Introduction:

LEA: Caliente Union Elementary

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LCAP Year: 2016-17

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

Various meetings were held throughout the year to gather input/report progress about the LCAP goals and about thier progress, 2015-2016.

1. School Site Council Meeting:10/26/15, 1/25/16, 5/2/16,

2. Board Meetings/ 2 Trustees' Dinners: 7/1/15, 8/25/15, 9/8/15, 10/13/15, 10/26/15, 11/10/15, 12/8/15, 1/12/16, 2/9/16, 2/29/16, 3/15/16, 4/12/16, 5/10/16, 6/20/16, 6/21/16

3. LCAP/Teacher Development/PLC: 6/8&9/15, 8/28/15, 9/11/15, 10/23/15, 11/06/15, 1/15/16, 1/29/16, 2/5/16, 2/19/16, 2/29/16, 3/11/16, 4/15/16, 4/29/16

4. Prop 84:1/2016

5. Prop 39: 3/15, 4/16, 5/16

6. BIIG (Broadband Infrastructure Improvement Grant) Grant: 1/16, 4/16

7. Public Hearing: Budget and LCAP: 6/20/16

8. Surveys: Parent 4/16, Staff 5/16, Student 5/16

9. Awards' Assemblies: 9/25/15, 12/18/15, 3/25/16, 6/10/16

10. ASB/FNL: Monthly meetings August 2015-June 2016

11. Local Board Approval: 6/21/16

1. School Site Council Meeting:SSC wondered about other ways to get the word out about the importance of attendance.parents and teachers felt if I placed an article in the local paper that might help.

2. Board Meetings/ 2 Trustees' Dinners: Board raised concerns about the lack of support from outside resources to aid in the absenteeism. District currently enlists: local sheriff, CPS, Native Social Services. Piute Mtn.did not have to make up the days missed due to the August 2015 Man-Hunt.

3. LCAP/Teacher Development/PLC: Staff surveys indicates that teaching needs to be more rigorous and concise. Difficulty having 3 grades in each classroom Teachers are ready for a new resource book that helps them meet the needs of diverse students.

4. Prop 84:Waiting on the State's next phase of construction. Piute continues to supply staff and students with bottled water.

5. Prop 39: Sylvania Crew came out and replaced all bulbs and ballast exterior and interior across the entire Piute Mtn. Campus

6. BIIG (Broadband Infrastructure Improvement Grant) Grant: Land has been secured for tower on local mountain range. Surveyors have examined Piute Mtn. for safe and secure place to put receiver. The system should be in place by summer 2016. SBAC ran smoothly because all wifi devises were shut down during state testing. IT replaced problematic wireless connection with hubs,

7. Public Hearing: Budget and LCAP: 6/20/16 no attendees

8. Surveys: 6 Parent Surveys were returned: Parents' concerns were that thee Student's receive - centered learning with high interest activities, that we provide more activities to help give options, and to ask students what they actually want to be. Input iancludec a requests for fewer grades per class/teacher. 50% of the parents felt the school addressed absenteeism but 50% felt it did not. 66% of the parents felt their child looked forward to school and 32% said their children did not. 50 Student Surveys:

Students would like to have less grades in his/her classroom - two instead of three, Several students wanted to be pushed harder in academics, stay longer at school longer recesses, computer classes, robotics taught, students would be nicer to each other, 40% of students do not feel safe - a 2nd survey asked to explain shy he/she

felt the school wasn't safe - students shared staff made them feel safe but there were some students that are bullies, went out students should have a say in who their teachers are going to be, baking classes, drama classes. 10 Staff surveys: Offer vocational training, computer classes - teaching typing, etc, Implement academically productive talk school-wide, Establish a Literacy program K-8 to support at risk students and record data/progress, and set up benchmarks for ELA and math that are based on curriculum.

9. Awards' Assemblies: Stronger PTC this year. Their President impacts those around her. The officers are very involved in reaching out to other parents. Students are recognized for their accomplishments during assemblies and listed in Fence Post, local paper.

10. ASB/FNL: There was 100% turnout for the SBAC testing.

11. Local Board Approval: 6/21/16

Annual Update:

1. School Site Council Meeting: We read the LCAP, discussed absenteeism, reviewed BP 6020- recommending to Board Caliente Union School District/Piute Mountain School represented on same policy instead of two separated same policy, SSC/DAC (are synonymous in the Caliente Union District), evaluation of State Adopted ELA Common Core textbooks for district, surveys reviewed, recruitment for staffing and parental involvement,

2. Board Meetings/ 2 Trustees' Dinners: Board members were kept abreast of progress with LCAP goals, Man-Hunt, staff and student issues were addressed, Board reviewed recommendation of BP 6020 and moved to accept the change, surveys reviewed, absenteeism

3. LCAP/Teacher Development/PLC: Teacher and staff concerns were addressed with CPS at a PLC, attending several workshops throughout 2015-2016: teacher attending 2 day for newly adopted math curriculum, 3 LCAP, special education, student discipline, sexual harassment, CPI (Crisis Prevention Intervention) trainings, teachers went to KCSOS Learning Center to review and select state adopted ELA textbooks.Teachers read, Engaging Students with Poverty in Mind, LCAP goals were reviewed, benchmarks quarterly, computer workshop,

Annual Update:

1. School Site Council Meeting: I will place an article in the Fence Post, local paper addressing absenteeism three times 2016-2017 school year. This is a huge problem up here in our rural setting. If a student misses a bus and a parent does not have gas or a vehicle to drive them to school, the parents keep their students home instead of securing a ride.

2. Board Meetings/ 2 Trustees' Dinners: The Man-Hunt happened within the first two weeks of school. Teachers had just started setting up their procedures and policies in their classrooms and then had to restart after the Man-Hunt was over. It was difficult restarting.

The school board raised concerns about the lack of support from outside resources to aid in the absenteeism. The district does currently enlist: local sheriff, CPS, Native Social Services. District also sends out letters and holds conferences with parents of chronically truant/absent students. One parent with her/his two students have been reported and students have missed most of this school year. Those absences have an impact on teachers teaching 3 grades combination classrooms because we receive money as a Necessary Small School. Money is allocated out according to ADA (Average

and continued communication with teachers and office staff regarding students' attendance related to attendance issues.

4. Prop 84:Progress of water grant. School still supplying bottled water. Grant has moved into next phase.

5 Prop 39: Two meetings about evaluation of needs for Piute Mountain campus, new lights and ballasts to replace old ballasts and bulbs - exterior and interior

6. BIIG (Broadband Infrastructure Improvement Grant) Grant: Discussion about placement of tower, setting up and location of receiver on campus

7. Public Hearing: Budget and LCAP: The LCAP was presented, as advertised, at the Public Hearing,June 20, 2016. The school Board was present and there were no public attendees. The board asked about goals. They had no comment. The district's CBO presented, as advertised, at the Public Hearing, June 20, 2016. proposed 2016-2017 budget. There were no attendees present.

8. Surveys: Mailed out parent surveys with a returned stamped addressed envelope, staff received a survey, and at morning assembly staff shared with students about taking a survey about his/her experiences at school and how it will help the school to become better.

9. Awards' Assemblies: Awards presented to students for GPA, citizenship, attendance, PBIS (Positive Behavior Intervention System), parents and volunteers were invited to attended, LCAP goals were shared.

10. ASB/FNL: Students held an election for officers, attended monthly meetings, held assemblies, attended workshops, led students in Flag Salute daily, assisted PTC's annual events, reconciled their banking accounts, modeled good citizenship - School Climate led by students

11. Local Board Approval: Board unanimously passed the adoption of the 2016-2017 LCAP and Budget June 21, 2016.

Daily Attendance).

3. LCAP/Teacher Development/PLC: Staff surveys indicates that teaching needs to be more rigorous and concise. The district supplies one paraprofessional and one teacher to each three grade combination classroom, Teachers are ready for a new resource book that helps them meet the needs of diverse students and would like to attend workshops that address those issues.

4. Prop 84:Waiting on the State's next phase of construction. Piute continues to supply staff and students with bottled water.

5. Prop 39: The new ballast and bulbs should lower the energy costs paid out each month.

6. BIIG (Broadband Infrastructure Improvement Grant) Grant: Believing this will be in place this summer. District will buy 5 new computers for 2016-2017

7. Public Hearing: Budget and LCAP: 6/20/16

8. Surveys:

Three grades per teachers is a doable but it would be better to have two, at most, per classroom. Due to low ADA district is not able to change this year.

Teachers and Superintendent have been discussing possible changes to incorporate computer time in the computer lab as part of their weekly classes.

We will start having Friday assemblies that will address virtues and character building skills. for all grades. Rotating younger grades one week older grades the following week.

District will contact County office for curriculum to add on to the PBIS.

 More activities would be wonderful to promote electives. We will focus the activities toward the academic engagement and enrichment for the district's unduplicated students. We currently have had an exercise class, sign language class, music lessons, and an Art Grant that provided 8 weeks of art lessons. We will continue these projects and research other opportunities.

	9. Awards' Assemblies: Stronger PTC this year. Their President impacts those around her. Her officers are very involved in reaching out to other parents. Students are recognized for their accomplishments during assemblies and listed in Fence Post, local paper. This helps to instill School Climate.
	10. ASB/FNL: There was 100% turnout for the SBAC testing.
	11. Local Board Approval: 6/21/16

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).

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

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools,

specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

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

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

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

12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1 The District's students will improve from 10% absent rate to 5% absent rate by 2019.	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	**Priorty 5** a) Attendance rate - 89.12% - Student absenteeism. Data collected over past three years' attendance indicates absenteeism is at 10%. A need to increase parents' awareness of student's absenteeism. b) Chronic Absenteeism Rate - 36% c) Middle School Dropout Rate - 0 d) High School Dropout Rate - N/A e) High School Graduation Rate - N/A **Priorty 6** a) Pupil Suspension rate - .08% b) Pupil Expulsion rate - .01% c) Surveys of feeling safe and connectedness to school: Parents: 99% Students: 60% Staff: 100%	

Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	**10% absent rate**
	Priorty 5
	a) Attendance rate - 90%
	b) Chronic Absenteeism Rate - 35%
	c) Middle School Dropout Rate - 0%
	d) High School Dropout Rate - N/A
	e) High School Graduation Rate - N/A
	Priorty 6
	a) Pupil Suspension rate - .05%
	b) Pupil Expulsion rate - .0%
	c) Surveys of feeling safe and connectedness to school: Parents: 99% Students: 70% Staff: 100%

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

Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance. At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy. Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues. Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues, College Community Services provides couseling services for studnets as needed. There is also an on going partership with CPS.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Trophy: $7.50 x 4 = $30. Classroom Party: $100. S & C
Positive Behavior Intervention and Supports - Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.	all Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Tokens: $30. Trophy: $7.50 each x 4 = $30. S & C
LCAP Year 2			

Expected Annual Measurable Outcomes:	**9% absent rate** **Priorty 5** Attendance rate - 91% Chronic Absenteeism Rate - 34% Middle School Dropout Rate - N/A High School Dropout Rate - N/A High School Graduation Rate - N/A **Priorty 6** Pupil Suspension rate - .04% Pupil Expulsion rate - 0% High School dropout rate - N/A High School graduation rate - N/A Surveys of feeling safe and connectedness to school: Parents: 100% Students: 85% Staff: 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Positive Behavior Intervention and Supports - Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.	all Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Tokens: $30. Trophy: $7.50 each x 4 = $30. S & C

		X All	
Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance. At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy. Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues. Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues, College Community Services provides couseling services for studnets as needed. There is also an on going partership with CPS.	All Grades: All	-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Trophy: $7.50 x 4 = $30. Classroom Party: $100. S & C
LCAP Year 3			

Expected Annual Measurable Outcomes:	7% absent rate

Priorty 5

a) Attendance rate - 93%

b) Chronic Absenteeism Rate - 30%

c) Middle School Dropout Rate -0%

d) High School Dropout Rate - N/A

e)High School Graduation Rate - N/A

Priorty 6

a) Pupil Suspension rate - .02%

b) Pupil Expulsion rate - .0%

c) Surveys of feeling safe and connectedness to school: Parents: 100% Students: 90% Staff: 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Positive Behavior Intervention and Supports - Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy will be awarded at the end of the school year.	all Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Tokens: $30. Trophy: $7.50 each x 4 = $30. S & C

Visual Charts are in the cafeteria listing every classroom with a fill in graph. Students are able to see how their classroom is doing with perfect attendance. At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner are announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy. Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues. Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues, College Community Services provides couseling services for studnets as needed. There is also an on going partership with CPS.	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Trophy: $7.50 x 4 = $30. Classroom Party: $100. S & C

GOAL:	#2. Caliente students will be proficient or advanced and our SED sub group will continue to show growth as measured by local benchmark and other curriculum based measurements.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local: N/A

Identified Need:	Based on the following data we are choosing areas of academic growth and improvement:

Based on the following data we are choosing areas of academic growth and improvement:

Priority 1: Basic Services

a) Number/rate of teachers not fully credentialed: 0%

b) 100% of pupils have sufficient access to standards-aligned instructional materials

c) Overall Facility rating from FIT – SARC Rating – 'Good'

Priority 2: Implementation of State Standards

a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as defined by the APS and Administrator. CCSS – Partially,

b) N/A Caliente currently does not serve any EL students.

Priority 4: Pupil Achievement

a) CST Science: 13% of the 5th grade students (8 students total) were proficient or advanced and 8th grade students (4 students total), 2 out of the 4 were proficient or advanced.

SBAC: All 67% of students are 'Standards Met' and above and 50% of SED sub groups are 'Nearly Standards' and above. 68.4% - 26 out of 38 students - 3rd - 8th grade - tested are SED.

b) API: N/A

c) Percent of students completing a CTE Course Sequence N/A

d) Percent of EL students attaining AMAO 1 and 2 targets N/A

e) EL Reclassification rate - N/A

f) Percent of students passing AP exams N/A

g) EAP College Ready rates for math and ELA N/A

Priority 8: Other Pupil Outcomes

Physical Fitness Test results – 62% (5th& 8th) fall into the HF (Healthy Fitness Zone

Goal Applies to:	Schools:	Piute Mountain School
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

Expected Annual Measurable Outcomes:	
	Priority 1: Basic Services
	a) Number/rate of teachers not fully credentialed: 0%
	b) 100% of pupils have sufficient access to standards-aligned instructional materials
	c) Overall Facility rating from FIT – SARC Rating – 'Good'
	Priority 2: Implementation of State Standards
	a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as defined by the APS and Administrator. CCSS – Partially,
	b) N/A Caliente currently does not serve any EL students.
	Priority 4: Pupil Achievement
	a) CST Science: 5th grade students maintain or increase proficient or advanced.
	CST Science: 8th grade studentsmaintain or increase proficient or advanced.
	SBAC: All 68% of students are 'Standards Met' and above
	52% of SED sub groups are 'Nearly Standards' and above.
	b) API: N/A
	c) Percent of students completing a CTE Course Sequence N/A
	d) Percent of EL students attaining AMAO 1 and 2 targets N/A
	e) EL Reclassification rate - N/A
	f) Percent of students passing AP exams - N/A
	g) EAP College Ready rates for math and ELA - N/A
	Priority 8: Other Pupil Outcomes
	Physical Fitness Test results – 65% (5th& 8th) fall into the HF (Healthy Fitness Zone

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Maintain small class sizes to provide students with a lower student to teacher ratio. 58 students are projected to be enrolled. The district will employ 3 general education teachers • BTSA/Intern • Teacher/Staff Handbook • Book to be read during year for PLC: Coherence - The Right Drivers in Action for Schools, District, and Systems	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• $77,312 - Certificated Salaries and Benefits S & C • BTSA/Intern - $3,650 Certificated Salaries, Benefits and S & C • Teacher/ Staff Handbook: $3.83 X 8 = $30.64 S & C Supplies • Coherence - book: $22.75 X 6= $136.50 S & C Supplies

BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0
• RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students • Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• RTI - $1,000 Certificated Salaries S & C • Tutoring/ Homework Club - $2,000 year Certificated Salaries S & C
Music and Art lessons will each be provided 2016-2017	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost volunteer
LCAP Year 2			

Expected Annual Measurable Outcomes:	**Priority 1: Basic Services**
	a) Number/rate of teachers not fully credentialed: 0%
	b) 100% of pupils have sufficient access to standards-aligned instructional materials
	c) Overall Facility rating from FIT – SARC Rating – 'Good'
	Priority 2: Implementation of State Standards
	a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as defined by the APS and Administrator. CCSS – Partially,
	b) N/A Caliente currently does not serve any EL students.
	Priority 4: Pupil Achievement
	a) CST Science: 5th grade students maintain or increase proficient or advanced.
	CST Science: 8th grade studentsmaintain or increase proficient or advanced.
	SBAC: All 68% of students are 'Standards Met' and above
	52% of SED sub groups are 'Nearly Standards' and above.
	b) API: N/A
	c) Percent of students completing a CTE Course Sequence N/A
	d) Percent of EL students attaining AMAO 1 and 2 targets N/A
	e) EL Reclassification rate - N/A
	f) Percent of students passing AP exams - N/A
	g) EAP College Ready rates for math and ELA - N/A
	Priority 8: Other Pupil Outcomes
	Physical Fitness Test results – 65% (5th& 8th) fall into the HF (Healthy Fitness Zone)

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

• Maintain small class sizes to provide students with a lower student to teacher ratio. 58 students are projected to be enrolled. The district will employ 3 general education teachers, • BTSA/Intern • Teacher/Staff Handbook • Book to be read during year for PLC: Assessment and Student Sucess in a Differentiated Classroom	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• $79,000 - Certificated Salaries and Benefits S & C • BTSA/Intern - $3,650 Certificated Salaries, Benefits and S & C • Teacher/ Staff Handbook: $3.83 X 8 = $30.64 S & C Supplies • Coherence - book: $22.75 X 6= $136.50 S & C Supplies

• BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students • MOU with KCSOS • MOU with IT 2 times a month	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	MOU KCSOS - Contracts and services $4,000. S & C Services MOU with IT 2 days a month - $6,912. S & C Services
• RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students • Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• RTI - $1,000 Certificated Salaries S & C • Tutoring/ Homework Club - $2,000 year Certificated Salaries S & C
Music and Art lessons will each be provided 2016-2017	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost volunteer
LCAP Year 3			

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

a) Number/rate of teachers not fully credentialed: 0%

b) 100% of pupils have sufficient access to standards-aligned instructional materials

c) Overall Facility rating from FIT – SARC Rating – 'Good'

Priority 2: Implementation of State Standards

a) Implementation of the academic content and performance standards adopted by the state board is "Substantial" as defined by the APS and Administrator. CCSS – Substantial

b) N/A Caliente currently does not serve any EL students.

Priority 4: Pupil Achievement

a) CST Science: 5th grade students maintain or increase proficient or advanced.

CST Science: 8th grade students maintain or increase proficient or advanced.

SBAC: All 69% of students are 'Standards Met' and above

 55% of SED sub groups are 'Nearly Standards' and above.

b) API: N/A

c) Percent of students completing a CTE Course Sequence N/A

d) Percent of EL students attaining AMAO 1 and 2 targets N/A

e) EL Reclassification rate - N/A

f) Percent of students passing AP exams - N/A

g) EAP College Ready rates for math and ELA - N/A

Priority 8: Other Pupil Outcomes

Physical Fitness Test results – 70% (5th& 8th) fall into the HF (Healthy Fitness Zone) |

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

BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	MOU KCSOS - Contract and services $4,000. S & C MOU with IT 2 days a month - $6,912. S & C
• Maintain small class sizes to provide students with a lower student to teacher ratio. 58 students are projected to be enrolled. The district will employ 3 general education teachers, 1 RSP teacher . • BTSA Intern • Teacher/Staff Handbook • Book to be read during year for PLC: Assessment and Student Sucess in a Differentiated Classroom	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• $79,000 - Certificated Salaries and Benefits S & C • BTSA/Intern - $3,650 Certificated Salaries, Benefits and S & C • Teacher/ Staff Handbook: $3.83 X 8 = $30.64 S & C Supplies • Coherence - book: $22.75 X 6= $136.50 S & C Supplies

• RTI (Response To Intervention) - 30 minutes pull out a day per targeted student and after school 2 day a week, 1 hour session - Math/ELA tutoring for students • Quarterly Benchmarks will be given to students to assess, reevaluate, reteach, and advance.	all Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• RTI - $1,000 Certificated Salaries S & C • Tutoring/ Homework Club - $2,000 year Certificated Salaries S & C
Music and Art lessons will each be provided 2016-2017	all Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost volunteer

GOAL:	#3 Piute Mountain's campus will be equipped and maintained with security cameras and alarm systems by 2019.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local: N/A

Identified Need:	Campus needs to be equipped and maintained with a security system.District's suspension rate and expulsion rate are very low, our students 60% feel safe and staff 100% feel safe on campus according to a survey. **Priority 6** a) Pupil suspension rate - .08% b) Pupil expulsion rate - .01% c) Surveys of feeling safe and connectedness to school: Parents: 99% Students: 60% Staff: 100%

Goal Applies to:	**Schools:**	Piute Mountain School
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	Campus needs to be equipped and maintained with a security system.District's suspension rate and expulsion rate are very low, our students 60% feel safe and staff 100% feel safe on campus according to a survey. **Priority 6** a) Pupil suspension rate - .05% b) Pupil expulsion rate - .0% c) Surveys of feeling safe and connectedness to school: Parents: 99% Students: 70% Staff: 100%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
MOU increase with IT 1 time a month to maintain equipment	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$288 per month = $3,456. Contracts Base
District will monitor security cameras and alarms system	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0

LCAP Year 2

Expected Annual Measurable Outcomes:	Campus needs to be equipped and maintained with a security system.District's suspension rate and expulsion rate are very low, our students 60% feel safe and staff 100% feel safe on campus according to a survey. **Priority 6** a) Pupil suspension rate - .04% b) Pupil expulsion rate - .0% c) Surveys of feeling safe and connectedness to school: Parents: 100% Students: 85% Staff: 100%

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

MOU increase with IT 1 time a month to maintain equipment	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$288 per month = $3,456. Contracts Base
District will monitor security cameras and alarms system	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0

LCAP Year 3

Expected Annual Measurable Outcomes:	Campus needs to be equipped and maintained with a security system.District's suspension rate and expulsion rate are very low, our students 60% feel safe and staff 100% feel safe on campus according to a survey. **Priority 6** a) Pupil suspension rate - .02% b) Pupil expulsion rate - .0% c) Surveys of feeling safe and connectedness to school: Parents: 100% Students: 90% Staff: 100%

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

MOU increase with IT 1 time a month to maintain equipment	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$288 per month = $3,456. Contracts Base
District will monitor security cameras and alarms system	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0

GOAL:	#4 Caliente School District will contnually progress toward full implementation of the CCSS as measured by administration observations and APS	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 X 7 _8 Local: N/A

Identified Need:	New State Common Core adoptions must be in place. Math and ELA are approved for adoption. **Priority 2: Implementation of State Standards** a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as determined by the APS and Administrator. b) Caliente currently does not serve any EL students - N/A **Priority 7: Course Access** a) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) b) Programs and services are developed and provided to 100% of unduplicated pupils. c) Programs and services are developed and provided to 100% of individuals with exceptional needs

Goal Applies to:	Schools:	Piute Mountain School
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	New State Common Core adoptions must be in place. Math and ELA are approved for adoption. **Priority 2: Implementation of State Standards** a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as determined by the APS and Administrator. b) Caliente currently does not serve any EL students - N/A **Priority 7: Course Access** a) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) b) Programs and services are developed and provided to 100% of unduplicated pupils. c) Programs and services are developed and provided to 100% of individuals with exceptional needs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum • Monthly PLC to share and report on progress of students. • CCSS workshops • Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction.District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	ELA Inservice - PLC - $3,000 Certificated salaries and benefits S & C CCSS - $1,000 - Certificated salaries and benefit S & C

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day	all Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (SDC students)	RTI - $1,000 Certificated salary and benefits S & C
Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking	all Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (SDC students)	Gardening supplies: $250. S & C
		LCAP Year 2	

Expected Annual Measurable Outcomes:	New State Common Core adoptions must be in place. Math and ELA are approved for adoption. **Priority 2: Implementation of State Standards** a) Implementation of the academic content and performance standards adopted by the state board is 'Substantial' as determined by the APS and Administrator. b) Caliente currently does not serve any EL students - N/A **Priority 7: Course Access** a) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) b) Programs and services are developed and provided to 100% of unduplicated pupils. c) Programs and services are developed and provided to 100% of individuals with exceptional needs

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

RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day	all Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (SDC students)	RTI - $1,000 Certificated salary and benefits S & C
Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking	all Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (SDC students)	Gardening supplies: $250. S & C
• In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum • Monthly PLC to share and report on progress of students. • CCSS workshops • Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction.District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	ELA Inservice - PLC - $3,000 Certificated salaries and benefits S & C CCSS - $1,000 - Certificated salaries and benefit S & C
LCAP Year 3			

Expected Annual Measurable Outcomes:	New State Common Core adoptions must be in place. Math and ELA are approved for adoption. **Priority 2: Implementation of State Standards** a) Implementation of the academic content and performance standards adopted by the state board is 'Substantial' as determined by the APS and Administrator. b) Caliente currently does not serve any EL students - N/A **Priority 7: Course Access** a) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) b) Programs and services are developed and provided to 100% of unduplicated pupils. c) Programs and services are developed and provided to 100% of individuals with exceptional needs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RSP teacher will also instruct and meet the need for RTI - Math and/or ELA 30 minutes a day	all Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (SDC students)	RTI - $1,000 Certificated salary and benefits S & C
Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking	all Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (SDC students)	Gardening supplies: $250. S & C

• In Service trainings for Teachers and Paraprofessionals - related to the implementation and access to State Standard curriculum • Monthly PLC to share and report on progress of students. • CCSS workshops • Quarterly Benchmarks used as a pacing guide for student progress and to gather ongoing assessment in order to guide curriculum and individualized instruction.District will create benchmark ELA assessment tools and utilize embedded mathematical benchmarks within mathematics' curriculum.	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	ELA Inservice - PLC - $3,000 Certificated salaries and benefits S & C CCSS - $1,000 - Certificated salaries and benefit S & C

GOAL:	#5. Caliente School District will continually engage parents toward particpation in and contribution toward student and district learning goals.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	Lack of parental involvement; currently parent involvement is approximately at 40%. Community members - retired community will volunteer. Out of town jobs, failed oil industry, fuel costs, failed drinking water wells, or lack thereof, seems to be the driving force. There are single parent families or relatives raising students. **Priority 3: Parental Involvement** a) Efforts to seek parent input in making decisions for district increased this year from 40% involvement to 55%. Parents and community members are involved based on their invitation to and participation in the following meetings/activities: PTC, SSC, conferences, surveys, special yearly events, volunteering to help in classrooms; reading to students b) Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bullentin boards on display at district. c) The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program' and 'IXL Program'. RSP teacher includes parents of students in the school activities, IEP, and decisions.	

Goal Applies to:	**Schools:**	Piute Mountain School
		Grades: All
	Applicable Pupil Subgroups:	All

<div align="center">

LCAP Year 1

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Expected Annual Measurable Outcomes:	Lack of parental involvement; currently parent involvement is approximately at 40%. Community members - retired community will volunteer. Out of town jobs, failed oil industry, fuel costs, failed drinking water wells, or lack thereof, seems to be the driving force. There are single parent families or relatives raising students.

Priority 3: Parental Involvement

a) Efforts to seek parent input in making decisions for district increased this year from 55% involvement to 57%. Parents and community members are involved based on their invitation to and participation in the following meetings/activities: PTC, SSC, conferences, surveys, special yearly events, volunteering to help in classrooms; reading to students

b) Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bullentin boards on display at district.

c) The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program' and 'IXL Program'. RSP teacher includes parents of students in the school activities, IEP, and decisions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...	all Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0
PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day	All Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Parental Volunteers: Help out in the classroom, read with students, etc... • Parents will receive a Parental Workbook at District's Back to School Night in July • Parent Project Classes offered	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• Parent Handbook $3.85 X 50 = $192.50 Supplies S & C • Parent Project $200. S & C supplies

LCAP Year 2

Expected Annual Measurable Outcomes:	Lack of parental involvement; continues to be a focus for our school district. Community members - retired community will volunteer. Out of town jobs, failed oil industry, fuel costs, failed drinking water wells, or lack thereof, seems to be the driving force. There are single parent families or relatives raising students. **Priority 3: Parental Involvement** a) Efforts to seek parent input in making decisions for district increased this year from 57% involvement to 60%. Parents and community members are involved based on their invitation to and participation in the following meetings/activities: PTC, SSC, conferences, surveys, special yearly events, volunteering to help in classrooms; reading to students b) Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bullentin boards on display at district. c) The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program' and 'IXL Program'. RSP teacher includes parents of students in the school activities, IEP, and decisions.

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

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0
• Parental Volunteers: Help out in the classroom, read with students, etc... • Parents will receive a Parental Workbook at District's Back to School Night in July • Parent Project Classes offered	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• Parent Handbook $3.85 X 50 = $192.50 Supplies S & C • Parent Project $200. S & C supplies
PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0
LCAP Year 3			

Expected Annual Measurable Outcomes:	Lack of parental involvement; currently parent involvement continues to be a focus for our district. Community members - retired community will volunteer. Out of town jobs, failed oil industry, fuel costs, failed drinking water wells, or lack thereof, seems to be the driving force. There are single parent families or relatives raising students. **Priority 3: Parental Involvement** a) Efforts to seek parent input in making decisions for district increased this year from 60% involvement to 65%. Parents and community members are involved based on their invitation to and participation in the following meetings/activities: PTC, SSC, conferences, surveys, special yearly events, volunteering to help in classrooms; reading to students b) Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bullentin boards on display at district. c) The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program' and 'IXL Program'. RSP teacher includes parents of students in the school activities, IEP, and decisions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Parental Volunteers: Help out in the classroom, read with students, etc... • Parents will receive a Parental Workbook at District's Back to School Night in July • Parent Project Classes offered	all Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	• Parent Handbook $3.85 X 50 = $192.50 Supplies S & C • Parent Project $200. S & C supplies
PTC- More parental involvement. Annual scheduled events: Fall Festival, parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Rec. Day, Talent Show, Whiz Kids, Walk-A-Thon, Art Show, Science Share Day	All Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0

SSC - Each Quarter - 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc...	all Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$0

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	**#1** The District's students will improve from 9% absent rate to 5% absent rate by 2018.	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools: all	
	Grades: All	
	Applicable Pupil Subgroups:	All

| Expected Annual Measurable Outcomes: | **8% absent rate**

Priority 5

Chronic Absenteeism Rate---30%   Middle School Dropout Rate--- N/A

High School Dropout Rate N/A

High School Graduation Rate N/A

Priority 6

Pupil suspension rate - .02%

Pupil expulsion rate -0%

High school dropout rate – N/A

High school graduation rate – N/A

Surveys of feeling safe and connectedness to school: Parents: 91.5% Students: 98% Staff:90% | Actual Annual Measurable Outcomes: | <u>**Priorty 5**</u>

a) Attendance rate - 89.12%

b) Chronic Absenteeism Rate - 36%

c) Middle School Dropout Rate - 0

d)High School Dropout Rate - N/A

e) High School Graduation Rate - N/A

<u>**Priorty 6**</u>

a) Pupil Suspension rate - .08%

b) Pupil Expulsion rate - .01%

c) Surveys of feeling safe and connectedness to school: Parents: 99% Students: 60% Staff: 100% |

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Visual Charts will be in the cafeteria listing every classroom with a fill in graph. Students will be able to see how their classroom is doing with perfect attendance. At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner will be announced and classroom will receive a trophy and picture of students with trophy in the Fence Post. At the end of the year, the classroom with the highest score for Perfect Attendance will receive a classroom party and overall trophy. Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared. Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues, College Community Services and CPS as needed	Charts: Trophy: $7.50 x 4 = $30. Classroom Party: $100. Supplies Base	Visual Charts were posted in the cafeteria that listed every classroom with a fill-in graph. Students are able to see how their classroom is doing with perfect attendance and are motivated and encouraged to improve and support one another. At the end of the quarter, during the Award Assembly, the Classroom Perfect Attendance Winner were announced and classroom did receive a trophy. At the end of the year, the classroom with the highest score for Perfect Attendance receives a classroom party and overall trophy. Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared in a multiple of venues and continuallly throughout the school year. Community has a part time Deputy Sheriff. District is in on going collaboration with Deputy Sheriff and CPS as needed for truancy's issues, College Community Services provides couseling services for studnets as needed. There is also an on going partership with CPS.	Charts: Trophy: $7.50 x 4 = $30. Classroom Party: $100. Supplies Base
Scope of service: all Grades: All		Scope of service: All Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
PBIS – Positive Behavior Intervention and Supports - Will be awarded each quarter with a trophy and class picture with trophy will be placed in the Fence Post and website. The classroom party and overall trophy at the end of the school year.	Tokens: $30. Trophy: $7.50 each x 4 = $30. Supplies Base	PBIS – Positive Behavior Intervention and Supports - were awarded each quarter with a trophy. A class picture with trophy will be placed in the Fence Post and website at the end of the 2015-2016 school year. Weekly reminders and monthly incentives were given to inform students of the Community Values rewarding them for application. There will be a classroom party and overall trophy at the end of the school year.	Tokens: $30. Trophy: $7.50 each x 4 = $30. Supplies Base
Scope of service: all Grades: All		Scope of service: All Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Trip to Museum of Tolerance: 3rd – 8th grade students will go on a field trip to the Museum of Tolerance. The field trip will help students to understand tolerance of others and what bullying looks like from history to today.	Museum of Tolerance in Los Angeles Diesel for bus: $500. - Services S & C $100 entrance fees - Supplies S & C	May 17, 2016, 3rd – 8th grade students took a Trip to Museum of Tolerance: The field trip helped students to understand tolerance of others and what bullying looks like from history to present day.	Museum of Tolerance in Los Angeles Diesel for bus: $108. - 288 miles, 8 miles per gallon, $3.00 per gallon. Services S & C $618.00 - 36 students and 6 adults - entrance fees - Supplies S & C

Scope of service:	all		**Scope of service:**	All 3rd - 8th grade students	
	Grades: All			Grades: 3rd, 4th, 5th, 6th, 7th, 8th	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

What changes in actions, services, and expenditures	Museum of Tolerance in Los Angeles: Diesel for bus: $108. - 288 miles, 8 miles per gallon, $3.00 per gallon. Services $618.00 - 36 students and 6 adults - entrance fees

Original Goal from prior year LCAP:	**#2** 67% of students will be proficient or advanced and 62% of SED sub group will be Basic to Proficient. as measured by local benchmark and other curriculum based measurements, by 2018.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local:

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

Expected Annual Measurable Outcomes:	**Priority 1: Basic Services** Number/rate of teachers not fully credentialed 0% Number/rate of teachers teaching outside subject area competence 0% Number/rate of teachers teaching ELs without authorization N/A Number/rate of core classes taught by HQTs 100% Number/rate of students lacking their own textbook – 0% Overall Facility rating from FIT – SARC Rating – 'Good' **Priority 2: Implementation of State Standards** **APS CCSS – Partially, N/A EL** **Priority 4: Pupil Achievement** CST Science: 77% of the 5th grade students (9 students total) were proficient or advanced and 8th grade students (3 students total, 1 out of the 3 was advanced) API: 725 (2013) Percent of students completing UC/CSU required	Actual Annual Measurable Outcomes:	**Priority 1: Basic Services** a) Number/rate of teachers not fully credentialed: 0% b) 100% of pupils have sufficient access to standards-aligned instructional materials c) Overall Facility rating from FIT – SARC Rating – 'Good' **Priority 2: Implementation of State Standards** a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as defined by the APS and Administrator. CCSS – Partially, b) N/A Caliente currently does not serve any EL students. **Priority 4: Pupil Achievement** a) CST Science: 13% of the 5th grade students (8 students total) were proficient or advanced and 8th grade students (4 students total), 2 out of the 4 were proficient or advanced. SBAC: All 67% of students are 'Standards Met' and above and 50% of SED sub groups are 'Nearly Standards' and above. 68.4% - 26 out of 38 students - 3rd - 8th grade - tested are SED.

courses N/A	b) API: N/A
Percent of students completing a CTE Course Sequence N/A	c)Percent of students completing a CTE Course Sequence N/A
Percent of EL students attaining AMAO 1 and 2 targets N/A	d) Percent of EL students attaining AMAO 1 and 2 targets N/A
EL Reclassification rate - N/A	e) EL Reclassification rate - N/A
Percent of students passing AP exams N/A	f) Percent of students passing AP exams N/A
EAP College Ready rates for math and ELA N/A	g) EAP College Ready rates for math and ELA N/A
64% of students will be proficient or advanced and 58% of SED sub groups will be Basic to Proficient. **Priority 8: Other Pupil Outcomes** CAHSEE ELA/MATH proficient rates: N/A CAHSEE ELA/MATH 3-Year Pass Rate: N/A Percent of EL students making progress: N/A AP Exam Participation Rate: N/A Physical Fitness Test results – 62% (5th& 8th) fall into the HF (Healthy Fitness Zone)	**Priority 8: Other Pupil Outcomes** Physical Fitness Test results – 62% (5th& 8th) fall into the HF (Healthy Fitness Zone

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**

Maintain small class sizes to provide students with a lower student to teacher ratio. 54 students are projected to be enrolled the district will employ 4 teachers to maintain small class sizes There will be 5 instructional days added; 175 to 180 school days. Teacher and Staff Handbooks Book to be read during year for PLC: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement • Maintain small class sizes to provide students with a lower student to teacher ratio. 54 students are projected to be enrolled the district will employ 4 teachers to maintain small class sizes • There will be 5 instructional days added; 175 to 180 school days. • Teacher and Staff Handbooks • Book to be read during year for PLC: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement	$68,385 Certificated Salaries and Benefits S & C Certificated/Classified: $9.500/ S&C Teacher/Staff Handbook: $3.83 X 8= $30.64 S&C Supplies Engaging Students: $26.95 X 6= $161.17 S&C Supplies	• Maintained small class sizes to provide students with a lower student to teacher ratio. 56 students are enrolled in the district. There are 3 gen ed teachers maintaining small class sizes and 1 RSP/SDC teacher. • 5 instructional days were added; 175 to 180 school days. • Teacher and Staff Handbooks were issued • Books read during year for PLC: Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement	$68,385 Certificated Salaries and Benefits S & C Certificated/Classified: $9.500/ S&C Teacher/Staff Handbook: $3.83 X 8= $30.64 S&C Supplies Engaging Students: $26.95 X 6= $161.17 S&C Supplies
Scope of service:	all Grades: All	Scope of service: All Grades: All	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students	$ 0	The BIIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students did not get put in this year. It is promised to be in place by new school year 2016-2017.	$0
Scope of service: all Grades: All		Scope of service: All Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

RTI – Response to Intervention – 30 Minutes pull out a day per targeted student and after school 3 days a week, 1 hour session - Math/ ELA tutoring for students.	RTI – $1,000 Certificated Salaries and Benefits S&C Tutoring - $3,000 Certificated Salaries and Benefits S&C	RTI – Response to Intervention – 20 Minutes pull out a week per targeted student. 1 hour session - Math/ ELA tutoring for students twice a week after school.	RTI – $1,000 Certificated Salaries and Benefits S&C Tutoring - $2,000 Certificated Salaries and Benefits S&C
Scope of service: all Grades: All		**Scope of service:** all Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

Music and Art lessons will each be provided once a week.	No cost - Volunteer	Music lessons were provided once a week. District received an Art Grant. All students received 8 weeks, 1 hour per session, art lessons provided by a certificated art teacher. At the conclusion of the 8 weeks of lessons, there was an evening Art Show with multiple students' art pieces displayed, live music and refreshments.	No cost - Volunteer Art Grant
Scope of service: all Grades: All		**Scope of service:** all Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
What changes in actions, services, and expenditures	Changes will occur with our RTI program - RSP room will be set up as a learning center. More Tier II intervention 4 times a week instead of 2 times a week. We will recruit more volunteers to be trained and assist with the Read Live program. Our after school tutoring is 2 times a week. We will increase this to three times a week cost = $3,000 a year. BIG project grant postponed to 16 17.		

Original Goal from prior year LCAP:	**#3** Piute Mountain's campus will be equipped and maintained with security cameras and alarm systems by 2018.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools: All Grades: All	

	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	**Priority 6** Pupil suspension rate - .0% Pupil expulsion rate -0% High school dropout rate – N/A High school graduation rate – N/A **Surveys of feeling safe and connectedness to school: Parents: 91.5% Students: 98% Staff:90%**	Actual Annual Measurable Outcomes:	**Priorty 6** a) Pupil Suspension rate - .08% b) Pupil Expulsion rate - .01% c) Surveys of feeling safe and connectedness to school: Parents: 99% Students: 60% Staff: 100%

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
increase MOU with IT to 2 times a month in order to maintain equipment	$576 per month =$6,912. Contracts Base	MOU increased with IT to 2 times a month in order to maintain equipment.	$576 per month =$6,912. Contracts Base

Scope of service:	all		Scope of service:	all	
	Grades: All			Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
District did monitor security cameras and alarm systems		$0	District will monitor security cameras and alarm systems		$0
Scope of service:	all		Scope of service:	all	
	Grades: All			Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	The new infrastructure should be in place by the beginning of 2016-2017 school year. More security cameras for the playground area. 40% of students feel unsafe/bullied. Second survey to students revealed she/he feels the adults keep him/her safe. One student felt bullied on social media.				

Original Goal from prior year LCAP:	#4 CCSS will be fully implemented by 2018 as measured by administration observations and APS.	Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 X 7 _8 Local:

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

Expected Annual Measurable Outcomes:	Adoption of Common Core Math text books to be implemented fully this year New state Common Core adoptions must be in place. Math is the only state approved thus far. ELA ready October 2015. **Priority 2: Implementation of State Standards** Implementation of the academic performance standards are Partially implemented as measured by the APS and administration observation. There are no EL students in the Caliente School District. **Priority 7: Course Access** Rate of students enrolled in CTE courses grades 7-12 – N/A Rate of students enrolled in UC/CSU required courses N/A Number/rate of AP courses offered N/A Rate of students enrolled in AP courses N/A Rate of remedial course enrollment — 15 students out of 57 students are enrolled in RTI math and ELA Number/rate of course offerings for students with exceptional needs (SDC classes) – 7 courses. Unduplicated students have priority registration for three days a week tutoring. 100% of students have access to a broad course of study as described in Sections 51210 and 51220(a)	Actual Annual Measurable Outcomes:	**Priority 2: Implementation of State Standards** a) Implementation of the academic content and performance standards adopted by the state board is "Partial" as determined by the APS and Administrator. b) Caliente currently does not serve any EL students - N/A **Priority 7: Course Access** a) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a) b) Programs and services are developed and provided to 100% of unduplicated pupils. c) Programs and services are developed and provided to 100% of individuals with exceptional needs

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
• In service trainings for Teachers and paraprofessionals . – 'Go Math' • Monthly PLC's to share and report on the progress of students . • CCSS workshops • Quarterly Benchmarks	Go Math Inservice: $0 PLC - $3,000 Cert. salaries and Benefits base CCSS - $1,000 Cert. salaries and benefits base	• In service trainings for Teachers and paraprofessionals – 'Go Math' • Monthly PLC to share and report on progress of students. • CCSS workshops • Quarterly Benchmarks	Go Math Inservice: $0 Workshops/PLC - $1,000 Cert. salaries and Benefits base CCSS - $0 Cert. salaries and benefits base
Scope of service: all Grades: All		**Scope of service:** all Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
• RSP teacher will also instruct that meet the need for RTI – Math and or ELA 30 minutes a day.	RTI - $1,000 Cert. salary and benefits base	RSP teacher will also instruct and meet the needs of RTI students - Fall, Winter, and Spring testing happened. 'Read Live' Program was provided once a week by a volunteer. Two more volunteers are being trained in this program. District added another paraprofessioanl to the RSP classroom due to the high needs of SDC students.	RTI - $1,000 Cert. salary and benefits RSP Paraprofessioanl - $0 base
Scope of service:	all Grades: All	Scope of service:	all Grades: All
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

• Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking.	Gardening supplies: $250. Base	• Gardening planning has taken place this year. The drought played a key role in the actual planting of the garden, however community members have provided fertilizer for the soil and assistances for planting during the new school year. The soil and garden boxes are being prepared. Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking.	Gardening supplies: $0 Base
Scope of service:	all Grades: All	**Scope of service:** all Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (SDC student/s)		_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other	
What changes in actions, services, and expenditures	RSP classroom will be set up like a 'Learning Center' in order to meet the needs of Tier II and Tier III students. The SDC population has changed therefore the RTI students will recieve fuller content enrichment services four times a week instead of one.		

Original Goal from prior year LCAP:	#5 Parental participation and engagement will be at 50% by 2018	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:

Goal Applies to:	Schools:	all		
		Grades: All		
	Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	40% of our students' parents will actively be involved with his/her student's education Priority 3: Parental Involvement Opportunities provided to parents to be involved: PTC, SSC, conferences, surveys, special yearly events, volunteering to help in classrooms; reading to students Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and ELAC: N/A DELAC: N/A Title 1: SSC 5 participants, volunteers that help out in our Read Live and IXL program. RSP teacher includes parents of students in the school activities and decisions		Actual Annual Measurable Outcomes:	**Priority 3: Parental Involvement** a) Efforts to seek parent input in making decisions for district increased this year from 40% involvement to 55%. Parents and community members are involved based on their invitation to and participation in the following meetings/activities: PTC, SSC, conferences, surveys, special yearly events, volunteering to help in classrooms; reading to students b) Promotions were made by: Flyers sent home and hung on bulletin boards throughout community, advertisement in local paper and bullentin boards on display at district. c) The district promotes participation of parents for pupils with the exceptional needs through Title 1: School Site Council 5 participants. Parent volunteers of sub groups help out in our 'Read Live Program' and 'IXL Program'. RSP teacher includes parents of students in the school activities, IEP, and decisions.

LCAP Year: 2015-16				
Planned Actions/Services			**Actual Actions/Services**	
		Budgeted Expenditures		**Estimated Actual Annual Expenditures**
SSC – Each Quarter – 4 times a year the SSC meet and look over: LCAP Goals and progress, approval of Parental Involvement policy, LCAP surveys, etc…		$0	SSC – Each Quarter – 4 times a year the SSC meet and looked over: LCAP Goals and metrics progress, approval of Parental Involvement policy, LCAP surveys /stakeholder input, etc…	$0

Scope of service:	all		Scope of service:	all	
	Grades: All			Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
PTC - More parental involvement. Annual scheduled events: Fall Festival, Parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Recreation Day, Talent Show, Whiz Kids, Walk-A-Thon	$0		PTC - More opportunites were provided for parental involvement. Annual scheduled events included: Fall Festival, Parent conference meetings, Veteran's Day, Thanksgiving Feast, Santa's Secret Shop, Christmas Program, Outdoor Recreation Day, Talent Show, Whiz Kids, Walk-A-Thon and Art Show	$0	
Scope of service:	all		Scope of service:	all	
	Grades: All			Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

• Parental Volunteers: Help out in the classroom, read with students, etc… • Parents will receive a Parental Workbook at District's Back to School Night in July. • Parent Project Classes offered	Parent Handbook $3.85 X50 = $192.50 Supplies S&C Parent Project: $200. S&C supplies	• Parental Volunteers: Parents helped out in the classroom, read with students, etc… • Parents received a Parental Workbook at District's Back to School Night in July. • Parent Project Classes were not offered this year due to unforeseen circumstances - we will continue progress in this action/goal area	Parent Handbook $3.85 X50 = $192.50 Supplies S&C Parent Project: $0 S&C supplies

Scope of service:	all Grades: All		**Scope of service:**	all Grades: All	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

What changes in actions, services, and expenditures	District will continue to solicit help from retirement community and encourage parents to be apart of his/her children's education. Parent Project did not get offered this year due to unforeseen circumstances. District will offer this class 2016-2017.

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:	89795

The district will spend these funds on a school-wide/district-wide manner to more effectively meet needs of the unduplicated pupils. these students represent 79.25% of the population.The $89,795 Supplemental and Concentration funds will be principally directed to meet the needs of the district's low income students, which is the only unduplicated pupil population represented in the Caliente School District. The district will provide services as described in Section 2 of this document which will support goals to:

- Improve absence rates
- Increase student achievement
- Provide a safe and secure campus
- Implement common core
- Increase parent participation and engagement
- Increase access to technology
- Participation in academic filed trips
- Professional Development focusing on strategies for teaching children in poverty, Common Core Implementation, Common Core Curriculum
- Increase intervention/tutoring for struggling students
- Implementation of the Parent Project and distribution of program materials to all parents
- Provision of new standards-aligned Common Core instructional materials on as accelerated schedule

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.

17.78	%

The district is increasing/improving services for the unduplicated pupils by 17.78% to increase student achievement, maintain a positive school climate conducive to learning, and increase parental engagement. The services listed below will increase/improve services to unduplicated students:

- PBIS
- Attendance/Positive behavior incentives
- Maintain small class sizes
- Maintain instructional days
- Provide improved access to technology
- Academic Field Trips
- Professional Development
- Credentialed Tutoring after school
- Parent Project

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).