unrestricted After School Education and Safety (ASES) 887
Scope of Service	All	Scope of Service	All
X All OR:		X All OR:	

<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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>B. 1. Purchase enough instructional materials for all students.</p> <p>2. Purchase a classroom set of computers/Chrome books for grades 3-8</p> <p>3. Purchase a classroom set of iPads for grades K-3.</p>	<p>B. 1. Purchase instructional materials and textbooks 4000-4999: Books And Supplies Supplemental 1,500</p> <p>B. 2. Computers/Chrome Books 4000-4999: Books And Supplies Supplemental 4,000</p> <p>B. 3. Ipads 0000: Unrestricted Supplemental 3,000</p>	<p>B. 1. Instructional materials and textbooks were purchased.</p> <p>B. 2. Chromebooks and other technology were purchased.</p> <p>B. 3. No iPads were purchased.</p>	<p>B. 1. Purchase instructional materials and textbooks 4000-4999: Books And Supplies Supplemental 1,500</p> <p>B. 2. Computers/Chrome Books 4000-4999: Books And Supplies Title VI 11,176</p> <p>B. 3. Ipads 0</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <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>C. 1. Create a technology replacement plan that includes a budget to replace outdated and ineffective technology.</p>	<p>C. 1. Replacing outdated technology 4000-4999: Books And Supplies Supplemental 5,000</p>	<p>C. 1. Replaced outdated technology</p>	<p>C. 1. Replacing outdated technology. 0</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth 	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>D. 1. Create a maintenance plan to monitor and improve conditions of learning. 2. Offer additional hours to current staff to conduct custodial duties.</p>	<p>D1. No expenditures associated with this action \$0 D2. Additional staffing hours 2000-2999: Classified Personnel Salaries Base 5,000</p>	<p>D. 1. A maintenance plan has been started. D. 2. After School program personnel conduct custodial duties.</p>	<p>D. 1. No expenditures associated with this action 0 D. 2. Additional staffing hours 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 1,159</p>
<p>Scope of Service: All</p> <hr/> <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>Scope of Service: All</p> <hr/> <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>E. 1. Hire a music teacher to create a classroom music program for K-6 and offer band for 6-8. 2. Encourage classroom teachers to implement a rich PE program that encompasses all PE standards.</p>	<p>E1. Classroom Music/Band Teacher 1000-1999: Certificated Personnel Salaries Base 25,113 E1. Music/Band supplies 4000-4999: Books And Supplies Base 5,000 E2. P.E. Supplies 4000-4999: Books And Supplies Base 600</p>	<p>E. 1. Music teacher was hired to offer music and band to students. E. 2. Teachers are implementing a rich PE program that encompasses all PE standards.</p>	<p>E. 1. Classroom Music/Band Teacher 1000-1999: Certificated Personnel Salaries Base 21,500 E. 1. Music/Band Supplies 4000-4999: Books And Supplies Supplemental 3,000 E. 2. PE Supplies 4000-4999: Books And Supplies Base 913</p>
<p>Scope of Service: All</p> <hr/> <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</p>		<p>Scope of Service: All</p> <hr/> <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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
		A review of the CELDT tests and Smarter Balanced tests will be used to determine if additional EL instruction is needed.	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ----- _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A. No action necessary. Our staff is 100% highly qualified. B. No action necessary. 100% of our students have access to standards-aligned instructional materials. C. Although we have not completed the technology plan, we have taken an inventory, tagged all devices, and purchased 87 new Chromebooks this year. We will continue to work towards creating the technology plan that will include budgeting money each year for replacements. D. Although we have begun a maintenance plan that has addressed specific issues, a plan has not been finalized. We will continue to work towards creating a maintenance plan. Also, we did offer hours to a classified staff member for custodial purposes, there will be a greater need next year when we acquire a 3500 square foot building already on campus. E. Although we purchased additional equipment for classroom PE, there was very little effort to encourage teachers to implement a rich PE program. Based on this, there is a need to better emphasis the importance of this goal. One action will be to incorporate a discussion in our regularly scheduled professional development time.		

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:	Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve school attendance rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students, including low Income Pupils and English Learners		
Expected Annual Measurable Outcomes:	A. Increase the number of parent surveys returned by 10% B. Establish a baseline of the % of parent participation in school activities for all students. C. Student attendance rates will increase from 95% to 96%	Actual Annual Measurable Outcomes: A. 40% of surveys were returned. B. No baseline was established. C. 97.29% attendance rate. 2.71% absence rate. 0% suspension rate. 0% middle school dropout rate. 0% expulsion rate.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
A. Conduct an annual survey to determine overall positive feelings for students, parents, and staff members.		A. Two survey's were sent home. One pertained to overall school climate, while the other was specific for the school food service program.	
No expenditures required \$0		A. No expenditures required \$0	
Scope of Service	All	Scope of Service	All
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
B. Compile data to determine how many parents participate in some portion of their child's school		B. Data was compiled to determine parent participation rate.	
No expenditures required \$0		B. No expenditures required. \$0	

<p>experience to identify which, if any, subgroups that have low participation.</p>			
<p>Scope of Service All</p> <hr/> <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>Scope of Service All</p> <hr/> <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>C. Inform and motivate parents and students on the effects absenteeism has on student achievement in order to reduce absenteeism.</p>	<p>No expenditures required \$0</p>	<p>Parents were notified about the effects of absenteeism on student achievement.</p>	<p>C. No expenditures required. \$0</p>
<p>Scope of Service All</p> <hr/> <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>Scope of Service All</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>A. For the first year of the 2014-15 LCAP, a baseline was to be determined. Based on the 40% returned, we will work to communicate the importance of returning the survey. Furthermore, other methods to complete the survey will be made available. The methods include a Google Form to be put on our website, posting to Facebook, and disseminating to stakeholders during parent-teacher conferences. No additional expenditures are required.</p> <p>B. Since this data was difficult to compile because there is no specific method for doing so, a process needs to be created that can streamline the data easily. No additional expenditures are required.</p> <p>C. Since our attendance rate is extremely high, and there were no middle school dropouts, suspensions, or expulsions, no changes are necessary. We will continue to reiterate how important student attendance is for student achievement.</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.

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:	\$111,649.00
Instructional aides targeted identified students with small group and individual instruction. Additionally, students identified received push in and pull out instruction with .8 hour Learning Specialist. Math curriculum that was piloted and purchased this year included supplemental materials for unduplicated students. Reflex Math program adopted in supplement math instruction. Low income and English learners received all of these services.	

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.

8.44	%
The Plaza School board approved creating an after school program that will primarily focus on intervention for low income and English Learners. This program will target English Language and Math skills for members of these subgroups who have not met CCSS proficiency. Additionally, a 3.75 hour aide will be hired for the 2015-16 school year to work with our .8 hour Learning Specialist and a fulltime instructional aide. These staff members target low income pupils and English Learners through push in and pull out methods. Also, additional curriculum will be purchased to support the after school intervention, as well as Learning Center programs who focus on these subgroup students. Curriculum will include supplemental materials from our math publishers and two online math programs called Reflex Math and Splash Math.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	196,338.00	195,705.00	196,626.00	199,676.00	205,626.00	601,928.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	67,100.00	68,046.00	67,150.00	67,200.00	67,650.00	202,000.00
Base	35,713.00	22,413.00	31,600.00	33,100.00	34,100.00	98,800.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	6,350.00	6,512.00	0.00	0.00	0.00	0.00
Supplemental	87,175.00	87,558.00	80,000.00	86,500.00	83,000.00	249,500.00
Title I	0.00	0.00	12,876.00	12,876.00	12,876.00	38,628.00
Title II	0.00	0.00	5,000.00	0.00	8,000.00	13,000.00
Title VI	0.00	11,176.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	196,338.00	195,705.00	196,626.00	199,676.00	205,626.00	601,928.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	124,100.00	122,993.00	127,150.00	132,000.00	161,750.00	420,900.00
1000-1999: Certificated Personnel Salaries	25,113.00	21,500.00	23,000.00	25,000.00	0.00	48,000.00
2000-2999: Classified Personnel Salaries	14,525.00	10,927.00	18,126.00	19,576.00	18,376.00	56,078.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	26,100.00	34,652.00	21,850.00	19,100.00	17,500.00	58,450.00
5000-5999: Services And Other Operating Expenditures	6,500.00	5,633.00	6,500.00	4,000.00	8,000.00	18,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	196,338.00	195,705.00	196,626.00	199,676.00	205,626.00	601,928.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	After School Education and Safety (ASES)	67,100.00	66,887.00	67,150.00	66,000.00	67,650.00	200,800.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	27,100.00	27,100.00
0000: Unrestricted	Supplemental	57,000.00	56,106.00	60,000.00	66,000.00	67,000.00	193,000.00
1000-1999: Certificated Personnel Salaries	Base	25,113.00	21,500.00	23,000.00	25,000.00	0.00	48,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	0.00	1,159.00	0.00	1,200.00	0.00	1,200.00
2000-2999: Classified Personnel Salaries	Base	5,000.00	0.00	5,250.00	5,500.00	5,500.00	16,250.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Lottery	6,350.00	6,512.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	3,175.00	3,256.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	12,876.00	12,876.00	12,876.00	38,628.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	5,600.00	913.00	3,350.00	2,600.00	1,500.00	7,450.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	20,500.00	22,563.00	18,500.00	16,500.00	16,000.00	51,000.00
4000-4999: Books And Supplies	Title VI	0.00	11,176.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	6,500.00	5,633.00	1,500.00	4,000.00	0.00	5,500.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	5,000.00	0.00	8,000.00	13,000.00

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).