

Introduction:

LEA: Los Olivos Elementary School District **Contact (Name, Title, Email, Phone Number):** Bridget Baublits, Superintendent, bbaublits.losolivos@gmail.com, 805-688-4025
LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>A survey of stakeholders was sent to parents, staff and community members to gather input from all stakeholders to help inform the writing of the 2016-2017 LCAP. The survey was distributed on March 1, 2016, and open until March 18, 2016, to all stakeholder groups.</p>	<p>The survey results were analyzed and presented to the community at a board meeting on April 11, 2016 to support the writing of the 2016-2017 LCAP. The results of the community survey were also shared with the community through the school's web based communication tool Parent Square and with the staff at their April 28 staff meeting. These results provided input on the prior year LCAP goals and input to set the 2016-2017 district priorities.</p>
<p>The LCAP was presented to stakeholders groups (Staff, School Board, PTA,</p>	<p>The original stakeholder input helped to formulate the goals of the LCAP. The</p>

Foundation, and School Site Council) at various meetings and through electronic transmission to all parents and was posted on the district's website to elicit feedback and commentary from all stakeholder groups.

Students in 2nd-8th grade took a 10 question survey as a means to gather information and student input for the LCAP goals, actions items, and focus areas.

The Governance Board reviewed their Board governance goals, and set district priorities for 2016-2017 at the April 11, 2016, board meeting. The revised Governance Goals and 2016-2017 District Priority Areas were formally adopted at the May 9, 2016 board meeting. The identified district priorities are included in the 2016-2017 LCAP.

A draft of the 2016-2017 LCAP was shared directly with Los Olivos Elementary teachers and staff prior to the June 13, 2016, public hearing to give them time to review the document and formulate comments, questions, or other input prior to adoption.

A public hearing was appropriately noticed and held during the June 13, 2016, School Board meeting to allow for additional review and input from all stakeholders of the LCAP document. Additionally the district held a public hearing that was properly noticed at the June 13, 2016 meeting for the Budget that disclosed the amount of reserves a district has above the state minimum required reserve amount.

The LCAP was formally adopted by the Governing School Board at their June 27, 2016 board meeting.

district received very little feedback regarding revisions of the LCAP from the stakeholders. The initial gathering of information allowed for the larger community to have a forum to address their questions about the LCAP, and to become an integral part of the LCAP development process. This led to goals and action items that reflected all stakeholder input.

The information gathered from the student surveys included input on enrichment activities, ways to improve lunch and how connected students feel towards staff. Several of the action items listed in the 2016-2017 LCAP are directly related to improving the quality of lunch service and creating more enrichment opportunities for students. Student survey results were shared at the April 11, 2016, board meeting, with the staff at their April 28, 2016 staff meeting, and posted on the school's web based communication tool Parent Square.

By setting district priorities for 2016-2017 and aligning the current LCAP with these priorities ensures that the district is meeting the needs of the school community. Having various stakeholder groups contribute to the development of the LCAP has created an insurance policy that holds the district accountable for the desires and needs of the various stakeholder and community groups that the district serves.

This direct sharing with staff gave them the opportunity for direct input in case they had missed other opportunities and built trust and commitment of all district staff for the implementation of the LCAP. The key action item the staff wanted to see changed was the addition of a technology support person for 2016-2017.

During the public hearings the district received little feedback regarding the LCAP. Changes were made in Goal #1 to some of the language regarding actions for enrichment programs based on the feedback received. Throughout the development of the LCAP, utilizing all stakeholder input from the LCAP survey as the basis for the plan resulted in creating a plan that has goals, action items, and expenditures that are aligned with community input, the district's vision and governance goals.

By adopting the LCAP the district has a defined plan for the operations of the district for the 2016-2017 school year and the subsequent two years that is aligned with the vision, mission and goals of the district.

Annual Update:

Communication and goal update information about the 2015-16 LCAP was presented throughout the year to all stakeholder groups at various meetings including:

- ~10/12/15, 1/11/16, 4/11/16, 6/13/16: School Board Meetings
- ~ 11/2/15: School Site Council Meeting
- ~ March and April: PTA and Foundation Meetings

Student achievement results on CAASSP, CELDT and Science CST scores were presented to various stakeholder groups including the Board and community, School Site Council, and staff throughout the school year as results were made available. Both the SPSA and the LCAP include specific targets for continued student achievement on these benchmark assessments.

At the Governance Board's regular meeting held on April 11, 2016, the Board reviewed governance goals, and set district priorities for 2016-2017. The school board and administration used the information gathered from the LCAP community and student surveys to help set the direction for the 2016-2017 school year. The board and superintendent adopted district priorities that were included in the 2016-2017 LCAP.

Annual Update:

The stakeholder groups were informed about the district's plan, and updated on the district's current progress on 2015-2016 LCAP goals. Presenting information about the district's annual progress allowed for the stakeholder groups to provide input about how the district did in meeting the prior year's goals and to identify key needs for the 2016-2017 school year when they completed the LCAP survey of stakeholders. The survey of stakeholders results were used as the basis for changes that were made to the 2016-2017 LCAP to keep it aligned with the district's vision. Some key changes that were included in the 2016-2017 LCAP were the need to hire a technology support person, contracting with a new food service vendor, and purchasing a character development program.

Sharing the results of available benchmark assessment data to various stakeholder groups allowed for a deeper analysis of student achievement to be conducted and provided transparency about the district's progress on these measures. As a direct result of this sharing specific targets for student achievement in ELA, Math and English Language proficiency have been established and are included in the 2016-2017 LCAP and in the SPSA.

The board meeting held on April 11, 2016 allowed for the Board and Superintendent to set the district priorities for the 2016-2017 school year and revise the board governance goals. These priorities were based on the progress made on the 2015-2016 LCAP goals and the district's overall vision. The revised board governance goals and the 2016-2017 district priority areas were adopted at the May 9, 2016 board meeting. Using a collaborative process in developing the 2016-2017 LCAP goals ensures that the goals are aligned with the current priorities and vision of the school district.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Ensure opportunities for students to excel by promoting academic excellence through teacher quality, evaluation, curriculum, instruction, and student assessment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Based upon feedback from the 2016 LCAP survey of stakeholders and the established Governance Board District Priorities, teacher quality, evaluation, curriculum, instruction, and student assessments continue to be an identified need.(Conditions of Learning)
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Goal Applies to:	Schools: Los Olivos Elementary School
	Applicable Pupil Subgroups: All Students and English Learners

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	A. 100% of teachers will be appropriately assigned and credentialed in subject areas, as indicated on the Williams Act reports. B. 100% of teachers will be trained in California Standards as related to their particular subject matter area, as indicated by professional development training and workshop attendance. C. 100% of teachers will implement content and performance standards for all students, as indicated by observation and lesson plans. D. 100% of teachers will be implementing California Standards aligned English Language Arts curriculum. E. 100% of teachers will be implementing California Standards aligned Mathematics curriculum. F. 100% of students will have sufficient access to standards-aligned instructional materials, as indicated on the Williams Act Reports. G. 100% of English Learner students will have access to core and ELD standards through programs and services as indicated by teacher lesson plans and observations. H. 25% of teachers will be trained in the ELD standards framework as indicated by attendance at professional development training and workshops.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for teachers in California	LEA-wide	<input checked="" type="checkbox"/> All	Training costs 5000-5999: Services And Other Operating

<p>Standards and Next Generation Science Standards. Associated professional development workshop and/or training costs and substitute costs.</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>Expenditures Base \$19,000.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$4,000.00 Substitute benefits costs 3000-3999: Employee Benefits Base \$600.00</p>
<p>Pilot state approved California Standards Curriculum for ELA. Associated costs for curriculum materials for grades TK-8.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Books and Supplies 4000-4999: Books And Supplies Base \$3,000.00</p>
<p>Purchase California Standards Aligned Mathematics Curriculum. Costs for consumable materials.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Books and supplies 4000-4999: Books And Supplies Base \$3,000.00</p>
<p>Provide RTI supports for students who need intervention in reading and mathematics. Periodic training for RTI teacher and aide.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary for RTI Teacher (Supplemental and Base Funding) 1000-1999: Certificated Personnel Salaries Supplemental \$38,855.00 Salary for RTI Teacher 1000-1999: Certificated Personnel Salaries Base \$26,510.57 Benefits for RTI Teacher 3000-3999: Employee Benefits Base \$18,446.60 Salary of RTI Instructional Assistant 2000-2999: Classified Personnel Salaries Base \$20,937.60 Benefits for RTI Instructional Assistant 3000-3999: Employee Benefits Base \$4,973.94 Books and supplies 4000-4999: Books And Supplies Base</p>

			<p>\$1000.00</p> <p>Professional Development Training 5000-5999: Services And Other Operating Expenditures Title II \$500.00</p> <p>Dibels Software 5000-5999: Services And Other Operating Expenditures Title I \$147.00</p>
Continue to provide enrichment classes (science inquiry, art, and music) for students during the school day. Seek funding from the Foundation to support these enrichment classes.	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)	<p>Donated funds from the Foundation 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$37,000.00</p>
Provide Professional Development to teachers in the area of Physical Education and continue to implement a comprehensive Physical Education program with a standards based curriculum.	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)	<p>Equipment costs 4000-4999: Books And Supplies Lottery \$1,000.00</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,000.00</p>
Implement a robust course offering of junior high electives. May required additional curriculum or materials.	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)	<p>Books and supplies 4000-4999: Books And Supplies Base \$500.00</p>
Implement a technology based Foreign Language program for 3rd-8th grades.	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	<p>Technology Software Program 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$15,000.00</p>

		_ Other Subgroups: (Specify)	
Continue to articulate with the local high school regarding junior high course offerings and prerequisites for incoming freshman.	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)	No additional cost 0
Assess need for increased bandwidth and sustain bandwidth as needed.	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)	Internet costs 5000-5999: Services And Other Operating Expenditures Base \$16,275.00
Hire a technology support person to help maintain technology hardware and software. Costs associated with services from an outside vendor/contractor.	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)	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$31,130.00 Technology equipment 4000-4999: Books And Supplies Base \$1,000.00
All students in 3rd-8th grades will receive typing instruction for a minimum of 30 minutes weekly. The goal is for students to achieve typing mastery of 50 wpm by the end of eighth grade. Typing skills taught routinely by classroom teachers or during junior high elective period.	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)	Software license 5000-5999: Services And Other Operating Expenditures Base \$500.00

<p>Teachers will provide Instruction of the approved Digital Literacy Curriculum. Free curriculum taught routinely in classrooms at all grade levels and as part of the junior high elective period.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>English Learners students will receive a minimum of 30 minutes of daily designated ELD instruction for language acquisition as well as integrated ELD instruction from the general classroom teacher using standards aligned ELD curriculum materials.</p>	<p>English Learners</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary of RTI/ELD teacher 1000-1999: Certificated Personnel Salaries Title I \$6,464.73 Benefits of RTI/ELD teacher 3000-3999: Employee Benefits Title I \$1,824.39 Curriculum Materials 4000-4999: Books And Supplies Title I \$800.00</p>
<p>Provide Academic Vocabulary Instruction to all students using Kate Kinsella's academic vocabulary routines and curriculum materials. Teachers will be routinely trained in this technique and provide this instruction in all classrooms as part of the approved elementary curriculum.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum Materials 4000-4999: Books And Supplies Base \$1,000.00 Professional development 5000-5999: Services And Other Operating Expenditures Base \$500.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00 Substitute benefits 3000-3999: Employee Benefits Base \$30.00</p>
<p>Continue to provide professional development training for teachers in the new ELA/ELD framework and materials. Associated costs: professional development workshops and training and substitute costs.</p>	<p>English Learners</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development Training costs 5000-5999: Services And Other Operating Expenditures Title I \$400.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00 Substitute benefits 3000-3999: Employee Benefits Base \$30.00</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- A. 100% of teachers will be appropriately assigned and credentialed in subject areas, as indicated on the Williams Act reports.
- B. 100% of teachers will be trained in California Standards as related to their particular subject matter area, as indicated by professional development training and workshop attendance.
- C. 100% of teachers will implement content and performance standards for all students, as indicated by observation and lesson plans.
- D. 100% of teachers will be implementing California Standards aligned English Language Arts curriculum.
- E. 100% of teachers will be implementing California Standards aligned Mathematics curriculum.
- F. 100% of students will have sufficient access to standards-aligned instructional materials, as indicated on the Williams Act Reports.
- G. 100% of English Learner students will have access to core and ELD standards through programs and services as indicated by teacher lesson plans and observations.
- H. 40% of teachers will be trained in the ELD standards framework as indicated by attendance at professional development training and workshops.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for teachers in California Standards and Next Generation Science Standards. Associated professional development workshop and/or training costs and substitute costs.	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)	Training costs 5000-5999: Services And Other Operating Expenditures Base \$13,000.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$4,000.00 Substitute benefits costs 3000-3999: Employee Benefits Base \$600.00
Purchase and adopt a California Standards Curriculum for ELA. Associated costs for curriculum materials for grades TK-8.	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)	Books and Supplies 4000-4999: Books And Supplies Base \$20,000.00

<p>Purchase California Standards Aligned Mathematics Curriculum. Costs for consumable materials.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Books and supplies 4000-4999: Books And Supplies Base \$3,000.00</p>
<p>Provide RTI supports for students who need intervention in reading and mathematics. Periodic training for RTI teacher and aide.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary for RTI Teacher (Supplemental and Base funding) 1000-1999: Certificated Personnel Salaries Supplemental \$26,992.00 Salary for RTI Teacher 1000-1999: Certificated Personnel Salaries Base \$42,302.83 Benefits for RTI Teacher 3000-3999: Employee Benefits Base \$20,457.97 Salary for RTI Instructional Assistant 2000-2999: Classified Personnel Salaries Base \$21,561.60 Benefits for RTI Instructional Assistant 3000-3999: Employee Benefits Base \$5,469.75 Books and supplies 4000-4999: Books And Supplies Base \$1,000.00 Professional Development Training 5000-5999: Services And Other Operating Expenditures Title II \$500.00</p>
<p>Continue to provide enrichment classes (science inquiry, art, and music) for students during the school day. Seek funding from the Foundation to support these enrichment classes.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Donated funds from the Foundation 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$37,000.00</p>
<p>Continue to implement a comprehensive Physical Education program with a standards based curriculum.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Equipment costs 4000-4999: Books And Supplies Base \$1,000.00</p>

		English proficient _ Other Subgroups: (Specify)	
Continue to implement a robust course offering of junior high electives. May required additional curriculum or materials.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Books and supplies 4000-4999: Books And Supplies Base \$500.00
Continue to implement a technology based Foreign Language program for 3rd-8th grades.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology Software Program 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$15,000.00
Continue to articulate with the local high school regarding junior high school course offerings and prerequisites for incoming freshman.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost 0
Assess need for increased bandwidth and sustain bandwidth as needed.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Internet costs 5000-5999: Services And Other Operating Expenditures Base \$17,000.00

<p>Continue to utilize a technology support person to help maintain technology hardware and software. Costs associated with services from an outside vendor/contractor.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000.00 Technology equipment 4000-4999: Books And Supplies Base \$1,000.00</p>
<p>All students in 3rd-8th grades will receive typing instruction for a minimum of 30 minutes weekly. The goal is for students to achieve typing mastery of 50 wpm by the end of eighth grade. Typing skills taught routinely by classroom teachers or during junior high elective period.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Software license 5000-5999: Services And Other Operating Expenditures Base \$500.00</p>
<p>Teachers will provide Instruction of the approved Digital Literacy Curriculum. Free curriculum taught routinely in classrooms at all grade levels and as part of the junior high elective period.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>English Learners students will receive a minimum of 30 minutes of daily designated ELD instruction for language acquisition as well as integrated ELD instruction from the general classroom teacher using standards aligned ELD curriculum materials.</p>	<p>English Learners</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary of RTI/ELD teacher 1000-1999: Certificated Personnel Salaries Title I \$6,853.00 Benefits of RTI/ELD teacher 3000-3999: Employee Benefits Title I \$2,023.32 Curriculum Materials 4000-4999: Books And Supplies Base \$500.00</p>
<p>Provide Academic Vocabulary Instruction to all students</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Curriculum Materials 4000-4999: Books And Supplies Base</p>

<p>using Kate Kinsella's academic vocabulary routines and curriculum materials. Teachers will be routinely trained in this technique and provide this instruction in all classrooms as part of the approved elementary curriculum.</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>\$1,000.00</p>
<p>Continue to provide professional development training for teachers in the ELA/ELD framework and materials. Associated costs: professional development workshops and training and substitute costs.</p>	<p>English Learners</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00 Substitute benefits 3000-3999: Employee Benefits Base \$30.00</p>

LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>A. 100% of teachers will be appropriately assigned and credentialed in subject areas, as indicated on the Williams Act reports. B. 100% of teachers will be trained in California Standards as related to their particular subject matter area, as indicated by professional development training and workshop attendance. C. 100% of teachers will implement content and performance standards for all students, as indicated by observation and lesson plans. D. 100% of teachers will be implementing California Standards aligned English Language Arts curriculum. E. 100% of teachers will be implementing California Standards aligned Mathematics curriculum. F. 100% of students will have sufficient access to standards-aligned instructional materials, as indicated on the Williams Act Reports. G. 100% of English Learner students will have access to core and ELD standards through programs and services as indicated by teacher lesson plans and observations. H. 50% of teachers will be trained in the ELD standards framework as indicated by attendance at professional development training and workshops.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional development for teachers in California</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Training costs 5000-5999: Services And Other Operating</p>

<p>Standards and Next Generation Science Standards. Associated professional development workshop and/or training costs and substitute costs.</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>Expenditures Base \$13,000.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$4,000.00 Substitute benefits costs 3000-3999: Employee Benefits Base \$600.00</p>
<p>Purchase California Standards Curriculum for ELA. Associated costs for curriculum materials for grades TK-8.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Books and Supplies 4000-4999: Books And Supplies Base \$5,000.00</p>
<p>Purchase California Standards Aligned Mathematics Curriculum. Costs for consumable materials.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Books and supplies 4000-4999: Books And Supplies Base \$3,000.00</p>
<p>Provide RTI supports for students who need intervention in reading and mathematics. Periodic training for RTI teacher and aide.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary for RTI Teacher (Supplemental and Base funding) 1000-1999: Certificated Personnel Salaries Supplemental \$11,778.00 Salary for RTI Teacher 1000-1999: Certificated Personnel Salaries Base \$59,505.59 Benefits for RTI Teacher 3000-3999: Employee Benefits Base \$22,136.65 Salary for RTI Instructional Assistant 2000-2999: Classified Personnel Salaries Base \$21,561.60 Benefits for RTI Instructional Assistant 3000-3999: Employee Benefits Base \$5,814.73 Books and supplies 4000-4999: Books And Supplies Base</p>

			\$1,000.00 Professional Development Training 5000-5999: Services And Other Operating Expenditures Title II \$500.00
Continue to provide enrichment classes (science inquiry, art, and music) for students during the school day. Seek funding from the Foundation to support these enrichment classes.	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)	Donated funds from the Foundation 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$37,000.00
Continue to implement a comprehensive Physical Education program with a standards based curriculum.	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)	Equipment costs 4000-4999: Books And Supplies Base \$1,000.00
Continue to implement a robust course offering of junior high electives. May require additional curriculum or materials.	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)	Books and supplies 4000-4999: Books And Supplies Base \$500.00
Continue to implement a technology based Foreign Language program for 3rd-8th grades.	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)	Technology Software Program 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$15,000.00

<p>Continue to articulate with the local high school regarding junior high course offerings and prerequisites for incoming freshman.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Assess need for increased bandwidth and sustain bandwidth as needed.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Internet costs 5000-5999: Services And Other Operating Expenditures Base \$17,000.00</p>
<p>Continue to utilize a technology support person to help maintain technology hardware and software. Costs associated with services from an outside vendor/contractor.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$25,000.00 Technology equipment 4000-4999: Books And Supplies Base \$1,000.00</p>
<p>All students in 3rd-8th grades will receive typing instruction for a minimum of 30 minutes weekly. The goal is for students to achieve typing mastery of 50 wpm by the end of eighth grade. Typing skills taught routinely by classroom teachers or during junior high elective period.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Software license 5000-5999: Services And Other Operating Expenditures Base \$500.00</p>
<p>Teachers will provide Instruction of the approved Digital</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>No additional cost 0</p>

<p>Literacy Curriculum. Free curriculum taught routinely in classrooms at all grade levels and as part of the junior high elective period.</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>English Learners students will receive a minimum of 30 minutes of daily designated ELD instruction for language acquisition as well as integrated ELD instruction from the general classroom teacher using standards aligned ELD curriculum materials.</p>	<p>English Learners</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary of RTI/ELD teacher 1000-1999: Certificated Personnel Salaries Title I \$7,050.03 Benefits of RTI/ELD teacher 3000-3999: Employee Benefits Title I \$2,189.34 Curriculum Materials 4000-4999: Books And Supplies Base \$500.00</p>
<p>Provide Academic Vocabulary Instruction to all students using Kate Kinsella's academic vocabulary routines and curriculum materials. Teachers will be routinely trained in this technique and provide this instruction in all classrooms as part of the approved elementary curriculum.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum Materials 4000-4999: Books And Supplies Base \$1,000.00</p>
<p>Continue to provide professional development training for teachers in the ELA/ELD framework and materials. Associated costs: professional development workshops and training and substitute costs.</p>	<p>English Learners</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00 Substitute benefits 3000-3999: Employee Benefits Base \$30.00</p>

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

GOAL 2:	Maintain accountability for student learning and achievement by administering benchmark and statewide assessments to monitor student progress, while providing staff time for professional development and collaboration to review student performance data and intervention strategies to inform instruction.	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Based on staff input and the established Governance Board District Priorities maintaining accountability for student learning and achievement using benchmark and statewide assessments to inform instruction and providing staff with the tools to monitor individual student progress through professional development and review of student performance data is an area of identified need. (Pupil Outcomes)
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Goal Applies to:	Schools: Los Olivos Elementary School
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	A. 25% of professional development time will be allocated towards reviewing student data performance and intervention strategies to inform instruction as indicated by staff meeting agendas. B. 100% of teachers will be administering and analyzing benchmark and statewide assessment data to monitor student progress and inform instruction. C. 30% of English Learner students will increase one level of proficiency in English as measured by the CELDT and 5% will be Re-designated English Fluent. D. Overall student performance on CAASSP will increase by 5% based on available benchmarks. Specific targets for student progress on CAASSP is to have a total of 75% of students scoring at Level 3 (standard met) and/or at Level 4 (standard exceeded) for ELA and 70% of students scoring at Level 3 and/or Level 4 for mathematics. In 2015-2016, the total percentage of students who scored at Level 3 and/or Level 4 in ELA was 70% and in mathematics was 59%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Communities (PLC) meetings held at least once monthly to analyze student performance data including local benchmark and statewide assessments to inform instruction. Meetings held during contracted work time, scheduled during non-instructional work periods.	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)	No additional cost 0

<p>Staff will participate in the Santa Ynez Valley collaboration meetings held three times annually. Meetings held during contracted work time, scheduled during non-instructional work periods, OR during a contracted professional development days.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Costs associated with professional development training listed in Goal #1 5800: Professional/Consulting Services And Operating Expenditures Base 0</p>
<p>Site level professional development meetings held weekly. Meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>English Learner team meetings held three times annually to review student progress on ELD goals, ELD performance assessments, and to analyze CELDT testing data to determine student language proficiency. English Learner Team members are provided release time for these team meetings that are held during regular instructional work days -- substitutes are provided to allow for teacher release time to attend meetings as needed.</p>	<p>English Learners</p>	<p>All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitute costs 1000-1999: Certificated Personnel Salaries Base \$800.00 Substitute costs 3000-3999: Employee Benefits Base \$120.00</p>
<p>All staff will participate in book studies which will drive instruction and help with professional learning goals. PLC meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Book study materials 4000-4999: Books And Supplies Base \$500.00</p>
<p>Student Study Team meetings are held to develop</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>No additional cost 0</p>

<p>intervention strategies for struggling students using the school approved intervention template. Meetings held during contracted work time, scheduled during non-instructional work periods.</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>Utilize approved required school-wide benchmark assessments and local assessments for each grade level. Assessments given during instructional contracted day.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Revise and update approved benchmark assessment calendar.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Administer CAASPP Smarter Balanced test to all students in 3-8 grades. Conduct an analysis of student performance results of CAASPP. Such analysis will be conducted during PLC work time and meetings are held during contracted work time, scheduled during non-instructional work periods. Costs associated with maintenance of computer equipment for testing.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology Equipment 4000-4999: Books And Supplies Base \$500.00</p>
<p>Administer CST Science to students in 5th and 8th grades. Conduct an analysis of CST science scores. Such analysis will be conducted during PLC work time and meetings held during contracted work time,</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>No additional cost 0</p>

<p>scheduled during non-instructional work periods.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School-wide writing assessments will be given three times annually. Assessments are given during classroom time. Evaluation of assessments are conducted during scheduled PLC work time. Provide continued professional development in writing to certificated staff.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development Costs 5000-5999: Services And Other Operating Expenditures Title II \$1,500.00</p>
<p>Use formative assessments to guide instruction. Staff will use Smarter Balanced interim assessments, curriculum assessments and teacher development assessments throughout the year.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum Assesments 4000-4999: Books And Supplies Base \$500.00</p>
<p>ADEPT testing will be administered by the RTI/ELD teacher three times annually to assist in writing ELD goals for individual students.</p>	<p>English Learners</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

A. 25% of professional development time will be allocated towards reviewing student data performance and intervention strategies to inform instruction as indicated by staff meeting agendas.

B. 100% of teachers will be administering and analyzing benchmark and statewide assessment data to monitor student progress and inform instruction.

C. 30% of English Learner students will increase one level of proficiency in English as measured by the CELDT and 5% will be Re-designated English Fluent.

D. Overall student performance on CAASSP will increase by 5% based on available benchmark scores set in 2016-2017. Specific targets will be set after CAASSP scores for 2016-2017 have been analyzed.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Communities (PLC) meetings held at least once monthly to analyze student performance data including local benchmark and statewide assessments to inform instruction. Meetings held during contracted work time, scheduled during non-instructional work periods.	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)	No additional cost 0
Staff will participate in the Santa Ynez Valley collaboration meetings held three times annually. Meetings held during contracted work time, scheduled during non-instructional work periods, OR during a contracted professional development days.	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)	Costs associated with professional development training listed in Goal #1 5800: Professional/Consulting Services And Operating Expenditures Base 0
Site level professional development meetings held weekly. Meetings held during contracted work time, scheduled during non-instructional work periods.	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	No additional cost 0

		_ Other Subgroups: (Specify)	
English Learner team meetings held three times annually to review student progress on ELD goals, ELD performance assessments, and to analyze CELDT testing data to determine student language proficiency. English Learner Team members are provided release time for these team meetings that are held during regular instructional work days -- substitutes are provided to allow for teacher release time to attend meetings as needed.	English Learners	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Substitute costs 1000-1999: Certificated Personnel Salaries Base \$800.00 Substitute costs 3000-3999: Employee Benefits Base \$120.00
All staff will participate in book studies which will drive instruction and help with professional learning goals. PLC meetings held during contracted work time, scheduled during non-instructional work periods.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Book study materials 4000-4999: Books And Supplies Base \$500.00
Student Study Team meetings are held to develop intervention strategies for struggling students using the school approved intervention template. Meetings held during contracted work time, scheduled during non-instructional work periods.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost 0
Utilize approved required school-wide benchmark assessments and local assessments for each grade level. Assessments given during instructional contracted day.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost 0

Revise and update approved benchmark assessment calendar.	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)	No additional cost 0
Administer CAASPP Smarter Balanced test to all students in 3-8 grades. Conduct an analysis of student performance results of CAASPP. Such analysis will be conducted during PLC work time and meetings are held during contracted work time, scheduled during non-instructional work periods. Costs associated with maintenance of computer equipment for testing.	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)	Technology Equipment 4000-4999: Books And Supplies Base \$500.00
Administer CST Science to students in 5th and 8th grades. Conduct an analysis of CST science scores. Such analysis will be conducted during PLC work time and meetings held during contracted work time, scheduled during non-instructional work periods.	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)	No additional cost 0
School-wide writing assessments will be given three times annually. Assessments are given during classroom time. Evaluation of assessments are conducted during scheduled PLC work time. Provide continued professional development in writing to certificated staff.	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)	No additional cost 0
Use formative assessments to guide instruction. Staff will use Smarter Balanced interim assessments, curriculum assessments and teacher development assessments	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Curriculum Assesments 4000-4999: Books And Supplies Base \$500.00

throughout the year.		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
ADEPT testing will be administered by the RTI/ELD teacher three times annually to assist in writing ELD goals for individual students.	English Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost 0

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p>A. 25% of professional development time will be allocated towards reviewing student data performance and intervention strategies to inform instruction as indicated by staff meeting agendas.</p> <p>B. 100% of teachers will be administering and analyzing benchmark and statewide assessment data to monitor student progress and inform instruction.</p> <p>C. 30% of English Learner students will increase one level of proficiency in English as measured by the CELDT and 5% will be Re-designated English Fluent.</p> <p>D. Overall student performance on CAASSP will increase by 5% based on available benchmark scores set in 2017-2018. Specific targets will be set after CAASSP scores for 2017-2018 have been analyzed.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Communities (PLC) meetings held at least once monthly to analyze student performance data including local benchmark and statewide assessments to inform instruction. Meetings held during contracted work time, scheduled during non-instructional work periods.	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)	No additional cost 0

<p>Staff will participate in the Santa Ynez Valley collaboration meetings held three times annually. Meetings held during contracted work time, scheduled during non-instructional work periods, OR during a contracted professional development days.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Costs associated with professional development training listed in Goal 1 5800: Professional/Consulting Services And Operating Expenditures Base 0</p>
<p>Site level professional development meetings held weekly. Meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>English Learner team meetings held three times annually to review student progress on ELD goals, ELD performance assessments, and to analyze CELDT testing data to determine student language proficiency. English Learner Team members are provided release time for these team meetings that are held during regular instructional work days -- substitutes are provided to allow for teacher release time to attend meetings as needed.</p>	<p>English Learners</p>	<p>All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitute costs 1000-1999: Certificated Personnel Salaries Base \$800.00 Substitute costs 3000-3999: Employee Benefits Base \$120.00</p>
<p>All staff will participate in book studies which will drive instruction and help with professional learning goals. PLC meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Book study materials 4000-4999: Books And Supplies Base \$500.00</p>
<p>Student Study Team meetings are held to develop intervention strategies for struggling students using the school approved intervention template. Meetings held</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>

<p>during contracted work time, scheduled during non-instructional work periods.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Utilize approved required school-wide benchmark assessments and local assessments for each grade level. Assessments given during instructional contracted day.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Revise and update approved benchmark assessment calendar.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Administer CAASPP Smarter Balanced test to all students in 3-8 grades. Conduct an analysis of student performance results of CAASPP. Such analysis will be conducted during PLC work time and meetings are held during contracted work time, scheduled during non-instructional work periods. Costs associated with maintenance of computer equipment for testing.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology Equipment 4000-4999: Books And Supplies Base \$500.00</p>
<p>Administer CST Science to students in 5th and 8th grades. Conduct an analysis of CST science scores. Such analysis will be conducted during PLC work time and meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>No additional cost 0</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
School-wide writing assessments will be given three times annually. Assessments are given during classroom time. Evaluation of assessments are conducted during scheduled PLC work time. Provide continued professional development in writing to certificated staff as needed.	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)	No additional cost 0
Use formative assessments to guide instruction. Staff will use Smarter Balanced interim assessments, curriculum assessments and teacher development assessments throughout the year.	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)	Curriculum Assesments 4000-4999: Books And Supplies Base \$500.00
ADEPT testing will be administered by the RTI/ELD teacher three times annually to assist in writing ELD goals for individual students.	English Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost 0

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

GOAL 3:	Ensure that a safe and stimulating educational environment is provided to all students and increase parental participation on campus.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	An area of need that was identified on 2016 LCAP survey data was to provide a safe and stimulating educational environment for students and to increase community engagement by creating opportunities for parental involvement. (Engagement)
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Goal Applies to:	Schools: Los Olivos Elementary School
Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	A. Maintain and/or increase of the level of community participation on the LCAP survey by 10% as established on the 2015-2016 benchmark. B. 90% of students in second through eighth grade will participate in the student LCAP survey in 2016-2017. C. Maintain a score of at least 427 on the School Climate Index as established on the 2014-15 School Climate Report Card. (A new School Climate Report Card will be available in 2016-17). D. Maintain and/or decrease the truancy rate of 11% by 2% as indicated by the number of initial truancy letters sent to families annually. E. Maintain and/or improve attendance rate of at least 95.4% as established on the P-Annual report in 2015-2016. F. Maintain and/or decrease the district suspension rate of 0% and expulsion rate of 0% as indicated on the annual SARC report. G. Maintain district facilities in "Good" condition per the OPSC Facilities Inspection Tool.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer and analyze the results of the annual community and student surveys. Purchase Survey Monkey web-based software.	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)	Software cost 5000-5999; Services And Other Operating Expenditures Base \$100.00

<p>The Spartan Alliance approved budget will provide additional financial support for student engagement opportunities through assemblies, field trips, class and parent activities. The district will provide support to Spartan Alliance via meeting rooms, assistance with dissemination of information, etc.</p>	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)	Donated funds from Spartan Alliance 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$10,000.00
<p>Increase parent volunteer base for campus events, fundraisers, and classroom support. Continue to provide the school community with information about campus and classroom events using Parent Square a web-based communication system.</p>	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)	Software costs 5000-5999: Services And Other Operating Expenditures Base \$500.00
<p>Administer the California Healthy Kids Survey in November of 2016. Annually analyze the results of the survey for information related to school climate and student engagement as part of the TUPE grant funds.</p>	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)	TUPE funds 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education \$900.00
<p>Provide a garden GE for student learning and maintenance of school garden. Continue to seek donated funds for the part-time garden educator operating on campus. The GE will instruct students in TK- 6 grade with garden-based learning.</p>	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)	Garden Educator salary and materials 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000.00
<p>Update and maintain student playground areas, including</p>	LEA-wide	<input checked="" type="checkbox"/> All	Playground upgrades 5000-5999: Services And Other

<p>resurfacing of asphalt areas and maintenance of wood fiber and playground equipment. Continue to seek grants and donated funds to update playground areas over a phased-in period of several years.</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>Operating Expenditures Base \$10,000.00</p>
<p>Develop a comprehensive master plan for facilities: including repairs, maintenance, use of facilities, and funding.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional contracted services 5800: Professional/Consulting Services And Operating Expenditures Base \$8,000.00</p>
<p>Make necessary maintenance repairs to based on facility needs outlined in facility plan and the Facility Inspection Tool (FIT) report to maintain a safe campus environment.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintenance costs 4000-4999: Books And Supplies Base \$10,000.00</p>
<p>Continue to follow the SARB process for student absenteeism and truancy. Work with families about the importance of student attendance and its connection to student achievement.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Continue to build cohesion, collaboration, and enthusiasm among all stakeholders of the school community. Continue to have the Labor Collaborative committee of stakeholders meet on a regular basis to</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>No additional cost 0</p>

<p>discuss concerns and ideas to engage the school community.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop a plan for the junior high school program (6th-8th grades) for the 2017-2018 school year as a result of declining enrollment.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Implement a campus-wide character development educational program for all students to create a safe educational environment.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Curriculum costs 4000-4999: Books And Supplies Base \$500.00</p>
<p>Provide a nutritious and healthy hot lunch program through a contracted vendor. Costs for the hot lunch program are listed in Fund 13. Provide professional development in school wellness to staff.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00 Contracted food expenditures are part of Fund 13.</p>

LCAP Year 2: 2017-2018

- Expected Annual Measurable Outcomes:
- A. Maintain and/or increase of the level of community participation on the LCAP survey by 10% as established on the 2016-2017 benchmark.
 - B. 90% of students in second through eighth grade will participate in the student LCAP survey in 2017-2018.
 - C. Maintain and/or improve the School Climate Report Card score that was established in 2016-2017.
 - D. Maintain and/or decrease the truancy rate established in 2016-2017 by 2% as indicated by the number of initial truancy letters sent to families annually.
 - E. Maintain and/or improve attendance rate established in 2016-2017 on the P-Annual report.
 - F. Maintain and/or decrease the district suspension rate and expulsion rate as indicated on the 2016-2017 SARC report.
 - G. Maintain district facilities in "Good" condition per the OPSC Facilities Inspection Tool.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administer and analyze the results of the annual community and student surveys. Purchase Survey Monkey web-based software.	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)	Software cost 5000-5999: Services And Other Operating Expenditures Base \$100.00
The Spartan Alliance approved budget will provide additional financial support for student engagement opportunities through assemblies, field trips, class and parent activities. The district will provide support to Spartan Alliance via meeting rooms, assistance with dissemination of information, etc.	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)	Donated funds from Spartan Alliance 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$10,000.00
Increase parent volunteer base for campus events, fundraisers, and classroom support. Continue to provide the school community with information about campus and classroom events using Parent Square a web-based	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Software costs 5000-5999: Services And Other Operating Expenditures Base \$500.00

<p>communication system.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Annually analyze the results of the survey for information related to school climate and student engagement as part of the TUPE grant funds.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>TUPE funds 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education \$900.00</p>
<p>Provide a garden GE for student learning and maintenance of school garden. Continue to seek donated funds for the part-time garden educator operating on campus. The GE will instruct students in TK- 6 grade with garden-based learning.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Garden Educator salary and materials 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000.00</p>
<p>Update and maintain student playground areas, including resurfacing of asphalt areas and maintenance of wood fiber and playground equipment. Continue to seek grants and donated funds to update playground areas over a phased-in period of several years.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Playground upgrades 5000-5999: Services And Other Operating Expenditures Base \$10,000.00</p>
<p>Make necessary maintenance repairs to based on facility needs outlined in the master facility plan and the Facility Inspection Tool (FIT) report to maintain a safe campus environment.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Maintenance costs 5000-5999: Services And Other Operating Expenditures Base \$10,000.00</p>

		_ Other Subgroups: (Specify)	
Continue to follow the SARB process for student absenteeism and truancy. Work with families about the importance of student attendance and its connection to student achievement.	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)	No additional cost 0
Continue to build cohesion, collaboration, and enthusiasm among all stakeholders of the school community. Continue to have the Labor Collaborative committee of stakeholders meet on a regular basis to discuss concerns and ideas to engage the school community.	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)	No additional cost 0
Implement the board approved plan for the junior high school program (6th-8th grades) beginning in the 2017-2018 school year as a result of declining enrollment.	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)	No additional cost 0
Continue to implement a campus-wide character development educational program for all students to create a safe educational environment.	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)	Curriculum costs 4000-4999: Books And Supplies Base \$500.00

<p>Continue to offer a healthy and nutritious hot lunch program provided by a contracted vendor. Costs for hot lunch program are listed in Fund 13.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0 Costs are listed in Fund 13</p>
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LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Maintain and/or increase of the level of community participation on the LCAP survey by 10% as established on the 2017-2018 benchmark. B. 95% of students in second through eighth grade will participate in the student LCAP survey in 2018-2019. C. Maintain and/or improve the School Climate Report Card score that was established in 2016-2017. D. Maintain and/or decrease the truancy rate established in 2017-2018 by 2% as indicated by the number of initial truancy letters sent to families annually. E. Maintain and/or improve attendance rate established in 2017-2018 on the P-Annual report. F. Maintain and/or decrease the district suspension rate and expulsion rate as indicated on the 2017-2018 SARC report. G. Maintain district facilities in "Good" condition per the OPSC Facilities Inspection Tool.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Administer and analyze the results of the annual community and student surveys. Purchase Survey Monkey web-based software.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Software cost 5000-5999: Services And Other Operating Expenditures Base \$100.00</p>
<p>The Spartan Alliance approved budget will provide additional financial support for student engagement opportunities through assemblies, field trips, class and parent activities. The district will provide support to</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Donated funds from Spartan Alliance 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$10,000.00</p>

<p>Spartan Alliance via meeting rooms, assistance with dissemination of information, etc.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase parent volunteer base for campus events, fundraisers, and classroom support. Continue to provide the school community with information about campus and classroom events using Parent Square a web-based communication system.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Software costs 5000-5999: Services And Other Operating Expenditures Base \$500.00</p>
<p>Administer the California Healthy Kids Survey in November of 2018. Annually analyze the results of the survey for information related to school climate and student engagement as part of the TUPE grant funds.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>TUPE funds 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education \$900.00</p>
<p>Provide a garden GE for student learning and maintenance of school garden. Continue to seek donated funds for the part-time garden educator operating on campus. The GE will instruct students in TK- 6 grade with garden-based learning.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Garden Educator salary and materials 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000.00</p>
<p>Update and maintain student playground areas, including resurfacing of asphalt areas and maintenance of wood fiber and playground equipment. Continue to seek grants and donated funds to update playground areas over a phased-in period of several years.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Playground updates 5000-5999: Services And Other Operating Expenditures Base \$10,000.00</p>

		_ Other Subgroups: (Specify)	
Make necessary maintenance repairs to based on facility needs outlined in the master facility plan and the Facility Inspection Tool (FIT) report to maintain a safe campus environment.	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)	Maintenance costs 5000-5999: Services And Other Operating Expenditures Base \$10,000.00
Continue to follow the SARB process for student absenteeism and truancy. Work with families about the importance of student attendance and its connection to student achievement.	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)	No additional cost 0
Continue to build cohesion, collaboration, and enthusiasm among all stakeholders of the school community. Continue to have the Labor Collaborative committee of stakeholders meet on a regular basis to discuss concerns and ideas to engage the school community.	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)	No additional cost 0
Continue to implement a campus-wide character development educational program for all students to create a safe educational environment.	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)	Curriculum costs 4000-4999: Books And Supplies Base \$500.00

<p>Continue to offer a healthy and nutritious hot lunch program provided by a contracted vendor. Costs for hot lunch program are listed in Fund 13.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0 Costs are listed in Fund 13</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need : Based upon feedback from the 2016 LCAP survey of stakeholders and the established Governance Board District Priorities, developing budget priorities and reducing deficit spending by adopting and monitoring a fiscally sound budget is a continued area of need. (Conditions of Learning, Pupil Outcomes, and Engagement)

Goal Applies to: Schools: Los Olivos Elementary School
 Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: A. Maintain a positive certification on all district budget submissions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt a fiscally sound budget. Covered by job duties of the Superintendent and Fiscal Specialist, and relies upon Board of Trustees commitment to sound financial practices.	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)	No additional cost 0
Maintain a positive certification on district budget submissions. Covered by job duties of the Superintendent and Fiscal Specialist, and relies upon Board of Trustees commitment to sound financial practices.	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)	No additional cost 0

		(Specify)	
Conduct a detailed analysis of declining revenues and increasing expenditures to determine the reasonable amount of cuts that must be made in future years to reduce overall deficit spending. Covered by job duties of Superintendent and the Fiscal Specialist, and relies upon Board of Trustees commitment to sound financial practices.	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)	No additional cost 0
Continue to provide professional development for administration, district office staff and board for district related issues including budget and governance.	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)	Professional Development/Training costs 5000-5999: Services And Other Operating Expenditures Title II \$2,045.00
Monitor cash flow. Covered by job duties of the Superintendent and Fiscal Specialist.	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)	No additional cost 0

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: A. Maintain a positive certification on all district budget submissions.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt a fiscally sound budget that reduces deficit spending based on the analysis conducted in 2016-2017. Covered by job duties of the Superintendent and Fiscal Specialist, and relies upon Board of Trustees	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	No additional cost 0

<p>commitment to sound financial practices.</p>		<p><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>Maintain a positive certification on district budget submissions. Covered by job duties of the Superintendent and Fiscal Specialist, and relies upon Board of Trustees commitment to sound financial practices.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Continue to analyze sufficiency of annual budget allocations for student programs and services. Covered by job duties of Superintendent and Fiscal Specialist.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<p>Continue to provide professional development for administration, district office staff and board for district related issues including budget and governance.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development/Training costs 5000-5999: Services And Other Operating Expenditures Title II \$2,045.00</p>
<p>Monitor cash flow. Covered by job duties of the Superintendent and Fiscal Specialist.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>No additional cost 0</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	A. Maintain a positive certification on all district budget submissions.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt a fiscally sound budget that continues to reduce deficit spending as required. Covered by job duties of the Superintendent and the Fiscal Specialist, and relies upon Board of Trustees commitment to sound financial practices.	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)	No additional cost 0
Maintain a positive certification on district budget submissions. Covered by job duties of the Superintendent and Fiscal Specialist, and relies upon Board of Trustees commitment to sound financial practices.	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)	No additional cost 0
Continue to analyze sufficiency of annual budget allocations for student programs and services. Covered by job duties of Superintendent and Fiscal Specialist.	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)	No additional cost 0

<p>Continue to provide professional development for administration, district office staff and board for district related issues including budget and governance.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development/Training costs 5000-5999: Services And Other Operating Expenditures Title II \$2,045.00</p>
<p>Monitor cash flow. Covered by job duties of the Superintendent and Fiscal Specialist.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Ensure opportunities for students to excel by promoting academic excellence through teacher quality, evaluation, curriculum, instruction, and student assessment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Los Olivos Elementary School Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	<p>A. 100% of teachers will be appropriately assigned and credentialed in subject areas, as indicated on the Williams Act reports.</p> <p>B. 100% of teachers will be trained in California Standards as related to their particular subject matter area, as indicated by professional development training and workshop attendance.</p> <p>C. 100% of teachers will implement content and performance standards for all students, as indicated by observation and lesson plans.</p> <p>D. 80% of teachers will be implementing California Standards aligned English Language Arts curriculum.</p> <p>E. 100% of teachers will be implementing California Standards aligned Mathematics curriculum.</p> <p>F. 100% of students will have sufficient access to standards-aligned instructional materials, as indicated on the Williams Act Reports.</p> <p>G. Overall student performance on the CAASPP will increase by 5% based on the benchmark established in 2014-2015.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. 100% of teachers were appropriately assigned and credentialed in subject areas, as indicated on the Williams Act reports.</p> <p>B. 100% of teachers were trained in California Standards as related to their particular subject matter area by attending professional development training and workshop.</p> <p>C. 100% of teachers implemented content and performance standards for all students, as indicated by observation and lesson plans.</p> <p>D. 0 % of teachers implemented a California Standards adopted English Language Arts curriculum. However, 75% of teachers implemented teacher created California Standards aligned English Language Arts curriculum.</p> <p>E. 100% of teachers implemented California Standards aligned/adopted Mathematics curriculum.</p> <p>F. 100% of students had sufficient access to standards-aligned instructional materials, as indicated on the Williams Act Reports.</p> <p>G. The overall student performance on the CAASPP benchmark was not established for 2014-2015 as the metric system has yet to be determined by the state. However, an analysis of district wide results was conducted. The data showed the following scores for all students. ELA: Level 1: 7%, Level 2: 21%, Level 3: 44% and Level 4: 26%. Mathematics: Level 1: 10%, Level 2: 30%, Level 3: 35%, and Level 4: 24%.</p>

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Professional development for teachers in implementing California Standards and Next Generation Science Standards. Use Title 2 Improving Teacher Quality funds on contracted professional development days. Associated professional development workshop and/or training costs and substitute costs. (3 days of training for 12 teachers)	Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$13,000.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$3,780.00 Substitute benefit costs 3000-3999: Employee Benefits Base \$540.00	All 12 teachers attended professional development training and workshops specific to their grade levels or subject matter related to California Standards, ELD standards, and Next Generation Science Standards. As a result of professional development training for teachers, established instructional routines continued to be implemented. New teachers were able to receive similar training as former teachers and instruction in the new standards was implemented with fidelity.	Training costs 5000-5999: Services And Other Operating Expenditures Title II \$1,300.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$4,725.00 Substitute benefit costs 3000-3999: Employee Benefits Base \$705.44 Training costs 5000-5999: Services And Other Operating Expenditures Base \$16,089.01
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)	
Purchase state approved California Standards Curriculum for Math. Associated costs for curriculum materials for grades TK-8.	Books and supplies 4000-4999: Books And Supplies Base \$20,000.00	A state adopted mathematics curriculum was purchased and implemented in K-8 grades. In K-5 grades Houghton Mifflin, "Go Math" curriculum was purchased. In 6-8 grades College Preparatory Mathematics (CPM) was purchased.	Books and supplies 4000-4999: Books And Supplies Base \$21,800.19
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Pilot California Standards ELA curriculum in all grades. Costs associated with purchase of pilot materials for grades TK-8.</p>	<p>Books and supplies 4000-4999: Books And Supplies Base \$3,000.00</p>	<p>The district decided to wait to pilot a California Standard aligned ELA curriculum until 2016-2017, due to the implementation of the new California Standards mathematics curriculum. An ELA curriculum pilot has been set up to begin August 24, 2016.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Administer CAASPP Smarter Balanced test to all students in 3-8 grades. Costs associated with maintenance of computer equipment for testing.</p>	<p>Technology equipment 4000-4999: Books And Supplies Base \$500.00</p>	<p>Students in 3-8 grades took the CAASPP Smarter Balanced tests from April 18, 2016 through May 31, 2016. Certificated staff received professional development training in administering and hand scoring of interim assessments. The district did not need to purchase any technology equipment to administer the testing.</p>	<p>Training costs 5000-5999: Services And Other Operating Expenditures Base \$1,266.70</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Analyze CAASPP testing results annually. Analysis of assessment results job duty accomplished during teacher and administrator contracted work time.	No additional cost 0	Staff analyzed CAASPP testing results at a staff meeting held on 9/17/15, and discussed results with their PLC teams. Teachers used the results to assist in writing their professional goals for the 2015-16 school year. The data showed the following scores for all students at Los Olivos. ELA: Level 1: 7%, Level 2: 21%, Level 3: 44% and Level 4: 26%. Mathematics: Level 1: 10%, Level 2: 30%, Level 3: 35%, and Level 4: 24%. Statewide averages were the following: ELA: Level 1: 31%, Level 2: 25%, Level 3: 28% and Level 4: 16%. Mathematics: Level 1: 38%, Level 2: 29%, Level 3: 19%, and Level 4: 14%. Overall, our district performed better in all levels for ELA and mathematics than the statewide averages with the exception of Level 2 mathematics. Our district score of 30% was comparable to the statewide average of 29%.	No additional cost 0
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)	
Provide for additional enrichment classes for students both during and after school. Seek funding from the Foundation to support enrichment	Donated funds from Foundation 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds	Additional enrichment classes were provided for students both during and after school. Spanish language, Art classes, Music, Science Inquiry and	Enrichment classes 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$31,896.00

<p>classes.</p>	<p>\$35,000.00</p>	<p>GATE classes were provided. Other classes were offered in Architecture/Design, Vocals, and Physical Education but didn't receive enough sign ups to hold the classes. Additionally, the district piloted the Middlebury Foreign Language program in K-6 grades from February to June.</p>	<p>Inquiry science & art supplies 4000-4999: Books And Supplies Foundation Funds \$3,408.27 GATE classes 2000-2999: Classified Personnel Salaries Base \$1,200 GATE classes 1000-1999: Certificated Personnel Salaries Base \$600.00 GATE classes 3000-3999: Employee Benefits Base \$201.06 GATE/Enrichment classes 5800: Professional/Consulting Services And Operating Expenditures Base \$240.00</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop a plan to implement a comprehensive Physical Education program with a standards based curriculum. Seek grant funding for a portion of costs.</p>	<p>Curriculum and Supplies 4000-4999: Books And Supplies Base \$3,000.00 Professional Development Costs 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000.00</p>	<p>The district implemented a comprehensive Physical Education program by purchasing the standards based curriculum "Sparks".</p>	<p>Curriculum and Supplies 4000-4999: Books And Supplies Base \$6,822.21</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
<p>Create a plan for a more robust course offering of junior high electives. May required additional curriculum or specialized staffing for the elective course offerings.</p>	<p>Books and supplies 4000-4999: Books And Supplies Foundation Funds \$1,000.00</p> <p>Contracted Teachers 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$4,000.00</p>	<p>In an effort to create a plan for a more robust course offering of junior high electives, the following electives were offered this year: Art I and II, Creative Expression I, II and III which includes guest speakers and student internships, Mutil-Media I and II, Computers/ Digital Literacy, Drama I and II, and Agriculture. A Career Day event took place on March 24, 2016 to introduce a variety of professions to students.</p>	<p>Books and supplies 4000-4999: Books And Supplies Base \$178.14</p>
<p>Scope of Service</p> <p>LEA-wide</p>		<p>Scope of Service</p> <p>LEA-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For the 2016-2017 school year, there will continue to be a focus on student achievement. Continued professional development training will be provided to certificated staff in California State Standards and Next Generation Standards. The school will pilot two separate ELA curriculum prior to adopting a new California Standards aligned curriculum. There will continue to be a focus on providing enrichment classes both during and after school. Goals # 2 and Goal # 3 from 2015-2016 LCAP will be combined into Goal #1 for the 2016-2017 LCAP.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Promote academic excellence by creating opportunities for students to become digitally literate students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Los Olivos Elementary School		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	A. Stakeholders will form a committee and develop to the Los Olivos School Technology Plan. B. 50% of teachers will adhere to the Los Olivos School Technology Plan as indicated by teacher lesson plans and observation.		Actual Annual Measurable Outcomes:	A. A committee was not formed for the Los Olivos School Technology Plan. B. The Technology Plan was not developed during 2015-2016.
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
A Los Olivos School Technology Plan will be developed with a team of stakeholders including staff, parents, and students. Progress on this goal will be accomplished during PLC work time or after school hours.		No additional cost. 0	A Los Olivos School Technology Plan has not yet been developed by a team of stakeholders including staff, parents, and students. Technology is a growing need for the school district, but has not been the priority focus this year. 50% of the teaching staff were new to Los Olivos this school year, so the focus shifted to Teacher Professional Development and the implementation of the California Standards instead the creation of a technology plan.	
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: -----			<input checked="" type="checkbox"/> All OR: -----	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>50% of teachers will adhere to the Los Olivos School Technology plan to create grade appropriate technology based lessons and projects. Teachers will utilize PLC work time to accomplish this goal. Professional development training will be provided to staff for technology.</p>	<p>Professional Development Training 5800: Professional/Consulting Services And Operating Expenditures Title II \$2,000.00</p> <p>Substitute costs 1000-1999: Certificated Personnel Salaries Base \$420.00</p> <p>Substitute benefit costs 3000-3999: Employee Benefits Base \$60.00</p>	<p>The technology plan has not been developed at this time. However, teachers are implementing technology into their classroom lessons as indicated by teacher lesson plans.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Assess need for increased bandwidth. Sustain bandwidth on campus.</p>	<p>Internet costs 5000-5999: Services And Other Operating Expenditures Base \$16,632.00</p>	<p>Bandwidth and internet was sustained on campus at 20mbps.</p>	<p>Internet costs 5000-5999: Services And Other Operating Expenditures Base \$16,586.39</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	

_ Other Subgroups: (Specify)			
Maintenance of hardware and software as related to technology. Costs associated with services from an outside vendor with a time and materials contract.	Consulting Services 5800: Professional/Consulting Services And Operating Expenditures Base \$16,000.00	Hardware and software was maintained on a as needed basis from an outside vendor with a time and materials contract.	Consulting services 5800: Professional/Consulting Services And Operating Expenditures Base \$10,998.14 Hardware supplies 4000-4999: Books And Supplies Base \$1,007.94
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students will achieve typing mastery of 50 wpm by the end of eighth grade. Typing skills taught routinely by classroom teachers or during junior high elective period.	No additional cost 0	Students achieved typing mastery of 50 wpm by the end of eighth grade. Typing skills were routinely taught by classroom teachers and during junior high Computer/Digital Literacy elective period.	No additional cost 0
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Every student will receive typing instruction for a minimum of 30 minutes weekly. Typing skills taught	No additional cost. Software license purchased through June 30, 2016. 0	Students received typing instruction for a minimum of 30 minutes weekly. Typing skills were routinely taught by	No additional cost. Software license purchased through June 30, 2016. 0

<p>routinely by classroom teachers and during junior high elective period.</p>		<p>the classroom teachers and during junior high Computer/Digital Literacy elective period.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will provide Instruction of the approved Digital Literacy Curriculum. Free curriculum taught routinely in classrooms at all grade levels and as part of the junior high elective period.</p>	<p>No additional cost. 0</p>	<p>Teachers provided Instruction of the approved Digital Literacy Curriculum "Common Sense Media". The Free curriculum was routinely taught in classrooms at all grade levels and as part of the junior high Computer/Digital Literacy elective period.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>A Los Olivos School Technology Plan has not yet been developed by a team of stakeholders including staff, parents, and students. Technology is a growing need for the school district, but has not been the priority focus this year. 50% of the teaching staff were new to Los Olivos this school year, so the focus shifted to Teacher Professional Development and the implementation of the California Standards instead the creation of a technology plan. The district plans to contract a technology support person for the 2016-2017 school year to assist with the district's technology needs. This goal and relevant action items have been collapsed into Goal #1 for the 2016-2017 LCAP.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Increase the number of English Learner students who advance in English Proficiency or are Re-designated English Fluent (R-FEP).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Los Olivos Elementary School	Applicable Pupil Subgroups: English Learners
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Expected Annual Measurable Outcomes:	<p>A. 30% of English Learner students will increase one level of proficiency in English as measured by the CELDT or will be Re-designated English Fluent.</p> <p>B. 100% of English Learner students will have access to core and ELD standards through programs and services as indicated by teacher lesson plans and observations.</p> <p>C. 25% of teachers will be trained in the ELD standards framework as indicated by attendance at professional development trainings and workshops.</p>	Actual Annual Measurable Outcomes:	<p>A. 38% of English Learner students increased one level of proficiency in English as measured by the CELDT. 31% of English Learner students were Re-designated English Fluent.</p> <p>B. 100% of English Learner students had access to core and ELD standards through programs and services as indicated by teacher lesson plans and observations.</p> <p>C. 8% of teachers attended trainings in the ELD standards framework.</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
English Learner team meetings (staff, parents, and administration) will be held three times annually to write and review student progress on ELD goals and to monitor R-FEP student progress. Associated costs: Substitute teachers to provide release time for teachers serving on the English Learner Team.	<p>Substitute teacher costs 1000-1999: Certificated Personnel Salaries Base \$945.00</p> <p>Substitute teacher benefit costs 3000-3999: Employee Benefits Base \$135.00</p>	English Learner team meetings (staff, parents, and administration) were held three times annually on 11/19/15, 2/25/16, and 5/19/16, to write and review student progress on ELD goals and to monitor R-FEP student progress.	<p>Substitute teacher costs 1000-1999: Certificated Personnel Salaries Base \$787.50</p> <p>Substitute teacher benefit costs 3000-3999: Employee Benefits Base \$117.57</p>
Scope of Service	English Learners	Scope of Service	English Learners

<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Analyze CELDT testing data to determine student language proficiency. English Learner Team members are provided release time to analyze CELDT data.</p>	<p>Annual CELDT tester training. 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00</p>	<p>English Learner team meetings (staff, parents, and administration) were held three times annually on 11/19/15, 2/25/16, and 5/19/16, to analyze CELDT testing data and to write individualized goals for all English Learner students. 13 students who attended Los Olivos were considered EL students in 2015-2016. The analysis of CELDT scores was conducted and reflected the following results: 15% of students were considered Initial students, 38% of students increased one level of proficiency, 23% decreased one level of proficiency, and 23% of students remained at the same level of proficiency. In May 2016, 31% of students were re-designated as English proficient.</p>	<p>CELDT testing training 5000-5999: Services And Other Operating Expenditures Base \$347.00 5000-5999: Services And Other Operating Expenditures Title II \$231.00</p>
<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Learners students will receive a minimum of 30 minutes of daily designated ELD instruction for</p>	<p>Salary of RTI/ELD teacher 1000-1999: Certificated Personnel Salaries Title I \$8,200.00</p>	<p>English Learners students received a minimum of 30 minutes of daily designated ELD instruction for language</p>	<p>Salary of RTI/ELD teacher 1000-1999: Certificated Personnel Salaries Title I \$7,447.00</p>

<p>language acquisition as well as integrated ELD instruction from the general classroom teacher using standards aligned ELD curriculum materials.</p>	<p>Benefits of RTI/ELD teacher 3000-3999: Employee Benefits Title I \$1,150.00 Curriculum Materials 4000-4999: Books And Supplies Supplemental \$500.00</p>	<p>acquisition as well as integrated ELD instruction from the general classroom teacher using standards aligned ELD curriculum materials.</p>	<p>Benefits of RTI/ELD teacher 3000-3999: Employee Benefits Title I \$1,963.17</p>
<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ADEPT testing will be administered by the RTI/ELD teacher three times annually to assist in writing ELD goals for individual students.</p>	<p>ADEPT training 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00</p>	<p>ADEPT testing was administered in October, January and May to all English Learner students. The results of these tests were shared at the EL team meetings to help write goals for individual student progress in English Language Development. The ADEPT teacher training was conducted in house so there was no training costs associated with this action item.</p>	<p>No additional cost 0</p>
<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide Academic Vocabulary Instruction to all students using Kate</p>	<p>Curriculum Materials 4000-4999:</p>	<p>Academic Vocabulary Instruction was provided to all students using Kate</p>	<p>Curriculum Materials 4000-4999:</p>

<p>Kinsella's academic vocabulary routines and curriculum materials. Teachers will be routinely trained in this technique and provide this instruction in all classrooms as part of the approved elementary curriculum.</p>	<p>Books And Supplies Supplemental \$1,000.00</p> <p>Professional Development Training 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00</p> <p>Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00</p> <p>Substitute Benefit costs 3000-3999: Employee Benefits Base \$30.00</p>	<p>Kinsella's academic vocabulary routines and curriculum materials.</p>	<p>Books And Supplies Base \$1,698.84</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to provide professional development training for teachers in the new ELA/ELD framework and materials. Associated costs: professional development workshops and training and substitute costs.</p>	<p>Professional Development Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00</p> <p>Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00</p> <p>Substitute benefits 3000-3999: Employee Benefits Base \$30.00</p>	<p>The ELD teacher was provided professional development training in the new ELA/ELD framework and materials. The ELD teacher also attended local EL network meetings monthly.</p>	<p>Professional Development Training 5000-5999: Services And Other Operating Expenditures Title II \$250.00</p>
<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ 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 and action items have been collapsed into the 2016-2017 LCAP goals #1 and #2. The goal and action items listed here are included as part of those specific overarching goals which focus on student achievement and learning. All EL students will continue to receive the same level of service in 2016-2017.		

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

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

Original GOAL 4 from prior year LCAP:	Increase time for professional development and collaboration to review student performance data and intervention strategies.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Los Olivos Elementary School Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	A. 25% of professional development time will be allocated towards reviewing student data performance and intervention strategies as indicated by staff meeting agendas.	Actual Annual Measurable Outcomes:	A. 25% of professional development time was allocated towards reviewing student data performance and intervention strategies as indicated by staff meeting agendas.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Professional Learning Communities (PLC) meetings held once monthly to analyze student performance data including local assessments. Meetings held during contracted work time, scheduled during non-instructional work periods.	No additional cost 0	Professional Learning Communities (PLC) meetings were held once monthly to discuss and analyze student performance data including local assessments.	No additional cost 0
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Staff will participate in the Santa Ynez Valley collaboration meetings held	Costs associated with professional	Teaching staff participated in the Santa Ynez Valley collaboration meetings held	Costs associated with professional

<p>three times annually. Meetings held during contracted work time, scheduled during non-instructional work periods, OR during a contracted professional development days.</p>	<p>development training and listed in goal one. 5800: Professional/Consulting Services And Operating Expenditures Base 0</p>	<p>three times annually.</p>	<p>development training and listed in goal one. 5800: Professional/Consulting Services And Operating Expenditures Base 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Site level professional development meetings held monthly. Meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>No additional cost 0</p>	<p>Site level professional development meetings were held monthly. Some of the topics included: Administering benchmark assessments and statewide assessments, instructional routines (number talks and academic vocabulary), school safety, and curriculum implementation.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Learner team meetings held three times annually to review student progress on ELD goals ELD performance assessments. Meetings held during regular instructional work</p>	<p>Costs listed in goal 3. 1000-1999: Certificated Personnel Salaries Base 0 Costs listed in goal 3. 3000-3999: Employee Benefits Base 0</p>	<p>English Learner team meetings were held on 11/19/15, 2/25/16, and 5/19/16 to review student progress on ELD goals and ELD performance assessments.</p>	<p>Costs listed in goal 3. 1000-1999: Certificated Personnel Salaries Base 0 Costs listed in goal 3. 3000-3999: Employee Benefits Base 0</p>

<p>days -- substitutes provided to allow for teacher release time to attend meetings as needed.</p>			
<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service English Learners</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>All staff will participate in book studies which will drive instruction and help with professional learning goals. PLC meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>Book study materials 4000-4999: Books And Supplies Base \$500.00</p>	<p>Teaching staff did not participate in book studies this year. The focus was on Professional Development training for new staff to implement established instructional routines and new curriculum materials.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Student Study Team meetings are held to develop intervention strategies for struggling students using the school approved intervention template. Meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>No additional costs 0</p>	<p>Student Study Team meetings were held to develop intervention strategies for struggling students using the school approved intervention template.</p>	<p>No additional costs 0</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide RTI supports for students who need intervention in reading and mathematics. Periodic training for RTI teacher and aide.</p>	<p>Salary for RTI/ ELD teacher 1000-1999: Certificated Personnel Salaries Supplemental \$56,080.00 Benefits for RTI/ELD teacher 3000-3999: Employee Benefits Supplemental \$14,047.00 Salary for RTI Instructional Assistant 2000-2999: Classified Personnel Salaries Supplemental \$19,741 RTI instructional assistant benefits 3000-3999: Employee Benefits Supplemental \$4,273.00 Books and supplies 4000-4999: Books And Supplies Supplemental \$1,100.00 Professional development training 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00</p>	<p>RTI supports were provided to students who needed intervention in reading and mathematics. RTI teacher and IA received professional development training to support students in the RTI program.</p> <p>Student progress in reading resulted from participation in the RTI program. Student progress ONLY on the Dibels Oral Reading Fluency test is listed below by grade level. Percentages are listed based on significant student progress. Significant progress is reflected as an increase from intensive level support to strategic level or core level support.</p> <p>In kindergarten: 75% of students showed significant progress. 1st grade: 83% of students showed significant progress. 83% showed improvement in retell quality (comprehension). 2nd grade: 22% of students showed significant progress. 66% showed improvement in retell quality (comprehension). 3rd grade: 0% of students showed significant progress. 0% of students showed improvement in retell quality (comprehension). 4th grade: 0% of students showed significant progress, but 28% of students were exited from the program</p>	<p>Salary for RTI/ ELD teacher (is split funded between supplemental and base funding) 1000-1999: Certificated Personnel Salaries Supplemental \$22,096.00 Salary for RTI/ELD teacher 1000-1999: Certificated Personnel Salaries Base \$38,157.00 Benefits for the RTI/ELD teacher 3000-3999: Employee Benefits Base \$15,883.80 Salary for RTI instructional assistant 1000-1999: Certificated Personnel Salaries Base \$20,586.00 RTI instructional assistant benefits 3000-3999: Employee Benefits Base \$4,438.70 Books and supplies 4000-4999: Books And Supplies Base \$337.74 Books and supplies 4000-4999: Books And Supplies Title I \$563.24 Professional development training 5000-5999: Services And Other Operating Expenditures Title II \$1,142.19 Professional development training 5000-5999: Services And Other Operating Expenditures Base \$103.50</p>

		<p>based on other assessment results. 42% of students showed improvement in retell quality (comprehension). 5th grade: 0% of students showed significant progress. 60% of students showed improvement in retell quality (comprehension). 6th grade: 0% of students showed significant progress. 25% of students showed improvement in retell quality (comprehension).</p> <p>While the results reflected only measure Dibels oral reading fluency and retell quality comprehension. Reading progress overall did improve for most students even though the scores reflected here do not all indicate that information, as the results are reflecting significant progress. It is difficult to show improvements made on a smaller level. Curriculum and intervention instruction will be evaluated for the 2016-2017 school year to improve the significant reading progress achievement of all students.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to</p>	<p>Professional development and collaboration time will still be allocated for next year. However, this goal has been combined with Goal #5 in the 2016-2017 LCAP and listed as Goal #2 to create one focused goal on maintaining accountability for student learning and reviewing student performance data that aligns with the District's vision and governance goals. The RTI program changed in 2015-2016 to include mathematics support for 3rd-6th grades. In analyzing the effectiveness of the reading</p>		

goals?	program for students in these specific grades, student progress in reading did show a decrease in overall student progress as a result of the decreased number of days targeted for specific strategic reading instruction. This change to the RTI program will be monitored in 2016-2017 to determine the viability of maintaining a RTI program that includes both reading and mathematics support for struggling students. In an effort to promote transparency, the estimated actual expenditures listed for the RTI program are specifically allocated based on the LCFF calculated amount of supplemental funding of \$22,096.00 received in 2015-2016 and include the base funding amounts that were actually spent for this program.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 5 from prior year LCAP:	Maintain accountability for student learning and achievement by using available benchmark assessments to monitor student progress and inform instruction.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Los Olivos Elementary School ----- Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	A. 80% of teachers will be administering and analyzing benchmark assessment data to monitor student progress and inform instruction.	Actual Annual Measurable Outcomes:	A. 100% of teachers administered and analyzed benchmark assessments to monitor student progress and inform instruction based on the established benchmark calendar.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Utilize approved required school-wide benchmark assessments and local assessments for each grade level. Assessments given during instructional contracted day.	No additional cost 0	Teachers administered the approved required school-wide benchmark assessments and local assessments for each grade level.	No additional cost 0
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)	
Revise and implement approved benchmark assessment calendar.	No additional cost 0	The approved benchmark assessment calendar was revised to reflect current practice. Teachers administered assessments based on the benchmark	No additional cost 0

		calendar.	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Use PLC and Individual teacher preparation time to analyze and review student performance data to inform instruction. Meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>No additional cost 0</p>	<p>Teachers were provided individual and PLC time to analyze and review student performance data to inform instruction</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Analysis of student performance results will be conducted of CAASPP. Such analysis will be conducted during PLC work time and meetings are held during contracted work time, scheduled during non-instructional work periods.</p>	<p>No additional cost 0</p>	<p>An analysis of student performance was conducted of CAASPP testing results by teaching staff and administration. The data showed the following scores for all students at Los Olivos. ELA: Level 1: 7%, Level 2: 21%, Level 3: 44% and Level 4: 26%. Mathematics: Level 1: 10%, Level 2: 30%, Level 3: 35%, and Level 4: 24%. Statewide averages were the following: ELA: Level 1: 31%, Level 2: 25%, Level 3: 28% and Level 4: 16%.</p>	<p>No additional cost 0</p>

		<p>Mathematics: Level 1: 38%, Level 2: 29%, Level 3: 19%, and Level 4: 14%. Overall, our district performed better in all levels for ELA and mathematics than the statewide averages with the exception of Level 2 mathematics. Our district score of 30% was comparable to the statewide average of 29%.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Analysis of CST science scores will be conducted. Such analysis will be conducted during PLC work time and meetings held during contracted work time, scheduled during non-instructional work periods.</p>	<p>No additional cost 0</p>	<p>An analysis of CST science scores was conducted by teaching staff and administration. Science test results reflected the following scores: In grade 5: 41% of students scored advanced, 35% of students scored proficient, 24% of students scored basic, and 0% of students scored below basic and far below basic. In grade 8: 61% of students scored advanced, 20% of students scored proficient, 15% of students scored basic, 5% of students scored below basic, and 0% of students scored far below basic.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
School-wide writing assessments will be given three times annually. Assessments are given during classroom time. Evaluation of assessments are conducted during scheduled PLC work time. Provide professional development training to staff in writing.	Professional Development Costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00	School-wide writing assessments were given three times annually by classroom teachers.	No additional cost 0
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Use formative assessments to guide instruction. Staff will use Smarter Balanced interim assessments, curriculum assessments and teacher development assessments throughout the year.	Curriculum Assesments 4000-4999: Books And Supplies Base \$500.00	Instructors used formative assessments to guide instruction. Staff utilized Smarter Balanced interim assessments, curriculum assessments and teacher development assessments throughout the year.	No additional cost 0
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to articulate with the local	No additional costs	Administration articulated with the local	No additional cost 0

high school regarding junior high course offerings.		high school regarding junior high course offerings to ensure they are aligned with the high school. No current articulated courses exist.	
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?	This goal has been combined with Goal #4 in the 2016-2017 LCAP and listed as Goal #2 to create one focused goal on maintaining accountability for student learning and reviewing student performance data that aligns with the District's vision and governance goals.		

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

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

Original GOAL 6 from prior year LCAP:	Ensure that a safe and stimulating educational environment is provided to all students and increase parental participation on campus.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: <u>Los Olivos Elementary School</u> Applicable Pupil Subgroups: <u>All Students</u>	
Expected Annual Measurable Outcomes:	<p>A. Increase of the level of parental participation on the LCAP survey by 10% as established on the 2014-2015 benchmark.</p> <p>B. Maintain a score of at least 427 on the School Climate Index as established on the 2014-15 School Climate Report Card. (A new School Climate Report Card will be available in 2016-17)</p> <p>C. Decrease the current truancy rate of 12% by 2% as indicated by the number of initial truancy letters sent to families annually.</p> <p>D. Maintain attendance rate of at least 94.9% established on the P-Annual report.</p> <p>E. Maintain and/or decrease the district suspension rate of 0.1 % and expulsion rate of 0% as indicated on the annual SARC report.</p> <p>F. Maintain district facilities in "Good" condition per the OPSC Facilities Inspection Tool.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. The LCAP survey for 2015-16 was provided to parents, staff and community members from March 1, 2016 to March 18, 2016. There were 57 people who took the LCAP survey, which was about the same level of participation as last year. In addition the district created and administered a student survey to all students in 2nd-8th grades.</p> <p>B. The district maintained a score of at least 427 on the School Climate Index as established on the 2014-15 School Climate Report Card. (A new School Climate Report Card will be available in 2016-17)</p> <p>C. The district decreased the current truancy rate by 1% to 11% in 2015-2016.</p> <p>D. The attendance rate was 95.4% on the P-Annual report in 2015-2016, which showed an improvement from 2014-2015.</p> <p>E. The district maintained and/or decreased the suspension rate to 0% and expulsion rate to 0% as indicated on the annual SARC report.</p> <p>F. The district facilities were evaluated with the OPSC Facilities Inspection Tool (FIT) on January 4, 2016. The district received a rating of "Good".</p>

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Administer and analyze the results of the annual Parent Survey. Purchase fully functional Survey Monkey web-based software.	Software cost 5000-5999: Services And Other Operating Expenditures Base \$300.00	The LCAP survey was administered from March 1, 2016 to March 18, 2016. The survey results were analyzed and presented at the April 11, 2016, board meeting.	Software cost 5800: Professional/Consulting Services And Operating Expenditures Base \$26.00
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)	
The PTO approved budget will provide additional financial support for student engagement opportunities through assemblies, field trips, and class and parent activities. The district will provide support to PTO via meeting rooms, assistance with dissemination of information, etc.	Donated funds from PTO 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$3000.00	The Spartan Parent Alliance's approved budget provided additional financial support for student engagement opportunities through assemblies, field trips, and class and parent activities. The district provided support to Spartan Parent Alliance via meeting rooms, assistance with dissemination of information, etc.	Donated funds from the Spartan Parent Alliance-Supplies/Books 4000-4999: Books And Supplies Foundation Funds \$808.84 Class field trips 5700-5799: Transfers Of Direct Costs Foundation Funds \$1,280.00 Assemblies/BEST 5000-5999: Services And Other Operating Expenditures Foundation Funds \$500.00
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 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)	

_ Other Subgroups: (Specify)							
Increase parent volunteer base for campus events, fundraisers, and classroom support. Continue to provide the school community with information about campus and classroom events using Parent Square a web-based communication system.	Software costs 5000-5999: Services And Other Operating Expenditures Base \$300.00	The district increased the parent volunteer base for campus events, fundraisers, and classroom support. The district continued to provide the school community with information about campus and classroom events using Parent Square a web-based communication system.	Software costs 5800: Professional/Consulting Services And Operating Expenditures Base \$554.00				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
Administer the California Healthy Kids Survey every two years. Annually analyze the results of the survey for information related to school climate and student engagement as part of the TUPE grant funds.	No additional costs 0	The California Healthy Kids Survey will be administered in the fall of 2016 and the results will be analyzed to gain information related to school climate and student engagement as part of the TUPE grant funds.	No additional cost 0				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
Provide a garden GE for student learning and maintenance of school	Garden Educator salary and materials 5800:	A part-time garden GE was provided for student learning and maintenance of	Garden Educator salary and materials 5800: Professional/Consulting				

<p>garden. Continue to seek donated funds for the part-time garden educator operating on campus. The GE will instruct students in TK- 6 grade with garden-based learning.</p>	<p>Professional/Consulting Services And Operating Expenditures Base \$10,000</p>	<p>school garden. The GE instructed students in TK- 6 grade with garden-based learning.</p>	<p>Services And Operating Expenditures Base \$7,434.48</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Update and maintain student playground areas, including resurfacing of asphalt areas and maintenance of wood fiber and playground equipment. Continue to seek grants and donated funds to update playground areas over a phased-in period of several years.</p>	<p>Grant and/ or foundation funds 6000-6999: Capital Outlay Foundation Funds \$40,000</p>	<p>The district maintained student playground areas, by adding additional wood fiber to the playgrounds and by updating some equipment. The district did not receive any additional grant funding in 2015-2106. Therefore it will continue to seek funds or use deferred maintenance funds to update the remaining playground areas over a phased-in period of several years.</p>	<p>Playground upgrades 4000-4999: Books And Supplies Base \$4,333.50</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create a comprehensive plan for facilities: including repairs, maintenance, use of facilities, and</p>	<p>No additional costs 0</p>	<p>The district did not develop a comprehensive facility plan in 2015-2016. However, the process of creating</p>	<p>No additional cost 0</p>

<p>funding.</p>		<p>a comprehensive plan for facilities: including repairs, maintenance, use of facilities, and funding, will be a contracted service that will be budgeted for 2016-2017.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Make necessary maintenance repairs to based on facility needs outlined in facility plan and the Facility Inspection Tool (FIT) report to maintain a safe campus environment.</p>	<p>Deferred maintenance costs 4000-4999: Books And Supplies Base \$5000.00</p>	<p>Necessary maintenance repairs were made based on facility needs to maintain a safe campus environment.</p>	<p>Facility repairs 5000-5999: Services And Other Operating Expenditures Base \$8,032 Facility repairs 4000-4999: Books And Supplies Base \$39.96</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to follow the SARB process for student absenteeism and truancy. Work with families about the importance of student attendance and its connection to student achievement.</p>	<p>No additional costs 0</p>	<p>The district continued to follow the SARB process for student absenteeism and truancy, while educating families about the importance of student attendance and its connection to student achievement.</p>	<p>No additional cost 0</p>

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)	
Develop a plan to build cohesion, collaboration, and enthusiasm among all stakeholder of the school community. Form a committee of all stakeholders who meet on a regular basis to discuss concerns and ideas to engage the school community.	No additional costs 0	The district worked hard to develop a plan to build cohesion, collaboration, and enthusiasm among all stakeholders of the school community. A Labor Collaborative committee of all stakeholders group met on a monthly basis to discuss concerns and ideas to engage the school community.	No additional cost 0
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?	The district will continue to ensure a safe and stimulating environment is provided to students. Some changes to the 2016-2017 LCAP are to develop a comprehensive master facility plan to look at long range facility needs, and to implement a campus-wide character development program for all students. The district will continue to partner with the parent body, community, and staff to develop and meet the needs of the district.		

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

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

Original GOAL 7 from prior year LCAP:	Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Los Olivos Elementary School Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	A. Maintain a positive certification on all district budget submissions.	Actual Annual Measurable Outcomes: A. A positive certification was received on the Budget Adoption in June 2015, the 1st Interim and 2nd Interim budgets.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Adopt a fiscally sound budget that reduces deficit spending in order to improve student achievement. Covered by job duties of the Superintendent, but relies upon Board of Trustees commitment to sound financial practices.		The district adopted a fiscally sound budget in order to improve student achievement, but has not yet been able to eliminate deficit spending.	
No additional cost 0		No additional cost 0	
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)	

<p>Maintain a positive certification on district budget submissions. Covered by job duties of the Superintendent, but relies upon Board of Trustees commitment to sound financial practices.</p>	<p>No additional cost 0</p>	<p>The district maintained a positive certification on district budget submissions.</p>	<p>No additional costs 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Analyze sufficiency of annual budget allocations for student programs and services. Covered by job duties of Superintendent.</p>	<p>No additional cost 0</p>	<p>The Superintendent analyzed the sufficiency of annual budget allocations for student programs and services. The district will need to reduce deficit spending as the programmatic structure of the district is changing.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide professional development for administration, district office staff and board on budget related issues.</p>	<p>Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000.00</p>	<p>District office and the Board were provided professional development on budget related issues.</p>	<p>Professional development 5000-5999: Services And Other Operating Expenditures Base \$445.00</p>

Scope of Service LEA-wide		Scope of Service LEA-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Monitor cash flow as the district transitions from a LCFF funding model to a Basic Aid funding model. Covered by job duties of the Superintendent.	No additional costs 0	The Superintendent and district business personnel monitored cash flow as the district transitioned from a LCFF funding model to a Basic Aid funding model.	No additional cost 0
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Superintendent will participate in the ACSA professional development Leader of Leaders training.	Professional development costs 5800: Professional/Consulting Services And Operating Expenditures Title II \$4,000.00	The Superintendent participated in the ACSA professional development Leader of Leaders training and the Superintendent's Symposium.	Professional development and travel costs 5000-5999: Services And Other Operating Expenditures Title II \$6,220.73
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ 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 district will continue to monitor the fiscal health of the district. The district will need to set budget priorities and make necessary cuts to reduce deficit spending in the outlying years as the district continues to experience declining enrollment.		

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:	\$38,855.00
The Los Olivos Elementary School District will receive \$38,855.00 in Supplemental funds in 2016-2017. Goal # 1 describes the targeted and LEA-wide expenditures of Supplemental funds to maintain the school's Response to Intervention and English Learner program. RTI/ELD expenditures address the needs of low income, foster youth, and English Learner pupils as well as general population students who are struggling academically. Local assessment data has shown improvement for our struggling students using the targeted instruction models utilized in our RTI/ELD programs. As a very small school, it is critical to have adequate numbers of students in a program to make it successful. Therefore, we have included students beyond our unduplicated count to provide for peer modeling, flexible groupings, and academic vocabulary practice. Combining our small amount of Supplemental funds with Base and Title I funds allows us to create a more solid, comprehensive, and successful program, making this the most effective use of these dollars. In Goal #1 of the LCAP \$9,636.12 of Title I funds are identified expenditures for the RTI/ELD program. Additionally in Goal #1 of the LCAP \$111,723.71 of combined Supplemental (\$38,855.00) and Base (\$72,868.71) funds are identified as expenditures for the RTI/ELD program.	

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.

3.19	%
As described in section 3a, the Los Olivos School District meets the needs of our unduplicated students through our services provided in our RTI/ELD program. The costs associated with this program exceed the amount of supplemental funding of \$38,855.00 by \$72,868.71 of Base funding and \$9,636.12 of Title I funding the district receives. In addition to providing the RTI/ELD program, the district provides after school homework assistance, and our Parent Group the Spartan Alliance provides scholarships for supplemental after school enrichment programs and class trips for our students who would be considered as part of our unduplicated count.	

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
1000-1999: Certificated Personnel Salaries	Foundation Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	5,565.00	64,855.50	31,730.57	47,312.83	64,515.59	143,558.99
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	56,080.00	22,096.00	38,855.00	26,992.00	11,778.00	77,625.00
1000-1999: Certificated Personnel Salaries	Title I	8,200.00	7,447.00	6,464.73	6,853.00	7,050.03	20,367.76
1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	1,200.00	20,937.60	21,561.60	21,561.60	64,060.80
2000-2999: Classified Personnel Salaries	Supplemental	19,741.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Foundation Funds	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	795.00	21,346.57	24,200.54	26,677.72	28,701.38	79,579.64
3000-3999: Employee Benefits	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	18,320.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	1,150.00	1,963.17	1,824.39	2,023.32	2,189.34	6,037.05
4000-4999: Books And Supplies	Foundation Funds	1,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	32,500.00	36,218.52	21,500.00	30,000.00	15,000.00	66,500.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Foundation Funds	0.00	4,217.11	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	1,000.00	0.00	0.00	1,000.00
4000-4999: Books And Supplies	Supplemental	2,600.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	563.24	800.00	0.00	0.00	800.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-2019	2016-2017- 2018-2019 Total
6000-6999: Capital Outlay	Foundation Funds	40,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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