

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

**LEA: Caliente Union School District Contact: Kathleen S. Hansen, Superintendent/Principal, (661) 867-2301, khansen@calienteschooldistrict.org
LCAP Year: 2015-2018**

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 |
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| <p>Various meetings were held throughout the year to gather input/report progress about the LCAP goals and their progress, 2014-2015.</p> <ol style="list-style-type: none"> 1. School Site Council Meeting: 8/4/2014, 10/27/2014, 2/23/2015 2. Board Meeting and Public Hearings: 8/12/2014, 9/9/2014, 11/12/2014, 3/3/2015 3. LCAP/Teacher Development/ PLC: 8/29/2014 , 10/28/14, 11/3 - 4, 11/6-7 - 2 day, 12/5/2014, 1/2015, 1/16, 2/27, 3/16, 2015 4. 10/30/2014 - Prop 84 Water Grant 5. 10/29/2014 - BIIG Grant (Broadband Infrastructure Improvement Grant) | <ol style="list-style-type: none"> 1. SSC/DAC (are synonymous in the Caliente Union District) - Reviewed small changes made to the LCAP, reviewed – Board Policy Parental Involvement (PP6020). SSC approved the teachers’ recommendation for the selection of Common Core adoption, “Go Math”. They reviewed the surveys for parents, staff and students. 2. Board members were kept abreast of progress with LCAP goals. Board reviewed SSC recommendation for |

6. KCSOS – Legal workshops throughout year – Sexual Harassment Training, Student discipline, Pupil Information “in the cloud”, Bullying Investigation and Documentation...
7. 6/9/2015 – Public Hearing: Budget and LCAP
8. 4/ 15/ 2015 - LCAP surveys: Parents, Students, and Staff
9. Student Council – ASB – 9/2014, 10/2014, 11/2014, 12/2014, 1/2015,
10. PTC – Parent Teacher Club – 9/2014, 10/2014, 11/2014, 11/25, 12/2014, 1/2015, 2/2015
11. Awards Assembly – June 5, 2015
12. Public Hearing/Board Meeting: 6/9/2015
13. Local Board Approval – 6/16/2015

- PP6020 and moved to accept. Public Hearing – 4 people in attendance – Audience shared their concerns about Common Core – superintendent addressed their concerns and assured them that they would be invited to review text books. Math textbooks would be adopted this year. It was reported that there were sufficient text books for all students. Board approved bonus for all employees instead of a teacher salary increase. Board approval Common Core adoption, “Go Math”. One community member did view the books and found nothing out of the ordinary or cause any concerns.
3. CAASPP workshop, - 2 day - Common Core writing workshop, Digital Library process for SBAC. Teachers choice for math adoption, Workshop preparing for the SBAC testing, three day training on how to complete the new template for LCAP, Two different grade level teachers attended the Growing Writers/ Common Core workshop – They want to have KCSOS technology specialist come up for a workshop on how to use tech. in the classroom. On campus workshop took place 4/17/2015. The teachers were given on line resources to aid in their teaching for Common Core. Information and access to the Digital Library was shared. Teachers were excited about the resources for Common Core and SBAC. Superintendent attended 2 out of the three days of LCAP training on how to properly prepare the LCAP approval for 2015 - PLC for teachers – read and finished, “Teaching with Poverty in Mind” Teachers shared at each meeting what they had gleaned from reading and how they would apply to his/her pedagogy. LCAP goals reviewed throughout year.
 4. Board approved Prop 84 water Grant to allow drilling for test wells to secure safe drinking water for Piute Mountain School. District purchases drinking water for staff and students at Piute.

5. District had 3 T1 lines installed (maximum) and the state's BIIG Grant will bring an Infrastructure tower to Piute allowing stronger/faster internet speed to uphold SBAC testing. Application submitted 11/18/14.
6. Guidance for school climate
7. Nothing to report on at this time.
8. Parent survey – overall felt the school was meeting the needs of their students. Staff survey – concerns about truant students causes lack of learning. Student survey – students would like more computer generated school projects and they felt safe at school.
9. Student Council/ASB – attended a Leadership conference, Red Ribbon Week, fundraisers to earn money for Sacramento/San Francisco Trip, and dress up days. They assisted PTC's annual events. – School Climate led by students.
10. PTC – Provided our students' annual festivals, feed families, helped fundraise, etc... Most of the original members were affected by the oil industries drop and membership declined. Other community members came in to assist when needed for larger events. There were no questions asked that required a written response.
11. Awards Assembly – It was discussed with the parents in attendance that due to low ADA the district will be with one less teacher and the classrooms will be three- grade combos for 2015-2016.
12. Public Hearing/Board Meeting LCAP and Budget – The LCAP was presented, as advertised, at the Public Hearing, 6:37 pm. 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, 7:05 pm proposed 2015-2016 budget. There were no attendees present.
13. Local Board Approval – Board unanimously passed the adoption of the 2015-2016 LCAP and Budget.

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| <p>Annual Update:</p> <p>During the meeting dates listed above, information/reports of progress on goals/actions Were shared with the groups indicated.</p> <ol style="list-style-type: none"> 1. 10/29/2014 - BIIG Grant (Broadband Infrastructure Improvement Grant) 2. Security cameras throughout 2014-2015 3. Prop 84 Water Grant 4. 2/25/2015 - Go Math/Common Core 5. CPI – Crisis Prevention Intervention – Trainer of Trainings – 4 day training 6. 2014-2015 - Necessary Small School – allocations | <p>Annual Update:</p> <ol style="list-style-type: none"> 1. BIIG – two KCSOS technicians came out to plan location of Tower. T 1 lines that were installed will no longer be used once system is in place 2. Security cameras are being installed at Piute Mountain School only. Caliente Elementary mothballed. 3. Waiting on the state for the next phase, Construction. Piute Mtn. still supplies potable water for classrooms, cooking, students, and staff 4. Go Math has been purchased and is ready to be implemented next year. Teachers and paraprofessionals will attend two day workshop on the implementation of the math text books – June 8-9 2015 – McKittrick School hosting. 5. Staff member attended an intense 4 full day work shop to be a “Trainer of Trainings” – school climate – Instead of sending staff off campus for CPI training they will be trained on campus. 6. NSS – continues. The district is ‘Held Harmless’ Revenue for district is at 2012 – 2013. COLA continues to go up and district will need to make cuts. ADA is improving but it allocates 3 General Education teachers. Therefore, 3 grades to 1 teacher. Caliente Elementary continues to be mothballed. |

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in

the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

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| GOAL: | #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__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Student absenteeism. Data collected over past three years' attendance indicates absenteeism is at 9%. A need to increase parents' awareness of student's absenteeism. Priority 5 Attendance rate – 91% Chronic Absenteeism Rate—33% 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% | | | |
| Goal Applies to: | Schools: | All | | |
| | Applicable Pupil Subgroups: | All | | |
| LCAP Year 1: 2015-2016 | | | | |
| 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% | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
| | All | <u>X</u> ALL | | Charts: |

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| <p>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.</p> <p>Parents are invited to quarterly award's assemblies and the importance of students' attendance is shared.</p> <p>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.</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Trophy: \$7.50 x 4 = \$30. Classroom Party: \$100. Supplies Base</p> |
| <p>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.</p> | <p>All</p> | <p><u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Tokens: \$30. Trophy: \$7.50 each x 4 = \$30. Supplies Base</p> |
| <p>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.</p> | <p>All</p> | <p><u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Museum of Tolerance in Los Angeles Diesel for bus: \$500. -Services S & C \$100 entrance fees - Supplies S & C</p> |

LCAP Year 2: 2016-2017

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| <p>Expected Annual Measurable Outcomes:</p> | <p>7% absent rate Priority 5 Chronic Absenteeism Rate---29% Middle School Dropout Rate--- N/A High School Dropout Rate N/A</p> |
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| High School Graduation Rate N/A Priority 6 Pupil suspension rate - .01% 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% | | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <p>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.</p> <p>Parents will be invited to quarterly award's assemblies and the importance of students' attendance is shared.</p> <p>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.</p> | All | <p><u> X </u> ALL</p> <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Charts: Trophy: \$7.50 x 4 = \$30. Classroom Party: \$100. Supplies Base |
| 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. | All | <p><u> X </u> ALL</p> <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Tokens: \$30. Trophy: \$7.50 each x 4 = \$30. Base Supplies |
| PBIS – Positive Behavior Intervention and Supports – Reinforcing PBIS values for the 4 th – 8 th grades | _____ | <p><u> </u> ALL</p> <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify) <u> 4th – 8th grades </u> | Museum of Tolerance in Los Angeles Diesel for bus: \$500. -Services S & C |

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| | | | \$100 entrance fees - Supplies S & C |
| CPI (Crisis Preventing Intervention) – Yearly CPI training for all staff to be certified or recertified. | All | <u>X</u> ALL | \$0 cost |

LCAP Year 3: 2017-2018

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| <p>Expected Annual Measurable Outcomes:</p> | <p>5% absent rate Priority 5 Chronic Absenteeism Rate---25% 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</p> <p>Surveys of feeling safe and connectedness to school: Parents:91.5 %Students: 98% Staff:90%</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| <p>Visual Charts will be in the cafeteria listing every classroom with a fill in graph. Students will be 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.</p> <p>Parents will be invited to quarterly award’s assemblies and the importance of students’ attendance is shared.</p> | All | <p><u>X</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> | <p>Charts: Trophy: \$7.50 x 4 = \$30. Classroom Party: \$100. Supplies Base</p> |

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| 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. | | | |
| PBIS – 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. | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Tokens: \$30. Trophy: \$7.50 each x 4 = \$30. Ch S&C Supplies |
| PBIS – Positive Behavior Intervention and Supports – Reinforcing PBIS values for the 4 th – 8 th grades | 4 - 8 | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) 4 th – 8 th grades _____ | Museum of Tolerance in Los Angeles Diesel for bus: \$500. Services S & C entrance fees- Supplies \$100 S & C |
| CPI (Crisis Preventing Intervention) – Yearly CPI training for all staff to be certified or recertified. | All | <input checked="" type="checkbox"/> ALL | \$0 |
| GOAL: | #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: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____ |
| Identified Need : | 15 out of 57 students are receiving RTI services 30 minutes a day, 4 to 5 days a week. Progress remains to be slow but is improving. Students' absenteeism and truancy still play a major role in student achievement. Teacher turnover is still an issue because most teachers travel 100 miles a day round trip to teach in district. Bakersfield offers higher salary scale than Caliente School District budget allows. 63% of students were proficient or advanced and 57% of SED sub groups were Basic to Proficient. 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% | | |

| | | | | | |
|--------------------------------------|---|----------|-----|-----------------------------|-----|
| | <p>Number/rate of students lacking their own textbook – 0% Overall Facility rating from FIT – SARC Rating – ‘Good’ <u>Priority 2: Implementation of State Standards</u> APS CCSS – Partially, N/A EL <u>Priority 4: Pupil Achievement</u> 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 courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate - N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A <u>Priority 8: Other Pupil Outcomes</u> 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 <u>Participation</u> Rate: N/A Physical Fitness Test results – 62% (5th& 8th) fall into the HF (Healthy Fitness Zone)</p> | | | | |
| Goal Applies to: | <table border="1"> <tr> <td data-bbox="359 769 516 812">Schools:</td> <td data-bbox="516 769 2011 812">All</td> </tr> <tr> <td data-bbox="359 812 779 846">Applicable Pupil Subgroups:</td> <td data-bbox="779 812 2011 846">All</td> </tr> </table> | Schools: | All | Applicable Pupil Subgroups: | All |
| Schools: | All | | | | |
| Applicable Pupil Subgroups: | All | | | | |
| LCAP Year 1: 2015-2016 | | | | | |
| Expected Annual Measurable Outcomes: | <p><u>Priority 1: Basic Services</u> 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’ <u>Priority 2: Implementation of State Standards</u> APS CCSS – Partially, N/A EL <u>Priority 4: Pupil Achievement</u> 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 courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate - N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A</p> | | | | |

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)

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| <ul style="list-style-type: none"> 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 | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$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 |
| BIG (Broadband Infrastructure Grant) more bandwidth for SBAC, Virtual Library, more technology access for teachers and students | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | \$ 0 |

| | | | |
|--|------------|---|--|
| <p>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.</p> | <p>All</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>RTI – \$1,000 Certificated Salaries and Benefits S&C</p> <p>Tutoring - \$3,000 Certificated Salaries and Benefits S&C</p> |
| <p>Music and Art lessons will each be provided once a week.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>No cost - Volunteer</p> |

LCAP Year 2: 2016-2017

| | |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>#2 65% of students will be proficient or advanced and 60% of SED sub group will be Basic or Proficient as measured by local benchmark and other curriculum base measurements.</p> <p><u>Priority 1: Basic Services</u> 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’</p> <p><u>Priority 2: Implementation of State Standards</u> APS CCSS – Partially, N/A EL</p> <p><u>Priority 4: Pupil Achievement</u> CST Science: 77% of the 5th grade students will be proficient or advanced and 8th grade students 70% advanced or proficient API: 725 (2013) Percent of students completing UC/CSU required courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate - N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A</p> |
|---|--|

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 – 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 |
|--|------------------|---|---|
| <ul style="list-style-type: none"> 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 Continuing the 5 instructional days: 175 to 180 school days. BTSA/Intern Teacher and Staff Handbooks Book to be read during year for PLC: <u>Assessment and Student Success in a Differentiated Classroom</u> | All | <p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>\$68,545 Certificated Salaries and Benefits S & C \$9.500 Salaries and Benefits S&C BTSA/Intern - \$3,650 Certificated Salaries, Benefits and Supplies Base Teacher/Staff Handbook: \$3.83 X 8=\$30.64 Assessment/Student Success Book: \$27.95 X 6=\$167.70 Supplies Base</p> |
| <p>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</p> | All | <p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>MOU KCSOS - Contract \$4,000 S&C Services MOU with IT 2 days month - \$6,912.</p> |

| | | | |
|--|-----|--|--|
| | | | S & C Services |
| 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. Quarterly Benchmarks will be given to students to assess, reevaluate, reteach and advance. | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | RTI – \$1,000 Certificated Salaries S&C Homework Club - \$3,000 year Certificated Salaries S & C |
| Music and Art lessons will each be provided once a week. | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | No cost - Volunteer |

LCAP Year 3: 2017-2018

| | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <p>#2 67% of students will be proficient or advanced and 62% of SED sub group will be Basic or Proficient as measured by local benchmark and other curriculum base measurements.</p> <p><u>Priority 1: Basic Services</u> 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’</p> <p><u>Priority 2: Implementation of State Standards</u> APS CCSS – Partially, N/A EL</p> <p><u>Priority 4: Pupil Achievement</u> CST Science: 78% of the 5th grade students will be proficient or advanced and 8th grade students 72% advanced or proficient API: 725 (2013) Percent of students completing UC/CSU required courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate - N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A</p> <p>65% of students will be proficient or advanced and 60% of SED sub groups will be Basic to Proficient.</p> |
|--------------------------------------|---|

| 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 – 75% (5 th & 8 th) fall into the HF (Healthy Fitness Zone) | | | |
|--|------------------|--|---|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| <ul style="list-style-type: none"> 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 Continuing the 5 instructional days: 175 to 180 school days. BTSA/Intern Teacher and Staff Handbooks | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$68,934 Certificated Salaries and Benefits S & C \$9,750 Salaries and Benefits S&C BTSA/Intern - \$3,650 Certificated Salaries, Benefits and Supplies Base Teacher/Staff Handbook: \$3.83 X 8=\$30.64 Assessment/Student Success Book: \$27.95 X 6=\$167.70 Supplies Base |
| 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 | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | MOU KCSOS - Contract \$4,000 S&C Services MOU with IT 2 days month - \$6,912. |

| | | | |
|---|------------|---|---|
| <p>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. Quarterly benchmarks will be given to students to assess, reevaluate, reteach and advance.</p> | <p>All</p> | <p><u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p> | <p>S & C Services RTI – \$1,000 Certificated Salaries and Benefits S&C Homework Club - \$3,000 Certificated Salaries and Benefits S&C</p> |
|---|------------|---|---|

| | | | |
|---|---|------------------------------------|--|
| <p>GOAL:</p> | <p>#3 Piute Mountain’s campus will be equipped and maintained with security cameras and alarm systems by 2018.</p> | | <p>Related State and/or Local Priorities: 1__2__ 3__ 4__ 5__ 6__ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>Campus needs to be equipped and maintained with a security system. District’s suspension rate and expulsion rate are very low, our students and staff feel safe on campus. 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%</p> | | |
| <p>Goal Applies to:</p> | <p>Schools: All</p> | <p>Applicable Pupil Subgroups:</p> | <p>all</p> |
| <p>LCAP Year 1: 2015-2016</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>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%</p> | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| MOU increase with IT 2 times a month to maintain equipment | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$576 per month =\$6,912. Contracts Base |
| District will monitor security cameras and alarm systems | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$0 |

LCAP Year 2: 2016-2017

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <p>#3 Piute Mountain’s campus will be equipped and maintained with security cameras and alarm systems by 2018. Campus will be equipped and maintained with a security system. District’s suspension rate and expulsion rate will be low, our students and staff feel safe on campus.</p> <p>Priority 6 Pupil suspension rate - .0% Pupil expulsion rate -0% High school dropout rate – N/A High school graduation rate – N/A</p> <p>Surveys of feeling safe and connectedness to school: Parents: 91.5% Students: 98% Staff: 90%</p> |
|--------------------------------------|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|--|
| MOU increase with IT 2 times a month to maintain equipment | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$576 per month =\$6,912. Contracts Base |
| | All | <input checked="" type="checkbox"/> ALL | \$0 |

District will monitor security cameras and alarm systems

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

#3 Piute Mountain’s campus will be equipped and maintained with security cameras and alarm systems by 2018. Campus will be equipped and maintained with a security system. District’s suspension rate and expulsion rate will be low, our students and staff feel safe on campus.
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%

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|---|
| MOU increase with IT 2 times a month to maintain equipment | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$576 per month =\$6,912. Contracts Base - |
| District will monitor security cameras and alarm systems | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$0 |
| | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

| | | | | |
|---|---|---|---|--|
| GOAL: | #4 CCSS will be fully implemented by 2018 as measured by administration observations and APS. | | Related State and/or Local Priorities: 1__ 2X 3__ 4__ 5__ 6__ 7 X 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | <p>New state Common Core adoptions must be in place. Math is the only state approved thus far. ELA ready October 2015.</p> <p>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.</p> <p>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)</p> | | | |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All | | |
| LCAP Year 1: 2015-2016 | | | | |
| Expected Annual Measurable Outcomes: | <p>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.</p> <p>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.</p> <p>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)</p> | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |

| | | | |
|---|-----|--|---|
| <ul style="list-style-type: none"> In service trainings for Teachers and paraprofessionals – ‘Go Math’ Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ | Go Math Inservice: \$0 PLC - \$3,000 Cert. salaries and Benefits base CCSS - \$1,000 Cert. salaries and benefits base |
| <ul style="list-style-type: none"> RSP teacher will also instruct that meet the need for RTI – Math and or ELA 30 minutes a day. | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) SDC student/s | RTI - \$1,000 Cert. salary and benefits base |
| <ul style="list-style-type: none"> Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking. | All | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) SDC student/s | Gardening supplies: \$250. Base |

LCAP Year 2: 2016-2017

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|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Adoption of Common Core ELA text books to be implemented fully this year <u>Priority 2: Implementation of State Standards</u> 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. <u>Priority 7: Course Access</u> 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)</p> |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| <ul style="list-style-type: none"> In service trainings for Teachers and paraprofessionals – ‘Go Math’ Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Go Math Inservice: \$0 PLC - \$3,000 Cert. salaries and benefits base CCSS - \$1,000 Cert. salaries and benefits base |
| <ul style="list-style-type: none"> RSP teacher will instruct student/s in a SDC setting. RSP teacher will also instruct that meet the need for RTI – Math and or ELA 30 minutes a day. | All | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)SDC student/s | RTI - \$1,000 Cert. salary and benefits base |
| <ul style="list-style-type: none"> Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking. | All | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) SDC student/s | Gardening supplies: \$250. Base |
| LCAP Year 3: 2017-2018 | | | |

| <p>Expected Annual Measurable Outcomes:</p> | <p>Common Core ELA and Math text books to be completely implemented</p> <p><u>Priority 2: Implementation of State Standards</u> 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.</p> <p><u>Priority 7: Course Access</u> 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)</p> | | | |
|---|---|---|---|--|
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | <ul style="list-style-type: none"> In service trainings for Teachers and paraprofessionals – ‘Go Math’ Monthly PLC to share and report on progress of students. CCSS workshops Quarterly Benchmarks | All | <p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>Go Math Inservice: \$0</p> <p>PLC - \$3,000 Cert. salaries and base</p> <p>CCSS - \$1,000 Cert. salaries and base</p> |
| | <ul style="list-style-type: none"> RSP teacher will also instruct that meet the need for RTI – Math and or ELA 30 minutes a day. | All | <p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u>SDC student/s</u></p> | <p>RTI - \$1,000 Cert. salary and base</p> |
| <ul style="list-style-type: none"> Gardening will be used to provide kinetic learning to help assimilate Common Core math and Performance task thinking. | All | <p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups:(Specify) <u>SDC student/s</u></p> | <p>Gardening supplies: \$250. Base</p> | |

| | |
|---|---|
| <p>GOAL: #5 Parental participation and engagement will be at 50% by 2018</p> | <p>Related State and/or Local Priorities:</p> |
|---|---|

1__ 2__ 3X 4__ 5__ 6__ 7__ 8__

COE only: 9__ 10__

Local : Specify _____

Identified Need : Lack of parental involvement; currently parent involvement is approximately at 35%. Community members – retired community will volunteer. Out of town jobs or lack thereof, seems to be the driving force. There are single parent families.
Priority 3: Parental Involvement
Opportunities provided to all 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
ELAC: N/A
DELAC: N/A
Title 1: SSC 5 participants, volunteers that help out in our Read Live and IXL program. DAC is absorbed into the SSC. There is only one school site functioning at this time. RSP teacher includes parents of students in the school activities and decisions

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

LCAP Year 1: 2015-2016

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

| 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 | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$0 |

| | | | |
|--|------------|---|---|
| <p>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</p> | <p>All</p> | <p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p> | <p>\$0</p> |
| <ul style="list-style-type: none"> • 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 | <p>All</p> | <p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p> | <p>Parent Handbook \$3.85 X50 = \$192.50 Supplies S&C Parent Project: \$200. S&C supplies</p> |

LCAP Year 2: 2016-2017

| <p>Expected Annual Measurable Outcomes:</p> | <p>#5 Parental participation and engagement will be at 45% 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</p> | | |
|--|--|---|-------------------------------------|
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |
| <p>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</p> | <p>All</p> | <p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p> | <p>\$0</p> |
| | <p>All</p> | <p><u>X</u> ALL</p> | <p>\$0</p> |

| | | | |
|--|------------|---|--|
| <p>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,</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <ul style="list-style-type: none"> 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 | <p>All</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Parent Handbook \$3.85 X 50 =\$192.50 Supplies S&C</p> <p>Parent Project: \$200. Supplies S&C</p> |

LCAP Year 3: 2017-2018

| | |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>#5 Parental participation and engagement will be at 50% 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</p> |
|---|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| <p>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</p> | <p>All</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$0</p> |
| <p>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</p> | <p>All</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$0</p> |

| | | | |
|--|-----|--|--|
| <ul style="list-style-type: none"> • 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 | <u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Parent Handbook \$3.85 X 50 = \$192.50 Supplies S&C Parent Project: \$200 Supplies S&C |
|--|-----|--|--|

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

Annual Update

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

Guiding Questions:

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

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

| | | | |
|--------------------------------------|--|-----|---|
| Original GOAL from prior year LCAP: | 1. The District's students will improve from 8% absent rate to 5% absent rate by 2017. | | Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: | ALL | |
| | Applicable Pupil Subgroups: | ALL | |
| Expected Annual Measurable Outcomes: | 7% absent rate (2015) | | <p>Priority 5 91% absent rate achieved. Chronic absenteeism rate – 33% Middle school dropout rate – N/A High school dropout rate – N/A High school graduation rate – N/A</p> <p>Priority 4 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) % completing A to G – N/A % completing CTE course sequence – N/A % of EL attaining AMAO 1 and 2 targets N/A EL reclassification rate N/A % of pupils passed AP exam with a grade of 3 or higher – N/A % of pupils who participate in College Prep – N/A</p> <p>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%</p> <p>Priority 8 CAHSEE ELA/Math proficient rates – N/A CAHSEE ELA/Math 3 –year pass rate – N/A % EL students making progress to AMAO 1 –N/A AP Exam participation rate – N/A</p> |

| | | Physical Fitness test results – 62.5% (5 th & 8 th) fall into the HFZ (Healthy Fitness Zone) | |
|--|-----------------------|---|---|
| LCAP Year: 2014-2015 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> Advertise and recognize on site and local paper regular attendance through trophy, trips, luncheon and awards | \$100 | <ul style="list-style-type: none"> The local community monthly paper, <u>Fence Post</u> had monthly updates of students' accomplishments. Poster is up for display in cafeteria displaying classroom quarterly attendance and individual student's perfect attendance. Classroom with overall highest attendance rate each quarter receives and ice cream treat. Classroom is awarded a trophy and certificate announced before the whole student body! Students with the most Perfect Attendance throughout year and overall classroom for the year winners will attend a special luncheon in June 2015 | \$100. Supplies and Operating Costs S&C |
| Scope of service: LEA-wide | | Scope of service: LEA-wide | |
| <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> IMPLEMENT PBIS Program - advertise and recognize onsite and local paper class with highest Positive Behavior through trophy, trips, luncheon and awards. | \$100 | <ul style="list-style-type: none"> The local community monthly paper, <u>Fence Post</u>, had monthly updates of student's accomplishments. Students received daily tokens for displaying the months "Community Value". Each week the classroom with the most tokens received a certificate. | \$100 Supplies and Operating Costs S&C |

| | | | | |
|---|---|--|---|--------------------------------------|
| | | | <ul style="list-style-type: none"> The beginning of each month the classroom with the most weekly wins would receive an ice cream treat and overall certificate. In June 2015 – the classroom with the most overall Community Value Certificates will receive a special luncheon. | |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> ASB/FNL Club-teaching students right ways to have safe fun – Drug and tobacco awareness | | \$1,000 | <ul style="list-style-type: none"> ASB/FNL – In October had a week long, Red Ribbon Week Event. ASB/FNL went to a Leadership Conference | Teacher salaries; \$1,000 Base |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | | <p>We did not meet our expected attendance goal of 8%, instead we dropped to 9%. The population changed in the middle of the school year. Increased awareness, in regards to: Truancy letters, meeting with parents, Local Deputy Sheriff, CPS, Social Services, and District Attorney have been enlisted to rectify truancy issues. The goal for next year will remain the same but parent awareness of truancy issues will be addressed at a higher level. Priority 5 & 6 will be used only.</p> | | |
| Original GOAL from prior year LCAP: | 2. District will increase their present level T1 line by the addition of 2 more lines, total of 3 T1 lines. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | ALL | | |

| Applicable Pupil Subgroups: ALL | |
|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> • Band width increase • Add 2 T1 lines • Contract MOU for IT |
| <p>Actual Annual Measurable Outcomes:</p> | <p>All T 1 Lines are in place. Contract for IT – MOU, Band width increased.</p> <p><u>Priority 1: Basic Services</u> Band width increased, 2 T1 lines added, MOU for IT services secured. 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’</p> <p><u>Priority 4: Pupil Achievement</u> 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 Percent of students completing UC/CSU required courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A</p> <p><u>Priority 5: Pupil Engagement</u> Attendance Rate – 91% Chronic Absenteeism Rate – 33% Middle School Dropout rate – N/A High School Dropout Rate N/A High School Graduation Rate N/A</p> <p><u>Priority 7: Course Access</u> 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.</p> |
| <p>LCAP Year: 2014-2015</p> | |

| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | | Estimated Actual Annual Expenditures |
|---|----------|---|---|----------|---|
| <ul style="list-style-type: none"> Installation of 2 more T1 lines to Piute Mountain School | | <ul style="list-style-type: none"> \$4,000 | <ul style="list-style-type: none"> Installation of 3 T 1 lines | | 3 T 1 Lines: \$17,733.20 annual fee Installation fee \$2,000 Contracts Base |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| <ul style="list-style-type: none"> Web hosting - annual | | <ul style="list-style-type: none"> \$500. | Web hosting – annual contract with KCSOS established | | \$510 Contracts Base |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| <ul style="list-style-type: none"> CTAP - annual | | <ul style="list-style-type: none"> \$1500 | CTAP - annual contract with KCSOS established | | \$1,530 Contracts Base |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |

| | | | | | |
|--|---|---|--|--|---|
| <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Contract for MOU for IT 3 days a month | | \$7,000 | Contract for MOU for IT 2days a month | | \$6,912 Classified Salaries and Benefits S&C |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | <ul style="list-style-type: none"> All T 1 lines are in place. The District had the T 1 line to Caliente Elementary turned off. The District has received a BIGG Grant from the state. The Grant will allow for an Educational Tower to be put up for wider bandwidth. Goal 2 will be the MOU with KCSOS for the Educational Tower instead of the T 1 lines. . Priority 5 & 6 will be used only. This goal will become an action/service for a new <u>goal #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.</u> | | | |
| Original GOAL from prior year LCAP: | 3. The District's two campuses will be equipped with security cameras and alarm systems by 2017 | | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Goal Applies to: | Schools: | All | Applicable Pupil Subgroups: All | | |

| | | | |
|---|---|---|---|
| Scope of service: | LEA-wide | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Caliente Elementary is presently mothballed, there are no students. District will not put alarms or security cameras at that site. District will focus security systems and MOU for IT at Piute Mountain. Goal 3 will reflect one school site instead of two. Priority 6 will be used only. | | |
| Original GOAL from prior year LCAP: | 4. CCSS will be fully implemented by 2017 as measured by administration observations and APS. | | Related State and/or Local Priorities: 1__x__ 2__x__ 3__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | Partial implementation of CCSS | Actual Annual Measurable Outcomes: | <u>IMPLEMENTATION LEVEL OF CCSS ON APS: Partially</u> <u>Priority 1: Basic Services</u> Band width increased, 2 T1 lines added, MOU for IT services secured. 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’ <u>Priority 2: Implementation of State Standards</u> 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. <u>Priority 4: Pupil Achievement</u> |

| | | | |
|---|--|---|---|
| | | | <p>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 courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A</p> |
| LCAP Year: 2014-2015 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> Common Core workshops and training for Math and ELA – Staff Development | CCSS KCSOS workshops -\$300 | <ul style="list-style-type: none"> Common Core workshops and training for Math and ELA – Staff Development | CCSS Workshops – \$300 Conferences Base |
| Scope of service: | LEA-wide | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> PLC staff training materials | PLC – Staff training materials - \$100 | <ul style="list-style-type: none"> PLC bi-monthly – staff training was instituted | PLC – Staff training materials - \$100 Supplies S&C • |

| | | | | | |
|--|-----------|--|--|-----------|--|
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| <ul style="list-style-type: none"> • BTSA Program • Intern Program | | BTSA - \$4,000 LCFF Intern Program – \$4,000 | <ul style="list-style-type: none"> • BTSA Program - Instituted • Intern Program | | BTSA - \$4,000 Intern Program – \$0 Base |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| <ul style="list-style-type: none"> • Adoption of CCSS Math | | Adoption of Common Core Math \$10,000 | <ul style="list-style-type: none"> • Adoption of CCSS Math materials completed | | Adoption of CCSS Math - \$13,454 Materials Base |
| Scope of service: | LEA -wide | | Scope of service: | LEA -wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | |
| <ul style="list-style-type: none"> • Quarterly benchmark and APS and District level assessments | | Quarterly Benchmark, APS | <ul style="list-style-type: none"> • Quarterly benchmark and APS and District level assessments were provided | | Quarterly Benchmark, APS |

| | | | | |
|--|----------|--|--|---|
| | | and district level assessments – \$0 | | and district level assessments – \$0 Base |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> Purchase books for staff to study together | | Purchase staff book – teaching with Poverty in Mind: LCFF \$135. | <ul style="list-style-type: none"> Purchased staff book | |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | |
| OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> Staff-paraprofessionals for combination classrooms | | Staff \$50,000 LCFF | <ul style="list-style-type: none"> Paraprofessionals for combination classrooms have been hired | |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | |

| | | | |
|--|---|---|--|
| __Other Subgroups:(Specify)_____ | | __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> 6 desk top computers and monitors 7 tablets | | \$4,000 LCFF 7 tablets -\$5,000 LCFF | New Computers and tablets for teachers they were purchased |
| 6 desk top comps - \$4,000 Equipment Base 7 tablets -\$5,000 Equipment S&C | | | |
| Scope of service: | LEA wide | Scope of service: | LEA wide |
| __x__ ALL | | __x__ ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | The goal will remain the same. District will continue to participate in CCSS workshops District's will evaluate ELA in October 2015. Priority goals 2 and 7 will only be housed in this goal. | |
| Original GOAL from prior year LCAP: | 5. Parental participation and engagement will be at 50% by 2017 | | Related State and/or Local Priorities: 1__ 2__ 3__x__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____ |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | 30% parental participation | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> On average there are 30% of parental participation. During actives events there are more parental and community participation – Participation is as follows:40% Back To School Night – 55% SSC – 45% PTC – 25% |

| | | | |
|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Fundraisers – 65% • Fall Festival – 80% • Whiz Kids – 50% • Spring Festival 3- 0% • Talent show – 95% - 74 meals were served – donations for hamburgers, buns and condiments were provided • Read Live and IXL – 1 volunteer weekly • Room Parent – 40% parents send in goodies for class parity • Weekly classroom helpers – 1 volunteer <p>Outdoor Recreation Day – 30 community/parent volunteers helped at the event.</p> <p><u>Priority 3: Parental Involvement</u> Opportunities provided to both General & Special Ed 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</p> <p><u>Priority 4: Pupil Achievement</u> 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 courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A</p> |
|--|--|--|---|

LCAP Year: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|--------------------------|-----------------------|-------------------------|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| | | | |

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|---|----------|---|---|---|
| Parental Booklet- How to be involved | | \$110 LCFF | <ul style="list-style-type: none"> Parental Booklet- How to be involved – was purchased and distributed | \$110 S&C Supplies |
| Scope of service: | Lea-wide | | Scope of service: | Lea-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> Teacher Booklet – Getting Parents involved – | | <ul style="list-style-type: none"> \$3.67 each \$110. LCFF | <ul style="list-style-type: none"> Teacher Booklet – How to be Involved – Purchased and distributed | Parental Booklet –\$135.79.– Supplies S&C |
| Scope of service: | Lea-wide | | Scope of service: | Lea-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> Student Planners – | | Student Planners \$2.50 each – total \$125 LCFF | <ul style="list-style-type: none"> Student Planners – | Student Planners - \$203. Supplies S&C |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | |

| | | | | | |
|---|--|---|---|----------|----------------------------------|
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| <ul style="list-style-type: none"> Parent Project – | | <ul style="list-style-type: none"> \$0 | <ul style="list-style-type: none"> Parent Project did not take place | | \$0 Supplies S&C |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| <ul style="list-style-type: none"> Award cost – Event, Ribbons, Trophies | | <ul style="list-style-type: none"> \$100 – LCFF | <ul style="list-style-type: none"> Award cost – Event, Ribbons, Trophies | | Award cost – \$110. Supplies S&C |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Parent Project will be offered 2015-2016. More meaningful conversations with parents on making sure students attend school on a regular basis. More involvement with County programs to help insure truancy and absenteeism rates decrease. Priority 3 will be the only State priority housed in Goal number 5. | | | |
| Original GOAL from prior year LCAP: | 6. 65% of students will be proficient or advanced and 60% of SED sub group will be proficient or advanced as measured by local Benchmark and other curriculum base measurements and SBAC when available. | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____ | | |
| Goal Applies to: | Schools: | All | | | |

| Applicable Pupil Subgroups: All | |
|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>65% of students will be proficient or advanced and 60% of SED sub group will be proficient or advanced as measured by local Benchmark and other curriculum base measurements.</p> |
| <p>Actual Annual Measurable Outcomes:</p> | <p>63% of students were proficient or advanced and 57% of SED sub groups were Basic to Proficient.</p> <p><u>Priority 1: Basic Services</u> Band width increased, 2 T1 lines added, MOU for IT services secured. 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’</p> <p><u>Priority 2: Implementation of State Standards</u> In addition to their morning ELA instruction in the General Education classroom, at risk students were provided 30 minutes per day of Tier 2 intervention in reading (Read Naturally/Read Live). Overall, students who participated in reading intervention showed an average weekly improvement (AWI) closer to the targeted goal of the 50th percentile for their grade level than those students reading within or above basic range. While these at risk students are still reading in the below basic range, daily intervention, using Read Live, is helping them to close the gap. APS CCSS – Partially Implemented</p> <p><u>Priority 4: Pupil Achievement</u> 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 courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A</p> <p><u>Priority 5: Pupil Engagement</u> Attendance Rate – 91% Chronic Absenteeism Rate – 33% Middle School Dropout rate – N/A High School Dropout Rate N/A High School Graduation Rate N/A</p> |

| | | | |
|--|--|--|---|
| | | | <p>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.</p> <p>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 <u>Participation</u> Rate: N/A Physical Fitness Test:</p> |
|--|--|--|---|

LCAP Year: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|--|-----------------------------|--|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> KEDS Program-Kindergarten will stay all day and pre-k attend Monday – Thursday – 11:15 – 2:45 | KEDS – teacher \$4,700 LCFF | <ul style="list-style-type: none"> KEDS Program – Pre-K. and Kindergarteners | KEDS teacher – \$4,700 Salaries S&C |
| Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |

| | | | | |
|---|----------|-----------------------------------|---|--|
| <ul style="list-style-type: none"> Museum Field Trip | | \$ Museum field trip - \$200 LCFF | <ul style="list-style-type: none"> Museum Field Trip did not take place | \$0 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> Destiny software | | \$ Destiny Software -\$2,000 LCFF | <ul style="list-style-type: none"> Destiny software purchased | \$ Destiny Software -\$2,000 LCFF Supplies |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> Microsoft License | | Microsoft License – \$710. LCFF | Microsoft License was purchased | Microsoft License – \$710. LCFF Contracts |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <ul style="list-style-type: none"> Computer Software | | | <ul style="list-style-type: none"> Computer Software purchased | |

| | | | | | |
|---|---|--|---|----------|--|
| | | Computer software -\$700. LCFF | | | Computer software -\$700. LCFF Materials |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Math homework club, transportation, Teacher | | Teacher - \$3,000 LCFF | Math homework club with transportation and teacher were provided | | Teacher \$3,000 Credentialed Salary S&C |
| Scope of service: | | | Scope of service: | | |
| <input type="checkbox"/> ALL | | | <input type="checkbox"/> ALL | | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | This goal will become Goal #2. The Priorities will be 1, 2, 4, and 8. The rigor of Benchmark testing, RTI and newly adopted Common Core Math should bring about higher proficient levels | | | |
| Original GOAL from prior year LCAP: | 7. Increase certificated salary schedule to a more competitive salary schedule by 2017 to recruit and retain highly qualified teachers. | | Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | | |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All | | | |

| | | | |
|---|---|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Increase certificated salary schedule to a more competitive salary schedule to recruit and retain highly qualified teachers.</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>All staff received a bonus this year. Priority 1: Basic Services Band width increased, 2 T1 lines added, MOU for IT services secured. 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 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 courses N/A Percent of students completing a CTE Course Sequence N/A Percent of EL students attaining AMAO 1 and 2 targets N/A EL Reclassification rate N/A Percent of students passing AP exams N/A EAP College Ready rates for math and ELA N/A Priority 6: School Climate 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% Surveys of feeling safe and connectedness to school: Parents:91.5% Students: 98% Staff: 90%</p> |
|---|---|---|--|

LCAP Year: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|-----------------------|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>Board approved incremental increase in salary for certificated staff</p> | <p>\$25,000</p> | <p>Board approved a onetime bonus for all staff according to their present level salary The district has maintained small class sizes to provide students with a lower student to teacher ratio. 54 students</p> | <p>\$12,000 Salaries for certificated and classified Base</p> |

| | | | | |
|--|----------|--|----------|--|
| | | are projected to be enrolled the district will employ 4 teachers to maintain small class sizes | | \$68,000 Certificated Salaries and Benefits S&C |
| Scope of service: | LEA-wide | Scope of service: | LEA-wide | |
| <input checked="" type="checkbox"/> ALL | | <input checked="" type="checkbox"/> ALL | | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | <ul style="list-style-type: none"> This goal will become an action/services for Goal #2 <u>65% of students will be proficient or advanced and 60% of SED sub group will be Basic or Proficient as measured by local benchmark and other curriculum base measurements.</u> Teachers are still seeking employment closer to home and they will receive \$15,000 more annual income working for other districts. District will add 5 more days; 175 school days to 180. This will be an increase to all staff. The District maintained small class sizes to provide students with a lower student to teacher ratio. | | |

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

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|--|------------------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$ <u>74,904</u> |
|--|------------------|

The district will spend these funds on a school-wide/districtwide manner to more effectively meet needs of the unduplicated pupils. These students represent 71.43% of the population. The \$82,170 Supplemental and Concentration funds will be principally directed to meet the needs of the district' 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 field trips
- Professional Development focusing on strategies for teaching children in poverty, Common Core Implementation, Common Core Curriculum
- Increased 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.

| | |
|-------|---|
| 14.43 | % |
|-------|---|

The district is increasing/improving services for the unduplicated pupils by 14.88% 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
- Increase instructional days
- Provide improved access to technology
- Academic Field Trip
- Professional Development
- Credentialed Tutoring after school
- Parent Project

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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).