

Introduction:

LEA: Cinnabar Elementary School District **Contact (Name, Title, Email, Phone Number):** Tracie Kern, Superintendent/Principal , tkern@cinnabar.k12.ca.us, (707) 765-4345
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Throughout the 2015-2016 school year, the School Board was informed and updated about the progress of the LCAP input process and LCAP Committee. The LCAP Committee has five parent representatives, a classified staff, an administrator and three Association of Cinnabar Teachers (ACT) representatives. Cinnabar ESD LCAP input process involved ELPAC, SSC, Certificated Leadership Team, classified staff during staff meetings, and certificated staff during staff meetings. A student meeting was held by the superintendent/principal for student review of the 2015-2016 LCAP and input	1. Represented stakeholders included parents of SSC and ELPAC, classified and certificated staff, CSEA and ACT representatives, students and school board members . 2. Responsibilities were assigned to begin process of LCAP & LCFF Training to stakeholders . 3. Parent representatives were given the opportunity for input in SSC meetings

<p>for the 2016-2017 LCAP. During these input opportunities, on-going LCAP training about the LCAP document and process, as well as providing opportunity for engaging stakeholder input for the LCAP and using data to inform the input process. See Cinnabar ESD LCAP Stakeholder Input Binder for agendas, minutes, and sign-in documents.</p> <p>Report on stakeholder input:</p> <ol style="list-style-type: none"> 1. Continue to develop and build capacity of Cinnabar's MTSS/RtI model. 2. Continue to build the peer coaching model using release days for teachers to model best instructional practices and reflect with one another on instructional delivery effectiveness to build the foundation of great first instruction. 3. Continue to develop the parent/family liaison position so that spanish speaking families can be an engaged member of Cinnabar's school community and their child's education. <ol style="list-style-type: none"> 1. 6/2/16 – Site Council Meeting with ELPAC representative for review of final LCAP. Students gave input on final LCAP for 2016-2017 on 4/14/16. 2. 6/14/16 Public Hearing on Final LCAP & Budget Draft at school board meeting. 3. 6/28/16 Final LCAP & Budget to School Board for final approval. 4. Superintendent responded in writing to SSC & ELPAC stakeholder groups. 	<p>and ELPAC meetings and parents at the Public Hearing of the final document on June 28, 2016.</p> <ol style="list-style-type: none"> 4. Responses/input to LCAP: School Board Meetings on 4/8/16, 5/3/16, 6/14/16; SSC Meetings on 5/3/16 & 6/7/16; Classified Meetings on 4/20/16, 4/27/16; Certificated Meetings on 4/20/16, 4/27/16; Leadership Team Meetings on 5/11/16, 5/25/16; Student Meeting Session on 4/14/2016; ELAC Meetings on 4/21/16. Recommendation was given by stakeholders during these LCAP review and input sessions to continue with our same LCAP 1-4 goals and continue building the capacity for Academic, Behavioral, Attendance MTSS/RTI and STEAMM. 5. Students recommendation: upgrade technology devices for uninterrupted e-learning. 6. SSC, ELPAC, Cinnabar Leadership Team forms the LCAP committees maximizing stakeholder input. 7. LCAP Meeting binder is located in the school office for public view. The LCAP binder documents Cinnabar ESD LCAP meeting agendas, minutes, and sign-in documents of LCAP review and input sessions with stakeholders. 8. Site Council recommends continuing to align the Single Plan for Student Achievement/LEA Plan with the district's LCAP. 9. Final Draft of LCAP Goals presented to SSC on 6/7/16. 10. Public Hearing of 2016-2017 LCAP held on 6/14/16.
<p>Annual Update: 4/13/16 SCOE LCAP Meeting Attended by Tracie Kern, Superintendent/Principal. Goals 1- 4 from 2015-2016 District LCAP were reviewed by stakeholders groups at LCAP meetings:</p> <ol style="list-style-type: none"> 1. 5/3/16 & 6/7/16 – School Site Council Meetings reviewing LCAP input & 	<p>Annual Update: Cinnabar ESD will continue to contract with DTS to provide CDE aligned template for LCAP. Goal 1 - 4 will continue into 2016-2017 LCAP G1 = All students, including unduplicated and exceptional needs' students, will be proficient in grade-level standards. All students, including unduplicated and</p>

priorities from stakeholder groups.

2. 4/5/16, 5/3/16, 6/14/16 – School Board Meetings reviewing LCAP input & priorities from stakeholders.

3. 4/21/16 – ELPAC meeting reviewing, discussing, and providing input to the LCAP.

4. 5/11/16, 5/25/16 – Cinnabar Leadership Team meetings reviewing and providing input with prioritization for the LCAP.

5. 4/20/16, 4/27/16 – Classified Staff, CSEA Representatives, Training on LCFF & LCAP with LCAP review and input.

6. 4/8/15, 4/22/15 – Certificated Staff, ACT Representatives, Training on LCFF & LCAP with LCAP review & input.

7. 4/14/16 - Student input on educational services and programs in LCAP.

8. Superintendent responded in writing to SSC & ELAC groups.

9. Assessment on goals shared with stakeholders in LCAP review meetings:

Goal 1 and Assessments:

>All students, including unduplicated and exceptional needs' students, will be proficient in grade-level standards.

- 35% of students were proficient on ELA state standards, 35% proficient on math state standards, 5% RFEF rate.
- An instructional assistant provided instructional and behavioral support for all students with extra support for EL students and low income students.
- A highly qualified bilingual classroom teacher was provided.
- The classroom and I.A. participated in CCSS, ELD, Step-Up-toWriting, PBIS, Reading Eggs and Math Seeds professional development. Edmark curriculum was purchased and provided tier 2 reading intervention for students during 2015-2016 school year.
- CCSS student report cards were purchased, training provided, and student core assessments aligned with CCSS. The CCSS report cards were used

exceptional needs' students, will have access to art and music programs. All students, including unduplicated and exceptional needs' students, will have access to a P.E. instructor for additional P.E. instruction (in addition to the required P.E. minutes met by classroom teachers).

- * Continue to provide a highly qualified Instructional Assistants for student learning and behavior support.
- * Continue to provide professional development aligned with CCSS and ELD strategies through the peer coaching model of sharing best instructional practices to integrate the following staff trainings that took place in 2015-2016: Step-Up-to-Writing, CCSS Kindergarten Report Card Training, PBIS Training, Reading Eggs Training, Math Literacy Training.
- * Discontinue Imagine Learning & replace with Math Seeds for math literacy. >Change Imagine Learning for Math Seeds due to pilot results.
- * Continue using Edmark curriculum for tier 2 reading intervention.
- * Continue providing Summer School for extended learning and intervention opportunities after district's construction projects are finalized.
- * Continue providing CCSS aligned report card.
- * Continue with the art, music, and P.E. programs with art, music and P.E. instructors.
- * Continue providing a highly qualified classroom teacher.

G2 = All parents, including parents of unduplicated students, will be provided with appropriate opportunities to be involved in their students' education.

- * Continue with translation services.
- * Continue providing a parent/family liaison position.

G3 = Provide a safe, secure learning environment.

- * Continue to provide a School Counselor to support student pro-social skill/behavior RtI through PBIS, the district's anti-bullying program.

G4 = Student will be engaged in their learning in order to be successful. In order for students to be engaged in their learning they need to be at school everyday and on time to their learning day.

- * Continue to recognize and reinforce perfect attendance. Recognize the need of attendance RtI; multi-level attendance and tardy intervention.
- * Continue providing a school counselor.

providing student progress on mastery of state standards. The CCSS report cards were explained during parent conferences and provided each trimester to students and their parents.

- Summer School was not able to take place for the 2015-2016 school year due to summer construction projects at the school.

>All students, including unduplicated and exceptional needs' students, will have access to art and music programs. >All students, including unduplicated and exceptional needs' students, will have access to a P.E. instructor for additional P.E. instruction (in addition to the required P.E. minutes met by classroom teachers).

- Art, music, and P.E. instructors were provided giving art, music and P.E. instruction for all students during the 2015-2016 school year. The instructional assistant provided support to all students and extra support for EL, low income and exceptional needs students ensuring proper access to art, music and P.E. instruction.

G2 => All parents, including parents of unduplicated and exceptional needs' students, will be provided with appropriate opportunities to be involved in their students' education.

- ELPAC on average increased regularly attending family members by 30%. All ELPAC meetings (4) and materials were translated in spanish.
- CEF/PTO members increased by 20%.
- ELPAC & CEF/PTO participated together in providing a school community building fundraiser 100% increase.
- A parent liaison position was added and established to increase family access to school.
- Parents were provided CCSS report cards at parent conferences and given training on the report cards by the classroom teacher so parents can better understand their child's academic progress.
- CCSS student report cards were translated into spanish for spanish speaking families.

G3 = Provide a safe, secure learning environment.

Cinnabar ESD stakeholders stated they want to continue with the goals and program development and fine-tune practices.

- Positive Behavior Intervention Support program continuing at Cinnabar for 2015 -2106 school year.
- PBIS Team established with three certificated staff, three classified staff, three parents, one administrator.
- 2015-2016 = 0% Expulsion rate; less than 5% suspension rate.
- increase in the PBIS SET Score from 44/66 in 2014-2015 school year to 100/75 in 2015-2016 school year.
- 98% FIT score with good rating maintained.
- School Counselor provided for the 2015-2016.

G4 = Student will be engaged in their learning in order to be successful. In order for students to be engaged in their learning they need to be at school everyday and on time to their learning day.

- Monthly perfect attendance assemblies took place for the 2015-2016 school year positively recognizing student attendance.
- District had a 98 % attendance for 2015-2016 school year. Chronic absenteeism of less than 5%.

10. LCAP Stakeholder Committees agreed to continue with and build capacity for the same four goals for next year. The LCAP committees were satisfied with progress on goals and they want to continue to build each year on the successful actions, programs and interventions.

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?

<p>GOAL 1:</p>	<p>Goal 1: All students, including unduplicated and exceptional needs' students, will be proficient in grade-level standards.</p> <p>All students, including unduplicated and exceptional needs' students, will have access to art and music programs.</p> <p>All students, including unduplicated and exceptional needs' students, will have access to a P.E. instructor for additional P.E. instruction (in addition to the required P.E. minutes met by classroom teachers).</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to be proficient in grade level standards. Baseline: 84.6% students proficient in ELA & 76.25% students proficient in Math. Baseline: 12/13 EL students increased by one CELDT Level from October 2013 to October 2014 = 92% increased CELDT Level. Baseline: 5% EL students reclassified Baseline: Teacher mis-assignment is 0%. Baseline: 2015 – 2016 Math CCSS Implementation 80% complete – piloting math CCSS adoption Baseline: 2015 – 2016 ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum Baseline: 2015 – 2016 ELD standards implementation 80% complete integration of ELD standards with ELA Baseline for textbook sufficiency – 100% of our students have an adopted core curriculum textbook Baseline: Art: All students, including EL & low-income students and students with exceptional needs, have access to art instruction in their art class: 2014-2015 100% EL & low-income students were taught and participated in art class offered by art instructors and by the classroom teacher. Baseline: Music: all students, including EL & low-income students and students with exceptional needs, have access to music instruction by both their music teacher and classroom teacher: 2014-2015 100% EL & low-income students were taught and participated in music class offered by the classroom teacher: 50% of goal met (need to have access to music instruction by a music teacher to achieve 100% of goal) Baseline: All students, including EL & low-income students and students with exceptional needs, will have additional P.E. instruction (in addition to the required P.E. minutes provided by classroom teachers) from a P.E. instructor for 40 minutes/week - 2014-2015 students had 25 additional minutes/week Baseline: 83% of district students were proficient in grade-level P.E. standards N/A: EAP, A-G, CTE, API, AP</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>	<p>Low Income & EL Students</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Increase percentage of returning students who are proficient in grade level standards by 3% as measured by CAASPP. CELDT score increase 3% RFEP Goal:10% Increase CELDT level each year until reclassified Maintain teacher mis-assignments at 0% & appropriately credentialed at 100% for all students, including ELs Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption for all students, including ELs ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum for all students, including ELs ELD state standards implementation 100% complete integration of ELD state standards with ELA state standards for all students, including ELs Textbook sufficiency – 100% of our students have an adopted core curriculum textbook for all students, including ELs 100% of students, including UPC students and students with exceptional needs, will have access to a broad course of study through our arts, music, and fitness programs. The outcome measures for these enrichment opportunities are described below: Maintain student access to art instruction in their art class with an art instructor for all students, including ELL students Increase music access by increasing a music teacher for 2015-2016 from .33 F.T.E to .5 F.T.E so district students have access to music instruction by a music teacher Increase P.E. instruction by a P.E. instructor from 25 minutes per week to 40 minutes per week (in addition to the required P.E. minutes provided by classroom teachers) 100% of district students will be proficient in grade-level P.E. standards</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,203
1.2 Provide Professional Development time for trainings and coaching. The PD provided by the district on CCSS, NGSS, EDI, and PBIS; teachers will have release time to observe, practice and model the PD practices and strategies through the district's peer coaching days.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.2 Substitute cost for teacher release days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$404 1.2 Professional Development Training Costs (Educator Effectiveness Grant) 5800: Professional/Consulting Services And Operating Expenditures Other \$8,000

1.3: Provide intervention curriculum software for core support aligned with state standards.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.3: Using Reading EggSpress for reading intervention 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000 1.3 Using Math Seeds for math intervention 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000
1.4 Art Program offered 1x/wk	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.4 Art Instructor 5000-5999: Services And Other Operating Expenditures Lottery \$10,000 1.4 Art Supplies 4000-4999: Books And Supplies Base \$1,000
1.5 Music Program offered 2x/wk	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.5 Music Teacher 1000-1999: Certificated Personnel Salaries Base \$35,000 1.5 Music Supplies 4000-4999: Books And Supplies Base \$1,000
1.6 P.E. Program offered 2x/wk	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.6 P.E. Instructor 2000-2999: Classified Personnel Salaries Base \$24,300 1.6 P.E. Instructor 3000-3999: Employee Benefits Base \$11,859 1.6 P.E. Supplies 4000-4999: Books And Supplies Base \$1,300
1.7 A Highly Qualified Bilingual Teacher to provide intensive support for designated ELD instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1.7 A Highly Qualified Bilingual Teacher 1000-1999: Certificated Personnel Salaries Base \$93,300

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Increase percentage of returning students who are proficient in grade level standards by 3% CELDT score increase 3% RFEP Goal:10% Increase CELDT level each year until reclassified Maintain teacher mis-assignments at 0% & appropriately credentialed at 100% for all students, including ELs Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption for all students, including ELs ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum for all students, including ELs ELD standards implementation 100% complete integration of ELD standards with ELA for all students, including ELs Textbook sufficiency – 100% of our students have an adopted core curriculum textbook for all students, including ELs 100% of students, including UPC students and students with exceptional needs, will have access to a broad course of study through our arts, music, and fitness programs. The outcome measures for these enrichment opportunities are described below: Maintain student access to art instruction in their art class with an art instructor for all students, including ELL students Increase music access by increasing a music teacher for 2015-2016 from .33 F.T.E to .5 F.T.E so district students have access to music instruction by a music teacher Increase P.E. instruction by a P.E. instructor from 25 minutes per week to 40 minutes per week (in addition to the required P.E. minutes provided by classroom teachers) 100% of district students will be proficient in grade-level P.E. standards		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$22,500
1.2 Provide Professional Development time for trainings and coaching. The PD provided by the district on CCSS, NGSS, EDI, and PBIS; teachers will have release time	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	1.2 Substitute cost for teacher release days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$500

to observe, practice and model the PD practices and strategies through the district's peer coaching days.		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.2 Professional Development Training Costs (Education Effectiveness Grant) 5800: Professional/Consulting Services And Operating Expenditures Other \$8,000
1.3: Provide intervention curriculum software for core support aligned with state standards.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.3: Using Reading EggSprss for reading intervention 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000 1.3 Using Math Seeds for math intervention 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000
1.4 Art Program offered 1x/wk	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.4 Art Instructor 5000-5999: Services And Other Operating Expenditures Lottery \$10,000 1.4 Art Supplies 4000-4999: Books And Supplies Base \$1,000
1.5 Music Program offered 2x/wk	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.5 Music Teacher 1000-1999: Certificated Personnel Salaries Base \$36,000 1.5 Music Supplies 4000-4999: Books And Supplies Base \$2,000
1.6 P.E. Program offered 2x/wk	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	1.6 P.E. Instructor 2000-2999: Classified Personnel Salaries Base \$25,500 1.6 P.E. Instructor 3000-3999: Employee Benefits Base \$12,000 1.6 P.E. Supplies 4000-4999: Books And Supplies Base

		English proficient _ Other Subgroups: (Specify)	\$1,500
1.7 A Highly Qualified Bilingual Teacher to provide intensive support for designated ELD instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.7 A Highly Qualified Bilingual Teacher 1000-1999: Certificated Personnel Salaries Base \$94,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<p>Increase percentage of returning students who are proficient in grade level standards by 3%</p> <p>CELDT score increase 3%</p> <p>RFEP Goal:10%</p> <p>Increase CELDT level each year until reclassified</p> <p>Maintain teacher mis-assignments at 0% & appropriately credentialed at 100% for all students, including ELs</p> <p>Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption for all students, including ELs</p> <p>ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum for all students, including ELs</p> <p>ELD standards implementation 100% complete integration of ELD standards with ELA for all students, including ELs</p> <p>Textbook sufficiency – 100% of our students have an adopted core curriculum textbook for all students, including ELs</p> <p>100% of students, including UPC students and students with exceptional needs, will have access to a broad course of study through our arts, music, and fitness programs. The outcome measures for these enrichment opportunities are described below:</p> <p>Maintain student access to art instruction in their art class with an art instructor for all students, including ELL students</p> <p>Increase music access by increasing a music teacher for 2015-2016 from .33 F.T.E to .5 F.T.E so district students have access to music instruction by a music teacher</p> <p>Increase P.E. instruction by a P.E. instructor from 25 minutes per week to 40 minutes per week (in addition to the required P.E. minutes provided by classroom teachers)</p> <p>100% of district students will be proficient in grade-level P.E. standards</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000

		English proficient _ Other Subgroups: (Specify)	
1.2 Provide Professional Development time for trainings and coaching. The PD provided by the district on CCSS, NGSS, EDI, and PBIS; teachers will have release time to observe, practice and model the PD practices and strategies through the district's peer coaching days.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2 Substitute cost for teacher release days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000 1.2 Professional Development Training Costs (Educator Effectiveness Grant) 5800: Professional/Consulting Services And Operating Expenditures Other \$8,000
1.3: Provide intervention curriculum software for core support aligned with state standards.	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.3: Using Reading EggSpress for reading intervention 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000 1.3 Using Math Seeds for math intervention 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000
1.4 Art Program offered 1x/wk	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4 Art Instructor 5000-5999: Services And Other Operating Expenditures Lottery \$10,000 1.4 Art Supplies 4000-4999: Books And Supplies Base \$1,000
1.5 Music Program offered 2x/wk	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 Music Teacher 1000-1999: Certificated Personnel Salaries Base \$38,000 1.5 Music Supplies 4000-4999: Books And Supplies Base \$2,000

<p>1.6 P.E. Program offered 2x/wk</p>	<p>LEA-wide</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>1.6 P.E. Instructor 2000-2999: Classified Personnel Salaries Base \$25,500 1.6 P.E. Instructor 3000-3999: Employee Benefits Base \$12,500 1.6 P.E. Supplies 4000-4999: Books And Supplies Base \$1,500</p>
<p>1.7 A Highly Qualified Bilingual Teacher to provide intensive support for designated ELD instruction.</p>	<p>LEA-wide</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>1.7 A Highly Qualified Bilingual Teacher 1000-1999: Certificated Personnel Salaries Base \$95,500</p>

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

GOAL 2:	<p>Goal 2: All parents, including parents of unduplicated and exceptional needs' students, will be provided with appropriate opportunities to be involved in their students' education and have opportunities for input in district decision making.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
Identified Need :	<p>Parents need to be involved in their students' education in order for students to be successful. Baseline: Parent involvement in the four ELAC meetings averaged 15 parents/meeting for 2014-2015 school year. Baseline: Parent Involvement in Cinnabar Education Foundation (PTO) averaged 5 parents/meeting for the 2014-2015 school year. Baseline: ELAC & CEF/PTO collaborated on 1 school function for the 2014-2015 school year. Baseline: Parent Liaison position established to provide parent outreach and increase opportunities for all parent involvement, including parents of unduplicated and exceptional needs' students, to increase involved in their students' education - 1 highly qualified staff member designated as parent liaison for 2015-2016.</p>		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All & Low Income & EL
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<p>Increase parent involvement of ELAC meetings by 20% each year Increase parent involvement of CEF/PTO by 20% each year Increase ELAC & CEF/PTO Collaboration on school functions by 50% each year Parent Liaison Position established - 100% each year</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Provide a parent/family liaison to connect families with school.	LEA wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	2.1: Parent/Family Liaison 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,460

		_ Other Subgroups: (Specify)	
2.2: Provide translation services for Spanish speaking parents for English learners and re-designated fluent English proficient	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.2: Translation services 2000-2999: Classified Personnel Salaries Title III \$2,500
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Increase parent involvement of ELAC meetings by 20% each year Increase parent involvement of CEF/PTO by 20% each year Increase ELAC & CEF/PTO Collaboration on school functions by 50% each year Parent Liaison Position established - 100% each year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Provide a parent/family liaison to connect families with school.	LEA wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1: Parent/Family Liaison 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,500
2.2: Provide translation services for Spanish speaking parents for English learners and re-designated fluent English proficient	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth	2.2: Translation services 2000-2999: Classified Personnel Salaries Title III \$2,500

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Increase parent involvement of ELAC meetings by 20% each year Increase parent involvement of CEF/PTO by 20% each year Increase ELAC & CEF/PTO Collaboration on school functions by 50% each year Parent Liaison Position established - 100% each year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1: Provide a parent/family liaison to connect families with school.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1: Parent/Family Liaison 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000
2.2: Provide translation services for Spanish speaking parents for English learners and re-designated fluent English proficient	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2: Translation services 2000-2999: Classified Personnel Salaries Title III \$2,500

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

GOAL 3:	Goal 3: Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Identified Need :	Students need to feel safe and secure in order to be successful. Metric: Expulsions baseline: 0% for the 2014-2015 school year Suspensions baseline: less than 5% for the 2014-2015 school year PBIS School-wide Evaluation Tool (SET) baseline: 44% / 66% for the 2014-2015 school year (year 1 in PBIS implementation and year 1 SET score) FIT Score Baseline: Average of 98% & School Rating = Good		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	Low income & EL	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score of 98% & School Rating = Good		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	LEA-wide	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)	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,066

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score of 98% & School Rating = Good		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	LEA-wide	<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)	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,500
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score of 98% & School Rating = Good		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000

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Redesignated fluent
English proficient
Other Subgroups:
(Specify)

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

GOAL 4:	<p>Goal 4: Students will be engaged in their learning in order to be successful. In order for students to be engaged in their learning they need to be at school everyday and on time to begin their learning day.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
Identified Need :	<p>Students need to be engaged in their learning in order to be successful. Metric: Attendance baseline: 95.16% for 2014-2015 school year Chronic Absenteeism baseline: 5% for 2014-2015 school year Middle School & High School drop-out rates not applicable. High School graduation rates not applicable.</p>		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	Low Income & EL
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<p>District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: School Counselor and Superintendent/Principal will develop an RtI Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	LEA wide	<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>	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,066

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: School Counselor and Superintendent/Principal will develop an Rtl Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	LEA wide	<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)	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,500
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1: School Counselor and Superintendent/Principal will develop an Rtl Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	LEA wide	<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)	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$4,000

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Goal 1: All students, including unduplicated and exceptional needs' students, will be proficient in grade-level standards. All students, including unduplicated and exceptional needs' students, will have access to art and music programs. All students, including unduplicated and exceptional needs' students, will have access to a P.E. instructor for additional P.E. instruction (in addition to the required P.E. minutes met by classroom teachers).</p>	<p>Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: Low Income & EL Students</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase percentage of returning students who are proficient in grade level standards by 3% CELDT score increase 3% RFEP Goal: 10% Increase CELDT level each year until reclassified Maintain teacher mis-assignments at 0% Math CCSS Implementation 100% complete – math pilot leading to full CCSS adoption ELA CCSS implementation 100% complete – Wonders ELA CCSS Curriculum ELD standards implementation 100% complete integration of ELD standards with ELA Textbook sufficiency – 100% of our students have an adopted core curriculum textbook Maintain student access to art instruction in their art class with an art instructor Increase music access by increasing a music teacher for 2015-2016 from .33 F.T.E to .5 F.T.E so district students have access to music instruction by a music teacher Increase P.E. instruction by a P.E. instructor from 25 minutes per week to 40 minutes per week (in addition to the required P.E. minutes provided by classroom teachers) 100% of district students will be proficient in grade-level P.E. standards</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Students proficient in ELA is 35%; Students proficient in Math is 35%; an increase of more than 3% of returning students are currently at grade-level in ELA and math. CELDT score increase of 5% RFEP of 5%, did not meet benchmark goal, will continue to monitor progress toward goal Teacher mis-assignment of 0% was maintained. Math CCSS aligned curriculum at 100% ELA CCSS aligned curriculum at 100% ELD standards implemented with ELA at 100% Students had adopted core textbooks at 100% Students access to art instruction with an art instructor at 100% Students access to music instruction with a music teacher at 100% Music teacher increased from .33 to .5 F.T.E. Students access to an additional 40 minutes of P.E. with a P.E. instructor at 100% Students proficient with grade-level P.E. standards at 100%</p>

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1: Provide highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	1.1 Provide Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000	1.1: Provided highly qualified Instructional Assistants for supporting students success with academic and behavior expectations.	1.1 Provided Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$19, 535
Scope of Service: LEA-wide ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-wide ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.2 Provide Professional Development in ELD instructional strategies, Step-up-to-Writing, PBIS (Positive Behavior Intervention Supports), Kindergarten CCSS Report Card, Imagine Learning, Reading Eggs, Math Literacy	1.2 Professional Development Buy Back Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,324 1.2 Professional Development Training Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000	1.2 Provided Professional Development in ELD instructional strategies, Step-up-to-Writing, PBIS (Positive Behavior Intervention Supports), Kindergarten CCSS Report Card, Reading Eggs, Math Seeds and Math Literacy	1.2 Professional Development Buy Back Days 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,324 1.2 Professional Development Training Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,000
Scope of Service: LEA-wide ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA-wide ----- <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

1.3: Provide intervention curriculum and materials aligned with state standards	1.3: Using EDMARK curriculum reading intervention 4000-4999: Books And Supplies Supplemental and Concentration \$2000	1.3: Provided intervention curriculum and materials aligned with state standards	1.3: Used EDMARK curriculum reading intervention 4000-4999: Books And Supplies Supplemental and Concentration \$2,749								
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-wide										
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
1.4: Provide intervention summer school program for low income students and EL students performing below grade level standards.	1.4: Summer School for extended learning opportunity and strategic, intensive intervention for students below grade-level in state standards Supplemental and Concentration \$5000	1.4 Summer School was not able to be provided during the 2016 Summer due to construction at school site.	1.4: Summer School for extended learning opportunity and strategic, intensive intervention for students below grade-level in state standards \$0								
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-wide										
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-wide										
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
1.5: Provide CC based assessments and report cards	1.5: District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness 1000-1999: Certificated Personnel Salaries	1.5: Provided CC based assessments and report cards	1.5: District will adjust report cards and assessment benchmarks as necessary to improve their effectiveness 1000-1999: Certificated Personnel Salaries Supplemental and								

		Supplemental and Concentration \$1,508			Concentration \$880
		Additional expenses coded to 3XXX			
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
1.6 Art Program		1.6 Art Program 5800: Professional/Consulting Services And Operating Expenditures No Cost	1.6 Art Program Continued		1.6 Art Instructor 5800: Professional/Consulting Services And Operating Expenditures Lottery \$6,467 1.6 Art Supplies 4000-4999: Books And Supplies Base \$1,000
Scope of Service: LEA-wide All Students			Scope of Service: LEA-wide All Students		
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

1.7 Music Program	1.7 Music Program No Cost 1.7 Music Supplies No Cost	1.7 Music Program Continued and Expanded	1.7 Music Program Instructor 1000-1999: Certificated Personnel Salaries Base \$25,363 1.7 Music Program Supplies 4000-4999: Books And Supplies Base \$2,300
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.8 Provide P.E. Teacher	1.8 Provide P.E. Teacher for additional P.E. instruction No cost	1.8 Provided P.E. Teacher	1.8 Provided P.E. Teacher for additional P.E. instruction 2000-2999: Classified Personnel Salaries Base \$22,943 1.8 P.E. Supplies 4000-4999: Books And Supplies Base \$1,500
Scope of Service LEA-wide		Scope of Service LEA_wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.9 Provide Highly Qualified Teachers	1.9 Provide Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$88,892	1.9 Provided a Highly Qualified Bilingual Teacher	1.9 Provide Highly Qualified Bilingual Teacher 1000-1999: Certificated Personnel Salaries Base \$50,859 1.9 Provide Highly Qualified Teachers 1000-1999: Certificated Personnel

Scope of Service: LEA-wide All Students		Scope of Service: LEA-wide All Students		Salaries Lottery \$19,143
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Changes in actions, services, and expenditures: 1. Changing Imagine Learning intervention to Math Seeds as a result of piloting both programs. Students were not able to access Imagine Learning intervention to make adequate progress. The Reading EggSpress intervention program was able to meet the needs of all students, especially EL and low income students. Math Seeds for math literacy was successfully piloted and recommended to continue as a math intervention program. 2. Summer school not recommended at this time due to a projected three consecutive years of summer construction for the district's modernization plan. 3. Add in 8 staff development days for substitutes so that teachers can participate in sharing best instructional methods using the peer coaching model to enhance instructional practices for CCSS and ELD strategies. 4. The following actions will continue but do not need to be budgeted for: CCSS report cards are now part of the school culture, goal met; Edmark curriculum purchased and will continue to be used for reading intervention, goal met. 5. Continue funding extra P.E. instruction with a P.E. instructor. 6. Continue funding art and music instruction with an art instructor and a music instructor. No changes in goals - stakeholder recommendation is to continue building progress and capacity with the four goals.		

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:	Goal 2: All parents, including parents of unduplicated and exceptional needs' students, will be provided with appropriate opportunities to be involved in their students' education and will have opportunities for input in district decision making.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: <input type="checkbox"/> All <input type="checkbox"/> Applicable Pupil Subgroups: Low Income & EL		
Expected Annual Measurable Outcomes:	Increase parent involvement of ELAC meetings by 20% Increase parent involvement of CEF/PTO by 20% Increase ELAC & CEF/PTO Collaboration on school functions by 50% Parent Liaison Position established - 100%	Actual Annual Measurable Outcomes: Parent involvement in ELAC meetings increased by 30% Parent involvement in CEF/PTO increased by 20% ELAC & CEF/PTO school function collaboration increased by 100% Parent Liaison Position established - 100%	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
2.1: Provide a parent/family liaison to connect school and families.	2.1: Parent/Family Liaison 1000-1999: Certificated Personnel Salaries \$5,000	2.1: Provided a parent/family liaison to connect school and families.	2.1: Parent/Family Liaison 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000 2.1: Parent/Family Liaison 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	

<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)									
2.2: Provide translation services for Spanish speaking parents for English learners and re-designated fluent English proficient.	2.2: Translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,500	2.2: Provided translation services for Spanish speaking parents for English learners and re-designated fluent English proficient.	2.2: Translation services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,500								
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-wide										
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-wide										
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Add parents "will have opportunities for input in district decision making". Continue with action, services, and expenditures in order to continue to make progress on goals.										

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

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

Original GOAL 3 from prior year LCAP:	Goal 3: Provide a safe, secure environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input 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: Low income & EL		
Expected Annual Measurable Outcomes:	Maintain zero expulsion rate of 0% Maintain low suspension rate at less than 5% Increase Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% in each category. Maintain FIT Score of 98% & School Rating = Good	Actual Annual Measurable Outcomes:	Maintained zero expulsion rate of 0% Maintained low suspension rate at less than 5% Increased Positive Behavior Intervention Supports (PBIS) Schoolwide Evaluation Tool by 10% or more in each category. PBIS SET Score increase from Maintained FIT Score of 98% & School Rating = Good
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1: School Counselor to help facilitate and support PBIS to support student pro-social skill development.	3.1: Provide a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000	3.1: School Counselor helped to facilitate and support PBIS to support student pro-social skill development.	3.1: Provided a School Counselor. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English	

proficient _ Other Subgroups: (Specify)		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?	No change to this goal - continue with action, services, and expenditures in order to continue to make progress on goals.		

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

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

Original GOAL 4 from prior year LCAP:	Goal 4: Students will be engaged in their learning in order to be successful. In order for students to be engaged in their learning they need to be at school everyday and on time to their learning day.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Low Income & EL		
Expected Annual Measurable Outcomes:	District will maintain high attendance rate at 96% or higher. District will maintain low chronic absenteeism at less than 5%	Actual Annual Measurable Outcomes: District met high attendance rate goal at 98% attendance for 2015-2016. District met low chronic absenteeism rate of less than 5% for 2015-2016.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
4.1: School Counselor and Superintendent/Principal will develop an RtI Attendance Model and System. The school counselor will support students and families needing tier 2 and 3 support for regular attendance.	4.1: Provide School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000	4.1: School Counselor and Superintendent/Principal developed an RtI Attendance Model and System. The school counselor supported students and families needing tier 2 and 3 support for regular attendance.	4.1: Provided School Counselor to support regular student attendance. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000
Scope of Service: LEA wide		Scope of Service: LEA-wide	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No change to this goal - continue with action, services, and expenditures in order to continue to make progress on goals.
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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.

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:	\$37,199
<p>Cinnabar ESD uses evidence-based research to develop our MTSS (Multi-Tiered Systems of Support) to support all students in academic literacy, as well as pro-social skill development. Our MTSS model teaches all students everywhere, all the time with first great instruction in both academics and behavior content, skills, and expectations with tier 1 foundational core curriculum. Cinnabar ESD uses academic and behavioral data to monitor student's success. Statistically, 80% of students respond to tier 1 foundational core curriculum and instruction. 15% need extra small group instruction for both academic and behavioral/pro-social skill instruction and 5% need individualized instruction. Students' progress with response to instruction is monitored using academic and behavioral data. This data allows our district to know if our systems are working for our students using the 80%-15%-5% benchmarks as well as monitoring each students progress. MTSS cited research: 1. Metcalf, Terri M.Ed., J.D., Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) . "What's Your Plan? Accurate Decision Making within a Multi-Tiered System of Support: Critical Areas in Tier 1". RTI Action Network. Web. 27 April 2016.</p> <p>2. Shore, Cara & Kim Chester. "Using Rtl for School Improvement: Raising Every Student's Achievement Scores". Corwin Press. 2009. Kansas Multi-Tiered Systems of Support. Web. http://www.kansasmtss.org.</p> <p>Cinnabar ESD uses evidence-based research to develop our peer coaching model to build great first instruction methodology with our staff. TheTK-8 teachers belong to heterogeneous groups of teachers in STEAMM teams. The STEAMM teams participate in EDI, ELD, NGSS, and CCSS staff development together and teacher release time is built into the school year for teachers to model research-based effective instruction delivery. Peer coaching cited research: 1. Joyce, Bruce & Beverly Showers. "Student Achievement Through Staff Development", ACSA, 2002.</p> <p>2. Kraft, Mathew & David Blazar. "Individualized Coaching to Improve Teacher Practice Across Grades and Subjects: New Experimental Evidence", Educational Policy, 2016.</p> <p>Cinnabar ESD uses evidence-based research practices to develop our family liaison position as an effective tool in providing equal access for non-native speaking families. The bi-lingual, bi-cultural liaison will provide language and cultural familiarity, access and advocacy for Cinnabar families. This relationship and bridge will help to create a school partnership with families in order to maximize student success in school. Parent/Family Liaison cited research:</p> <p>1. Dretzke, Beverly & Susan Rickers. "The Family Liaison Position in High-Poverty, Urban Schools", Education for Urban Society, 2014, 14(4), 1-18.</p> <p>2. Howland, Allison, Jeffrey Anderson, Azure Dee Smiley, & Daniel J. Abbott, "School liaisons: Bridging the gap between home and school", The School Community Journal, 2008, 16(2), 47-68.</p> <p>The district plans to use 100% of supplemental and concentrated funds on 65% low income students and EL students (65%) for the following:</p> <p>\$20,203 Instructional Assistants - MTSS/RTI small group support.</p> <p>\$404 Subs for Staff Develop for teacher release to participate in peer coaching and shared best instructional practices - MTSS/RTI first great instruction support for core curriculum and behavior management.</p>	

\$3,066	School Counselor to support attendance RtI - MTSS/RtI small group and individualized attendance support.
\$3,066	School Counselor to support behavioral/pro-social skill development/PBIS RtI - MTSS/RtI small group and individualized behavior & pro-social skill development support.
\$8,460	Parent/Family Liaison - Family and school connection with a bilingual liaison to increase families access to school and their child's education.
\$1,000	Reading intervention software program - MTSS/RtI model
\$1,000	Math intervention software program - MTSS/RtI model

- 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.

9.37	%
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The percentage by which services for unduplicated pupils must be increased or improved, as compared to the services provided by all pupils, is 9.37%. We are using the full amount of our supplemental/concentration grant for our unduplicated students. This amount divided by our base grant equals 9.37%. We have increased and improved our services for unduplicated students by \$49,000.

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
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	5,000.00	0.00	0.00	0.00	0.00	0.00
	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		5,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	88,892.00	76,222.00	128,300.00	130,000.00	133,500.00	391,800.00
1000-1999: Certificated Personnel Salaries	Lottery	0.00	19,143.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,832.00	4,204.00	8,864.00	10,000.00	11,000.00	29,864.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	22,943.00	24,300.00	25,500.00	25,500.00	75,300.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	24,500.00	7,500.00	20,203.00	22,500.00	23,000.00	65,703.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00
3000-3999: Employee Benefits	Base	0.00	0.00	11,859.00	12,000.00	12,500.00	36,359.00
4000-4999: Books And Supplies	Base	0.00	4,800.00	3,300.00	4,500.00	4,500.00	12,300.00
4000-4999: Books And Supplies	Supplemental and Concentration	2,000.00	2,749.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery	0.00	6,467.00	0.00	0.00	0.00	0.00

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
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	8,000.00	8,000.00	8,000.00	24,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	20,000.00	20,000.00	6,132.00	7,000.00	8,000.00	21,132.00

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).