

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: 2015-2016

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>On January 27, 2015 a town hall meeting was held to report out progress that had been achieved on the 2014-2015 LCAP goals. Additionally, the meeting was held to gather community input for the Los Olivos Elementary School's 2015-2016 LCAP.</p>	<p>The town hall meeting allowed for community input to guide the direction of the district's vision, goal setting, and priorities to be included in the 2015-2016 LCAP.</p>
<p>A survey of stakeholders was sent to parents, staff and community members as a follow-up from the Town Hall meeting to gather additional input from all stakeholders to help inform the writing of the 2015-2016 LCAP. The survey was</p>	<p>The survey results were analyzed and presented to the community at a board meeting on April 13, 2015 to support the writing of the 2015-2016 LCAP. These results provided additional input for the direction and priorities for the district.</p>

distributed on February 27, 2015 and open until March 31, 2015 to all stakeholder groups.

The LCAP was presented to stakeholders groups (Staff, School Board, PTA, 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.

The Administration meet with ASB student focus groups to discuss ideas they had about improvements for the school in January and February.

The data from the 2014 California Healthy Kids Survey was analyzed by the School Site Council and was posted on the district's website.

The Governance Board held a special meeting on April 27, 2015, to review governance goals, the vision and mission of the district and to set district priorities for 2015-2016. The school board and administration used the information gathered from the town hall meeting and the LCAP survey to help set the direction for the 2015-2016 school year. The board and superintendent identified district priorities that were included in the 2015-2016 LCAP.

A draft of the 2015-16 LCAP was shared directly with Los Olivos Elementary teachers and staff prior to the June 8, 2015 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 8, 2015 School Board meeting to allow for additional review and input from all stakeholders of the LCAP document. An additional public hearing was properly noticed and held on June 21, 2015 for the LCAP and Budget because of the new requirement for disclosing 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 22, 2015 board meeting.

The original stakeholder input helped to formulate the goals of the LCAP. The 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 focus groups focused on ways to improve lunch time (seating arrangements and access for changing during lunch for PE) and the desire for more elective choices for junior high students. One of the action items listed in the 2015-16 LCAP is directly related to creating a more robust junior high elective program.

The data provided pupil input to help identify needs and formulate goals for the LCAP.

By setting new district priorities for 2015-2016 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 gives them the opportunity for direct editorial input to the document in case they had missed other opportunities and builds trust and commitment of all district staff.

During the public hearings the district received no additional feedback regarding the LCAP. Throughout the development of the LCAP, utilizing all stakeholder input as the basis for the plan resulted in creating a plan that has goals, action items, and expenditures that are aligned with the district's vision and goals.

By adopting the LCAP the district has a defined plan for the operations of the district for the 2015-2016 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 2014-15 LCAP was presented throughout the year to all stakeholder groups at various meetings including:

- ~1/27/15: Town Hall Meeting
- ~2/9/15, 3/9/15, 4/13/15, 4/27/15: School Board Meetings
- ~ 4/14/15: School Site Council Meetings
- ~ March and April: PTA and Foundation Meetings

On January 27, 2015 a town hall meeting was held to report out progress that had been achieved on the 2014-2015 LCAP goals. Additionally, the meeting was held to gather community input for the Los Olivos Elementary School's 2015-2016 LCAP.

The Governance Board held a special meeting on April 27, 2015, to review governance goals, the vision and mission of the district and to set district priorities for 2015-16. The school board and administration used the information gathered from the town hall meeting and the LCAP survey to help set the direction for the 2015-16 school year. The board and superintendent identified district priorities were included in the 2015-15 LCAP.

Annual Update:

The stakeholder groups were informed about the district's plan moving forward and about the progress the district had made on the 2014-15 LCAP. Presenting information about annual progress allowed for the stakeholder groups to comment on what changes needed to be made to the 2015-16 LCAP and for the district moving forward.

In 2014-15 the district experienced a year of major change and transition. A new Superintendent was hired in January and decided to conduct the Town Hall meeting to report the progress on the 2014-15 LCAP and to poll the community for input about moving the district forward. This meeting sparked several changes immediately at the school site. Within the next month, the school's foundation began supporting science inquiry classes for the K-6 grade students, Spanish after school enrichment classes were added in April, and an after school soccer enrichment camp began in March. All of these opportunities helped support the direction the community wanted to support. As the LCAP for 2015-16 was developed the idea of providing enrichment for students was a central theme. This is reflected throughout this year's LCAP.

As a means to evaluate and revise the district's vision and goals to align them to the feedback from the town hall meeting and community stakeholder survey, the new administration felt it was necessary for the School Board to reflect on current practice and develop a plan for the district moving forward. The special board meeting held on April 27, 2015 allowed for the Board and Superintendent to set the strategic vision for the district for the 2015-16 school year and to outline priorities. These priorities were based on the progress made on the 2014-15 LCAP goals and the vision moving forward. Using a collaborative process in developing the 2015-16 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 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
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Identified Need :	Based upon feedback from the 2015 LCAP survey of stakeholders and the established Governance Board District Priorities, teacher quality, evaluation, curriculum, instruction, and student assessments need to continue to improve.(Conditions of Learning)
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Goal Applies to:	Schools: Los Olivos Elementary School
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2015-2016

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. 80% 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. Overall student performance on the CAASPP will increase by 5% based on the benchmark established in 2014-2015.
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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 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)	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	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

		_ Other Subgroups: (Specify)	
Purchase state approved California Standards Curriculum for Math. 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 _ Other Subgroups: (Specify)	Books and supplies 4000-4999: Books And Supplies Base \$20,000.00
Pilot California Standards ELA curriculum in all grades. Costs associated with purchase of pilot 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 _ Other Subgroups: (Specify)	Books and supplies 4000-4999: Books And Supplies Base \$3,000.00
Administer CAASPP Smarter Balanced test to all students in 3-8 grades. 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 _ Other Subgroups: (Specify)	Technology equipment 4000-4999: Books And Supplies Base \$500.00
Analyze CAASPP testing results annually. Analysis of assessment results job duty accomplished during teacher and administrator contracted work time.	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 _ Other Subgroups: (Specify)	No additional cost 0

<p>Provide for additional enrichment classes for students both during and after school. Seek funding from the Foundation to support 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 Foundation 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$35,000.00</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>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 and Supplies 4000-4999: Books And Supplies Base \$3,000.00 <hr/> Professional Development Costs 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000.00</p>
<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>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 Foundation Funds \$1,000.00 <hr/> Contracted Teachers 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$4,000.00</p>

LCAP Year 2: 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. Overall student performance on the CAASPP will increase by 5% based on the benchmark established in 2015-2016.

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. Use Title 2 Improving Teacher Quality funds on contracted professional development day. 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 5800: Professional/Consulting Services And Operating Expenditures Base \$13,000.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$3,780 Substitute benefits costs 3000-3999: Employee Benefits Base \$540.00
Purchase state approved 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
Purchase California Standards Aligned Mathematics 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)	Books and supplies 4000-4999: Books And Supplies Base \$3,000.00

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Administer CAASPP Smarter Balanced test to all students in 3-8 grades. 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
Analyze CAASPP testing results annually. Analysis of assessment results job duty accomplished during teacher and administrator contracted work time.	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 for additional enrichment classes for students both during and after school. Seek funding from the Foundation to support 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 \$35,000.00
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	Equipment costs 4000-4999: Books And Supplies Base \$500.00

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement more robust course offering of junior high electives. May required additional curriculum or specialized staffing for the elective course offerings.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Books and supplies 4000-4999: Books And Supplies Foundation Funds \$500.00 Contracted Teachers 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$4,000.00

LCAP Year 3: 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. Overall student performance on the CAASPP will increase by 5% based on the benchmark established in 2016-2017.
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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 Standards and Next Generation Science Standards. Use Title 2 Improving Teacher Quality funds on contracted professional development day. Associated professional development workshop and/or training costs and substitute costs.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$3,780.00 Substitute benefit costs 3000-3999: Employee Benefits Base \$540.00

		_ Other Subgroups: (Specify)	
Purchase California Standards aligned Mathematics Curriculum.	LEA-wide	X 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 \$3,000.00
Purchase California Standards aligned ELA curriculum.	LEA-wide	X 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 \$3,000.00
Administer CAASPP Smarter Balanced test to all students in 3-8 grades. Costs associated with maintenance of computer equipment for testing.	LEA-wide	X All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology equipment 4000-4999: Books And Supplies Base \$500.00
Analyze CAASPP testing results annually. Analysis of assessment results job duty accomplished during teacher and administrator contracted work time.	LEA-wide	X All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost 0

<p>Continue to provide for additional enrichment classes for students both during and after school. Seek funding from the Foundation to support 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 Foundation 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$35,000.00</p>
<p>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 English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Equipment costs 4000-4999: Books And Supplies Base \$500.00</p>
<p>Implement a robust course offering of junior high electives. May required additional curriculum or specialized staffing for the elective course offerings.</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 Foundation Funds \$500.00 Contracted Teachers 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$4,000.00</p>

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

GOAL 2:	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 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input 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 2015 LCAP survey of stakeholders and the established Governance Board District Priorities, promoting academic excellence through digital literacy continues 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

LCAP Year 1: 2015-2016

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	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
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.	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	Professional Development Training 5800: Professional/Consulting Services And Operating Expenditures Title II \$2,000.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$420.00 Substitute benefit costs 3000-3999: Employee Benefits Base

		_ Other Subgroups: (Specify)	\$60.00
Assess need for increased bandwidth. Sustain bandwidth on campus.	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 \$16,632.00
Maintenance of hardware and software as related to technology. Costs associated with services from an outside vendor with a time and materials contract.	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)	Consulting Services 5800: Professional/Consulting Services And Operating Expenditures Base \$16,000.00
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.	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
Every student will receive typing instruction for a minimum of 30 minutes weekly. Typing skills taught routinely by classroom teachers and 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)	No additional cost. Software license purchased through June 30, 2016. 0

<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>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Stakeholder committee will continue to meet to review and revise the Los Olivos School Technology Plan. B. 70% of teachers will adhere to the Los Olivos School Technology Plan as indicated by teacher lesson plans and observation.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A Los Olivos School Technology Plan will be reviewed and revised with a team of stakeholders including staff, parents, and students. Ongoing progress will be monitored during PLC work time or after school hours.</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>70% 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 for staff in technology.</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 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$420.00 Substitute benefit costs 3000-3999: Employee Benefits Base \$60.00</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</p>	<p>Internet costs 5000-5999: Services And Other Operating Expenditures Base \$17,000.00</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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.	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 \$16,000.00 Technology equipment 4000-4999: Books And Supplies Base \$1000.00
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.	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 costs. 0
Every student will receive typing instruction for a minimum of 30 minutes weekly. Typing skills taught routinely by classroom teachers and 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
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.	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	No additional cost. 0

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	<p>A. Stakeholder committee will continue to meet to review and revise the Los Olivos School Technology Plan.</p> <p>B. 100% of teachers will adhere to the Los Olivos School Technology Plan as indicated by teacher lesson plans and observation.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A Los Olivos School Technology Plan will be reviewed and revised with a team of stakeholders including staff, parents, and students. Progress monitoring on this goal will be accomplished during PLC work time or after school hours.	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
100% 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 for staff in technology.	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 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000 <hr/> Substitute costs 1000-1999: Certificated Personnel Salaries Base \$420.00 <hr/> Substitute benefits 3000-3999: Employee Benefits Base \$60.00
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 \$17,000.00

<p>Maintenance of hardware and software as related to technology. Costs associated with services from an outside vendor with a time and materials contract.</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 \$16,000.00 Technology equipment 4000-4999: Books And Supplies Base \$1000.00</p>
<p>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.</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 costs. 0</p>
<p>Every student will receive typing instruction for a minimum of 30 minutes weekly. Typing skills taught routinely by classroom teachers and 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>

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

GOAL 3:	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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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 CELDT test results, local assessment data and the School Plan for Student Achievement goals maintaining accountability for student learning and achievement of English Learners is an identified need. (Pupil Outcomes)
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Goal Applies to:	Schools: Los Olivos Elementary School
	Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	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. 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. C. 25% of teachers will be trained in the ELD standards framework as indicated by attendance at professional development trainings and workshops.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitute teacher costs 1000-1999: Certificated Personnel Salaries Base \$945.00 Substitute teacher benefit costs 3000-3999: Employee Benefits Base \$135.00
Analyze CELDT testing data to determine student	English	<input type="checkbox"/> All	Annual CELDT tester training. 5800: Professional/Consulting

<p>language proficiency. English Learner Team members are provided release time to analyze CELDT data.</p>	<p>Learners</p>	<p>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>Services And Operating Expenditures Base \$250.00</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 \$8,200.00 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>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>ADEPT training 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00</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 Supplemental \$1,000.00 Professional Development Training 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00 Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00 Substitute Benefit costs 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</p>	<p>Professional Development Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00</p>

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00 Substitute benefits 3000-3999: Employee Benefits Base \$30.00
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	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. 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. C. 50% of teachers will be trained in the ELD standards framework as indicated by attendance at professional development trainings and workshops.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitute teacher costs 1000-1999: Certificated Personnel Salaries Base \$945.00 Substitute benefit costs 3000-3999: Employee Benefits Base \$135.00
Analyze CELDT testing data to determine student language proficiency. English Learner Team members are provided release time to analyze CELDT data.	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)	Annual CELDT tester training. 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00
English Learners students will receive a minimum of 30 minutes of daily designated ELD instruction for language	English Learners	<input type="checkbox"/> All OR:	Salary of RTI/ELD teacher 1000-1999: Certificated Personnel Salaries Title I \$8,200.00

<p>acquisition as well as integrated ELD instruction from the general classroom teacher using standards aligned ELD curriculum materials.</p>		<p><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>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>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>ADEPT training 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00</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 Supplemental \$1000.00 Professional development 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>
<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 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: 2017-2018

Expected Annual Measurable Outcomes:

- 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.
- 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.
- C. 75% of teachers will be trained in the ELD standards framework as indicated by attendance at professional development trainings and workshops.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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>	<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>Substitute teacher costs 1000-1999: Certificated Personnel Salaries Base \$945.00 Substitute benefits 3000-3999: Employee Benefits Base \$135.00</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>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>Annual CELDT tester training. 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00</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:</p>	<p>Salary of RTI/ELD teacher 1000-1999: Certificated Personnel Salaries Title I \$8,200.00 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>

		(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)	ADEPT training 5800: Professional/Consulting Services And Operating Expenditures Base \$250.00
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.	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 Materials 4000-4999: Books And Supplies Supplemental \$1000.00
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.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00 <hr/> Substitute costs 1000-1999: Certificated Personnel Salaries Base \$210.00 <hr/> Substitute benefits 3000-3999: Employee Benefits Base \$30.00

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

GOAL 4:	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
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Identified Need :	Based on staff input and the established Governance Board District Priorities maintaining accountability for student learning and achievement 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: 2015-2016

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.
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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 once monthly to analyze student performance data including local assessments. 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 and listed in goal one. 5800: Professional/Consulting Services And Operating Expenditures Base 0

<p>Site level professional development meetings held monthly. 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. Meetings held during regular instructional work days -- substitutes provided to allow for teacher release time to attend meetings as needed.</p>	<p>LEA-wide</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>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>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 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 costs 0</p>
<p>Provide RTI supports for students who need intervention</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Salary for RTI/ ELD teacher 1000-1999: Certificated</p>

<p>in reading and mathematics. Periodic training for RTI teacher and aide.</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>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>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>A. 30% of professional development time will be allocated towards reviewing student data performance and intervention strategies as indicated by staff meeting agendas.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>No additional cost 0</p>
<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: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Costs associated with professional development training listed in goal one 5800: Professional/Consulting Services And Operating Expenditures Base 0</p>
<p>Site level professional development meetings held</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>No additional cost 0</p>

<p>monthly. 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>English Learner team meetings held three times annually to review student progress on ELD goals ELD performance assessments. Meetings held during regular instructional work days -- substitutes provided to allow for teacher release time to attend meetings as needed.</p>	<p>LEA-wide</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>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>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 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>Provide RTI supports for students who need intervention in reading and mathematics. Periodic training for Rtl 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</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</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental \$14,047.00 Salary for RTI instructional assistant 2000-2999: Classified Personnel Salaries Supplemental \$19,741.00 Benefit costs for RTI instructional aide. 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
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LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: A. 35% of professional development time will be allocated towards reviewing student data performance and intervention strategies as indicated by staff meeting agendas.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	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
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: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Costs associated with training listed in goal one 5800: Professional/Consulting Services And Operating Expenditures Base 0
Site level professional development meetings held monthly. Meetings held during contracted work time, scheduled during non-instructional work periods.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	No additional cost 0

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
English Learner team meetings held three times annually to review student progress on ELD goals and ELD performance assessments. Meetings held during regular instructional work days -- substitutes provided to allow for teacher release time to attend meetings as needed.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Substitute costs listed in goal 3. 1000-1999: Certificated Personnel Salaries Base 0 Substitute benefit costs listed in goal 3. 3000-3999: Employee Benefits Base 0
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: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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: <input type="checkbox"/> Low Income 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
Provide RTI supports for students who need intervention in reading and mathematics. Periodic training for RTI teacher and aide.	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	Salary for RTI/ELDteacher 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 aide 2000-2999: Classified

		English proficient _ Other Subgroups: (Specify)	Personnel Salaries Supplemental \$19,741.00 Benefit costs for RTI instructional aide 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
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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 5:	Maintaining accountability for student learning and achievement by using 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
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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 assessments to inform instruction and providing staff with the tools to monitor individual student progress is an identified area of need. (Pupil Outcomes)

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: A. 80% of teachers will be administering and analyzing benchmark assessment data to monitor student progress and inform instruction.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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: <input type="checkbox"/> Low Income 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
Revise and implement 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

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.	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
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.	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
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.	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 professional development training to staff in writing.	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 Costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00
Use formative assessments to guide instruction. Staff will use Smarter Balanced interim assessments, curriculum assessments and teacher development	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Curriculum Assesments 4000-4999: Books And Supplies Base \$500.00

assessments 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)	
Continue to articulate with the local high school regarding junior high course offerings.	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 costs

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	A. 90% of teachers will be administering and analyzing benchmark assessment data to monitor student progress and inform instruction.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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: <input type="checkbox"/> Low Income 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
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

		(Specify)	
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.	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
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.	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
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.	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.	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 Costs 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00

<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>Continue to articulate with the local high school regarding junior high course offerings.</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 costs 0</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>A. 100% of teachers will be administering and analyzing benchmark assessment data to monitor student progress and inform instruction.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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</p>	<p>No additional cost 0</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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.	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
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.	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
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.	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.	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)	
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)	No additional costs 0
Continue to articulate with the local high school regarding junior high course offerings.	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 costs 0

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

GOAL 6:	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
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Identified Need :	An area of need that was identified on 2015 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: 2015-2016

Expected Annual Measurable Outcomes:	A. Increase of the level of parental participation on the LCAP survey by 10% as established on the 2014-2015 benchmark. 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) C. Decrease the current truancy rate of 12% by 2% as indicated by the number of initial truancy letters sent to families annually. D. Maintain attendance rate of at least 94.9% established on the P-Annual report. E. Maintain and/or decrease the district suspension rate of 0.1 % and expulsion rate of 0% as indicated on the annual SARC report. F. 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 Parent Survey. Purchase fully functional 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 \$300.00

<p>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.</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 PTO 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$3000.00</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 \$300.00</p>
<p>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.</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 costs 0</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 \$10,000</p>
<p>Update and maintain student playground areas, including resurfacing of asphalt areas and maintenance of wood fiber and playground equipment. Continue to</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Grant and/ or foundation funds 6000-6999: Capital Outlay Foundation Funds \$40,000</p>

<p>seek grants and donated funds to update playground areas over a phased-in period of several years.</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>Create a comprehensive 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>No additional costs 0</p>
<p>Make necessary maintenance repairs to based on facility needs outlined in facility plan and the 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>Deferred maintenance costs 4000-4999: Books And Supplies Base \$5000.00</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 costs 0</p>
<p>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.</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>No additional costs 0</p>

		English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<p>A. Increase of the level of parental participation on the LCAP survey by 10% as established on the 2015-2016 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 truancy rate established in 2015-16 by 2% as indicated by the number of initial truancy letters sent to families annually.</p> <p>D. Maintain and/or improve attendance rate established in 2015-16 on the P-Annual report.</p> <p>E. Maintain and/or decrease the district suspension rate and expulsion rate as indicated on the 2015-16 SARC report.</p> <p>F. 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
Administer and analyze the results of the annual Parent Survey. Purchase fully functional 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 \$300.00
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.	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 PTO 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$3,000.00
Increase parent volunteer base for campus events,	LEA-wide	<input checked="" type="checkbox"/> All	Software costs 5000-5999: Services And Other Operating

<p>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>OR: <input type="checkbox"/> Low Income 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 \$300.00</p>
<p>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.</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 \$10,000</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>Grant and/or foundation funds 6000-6999: Capital Outlay Foundation Funds \$20,000</p>
<p>Update comprehensive 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</p>	<p>No additional costs 0</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Make necessary maintenance repairs to based on facility needs outlined in facility plan and the FIT report to maintain a safe campus environment.</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> <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>Deferred maintenance costs 4000-4999: Books And Supplies Base \$5000.00</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>	<ul style="list-style-type: none"> <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>No additional costs 0</p>
<p>Continue to build cohesion, collaboration, and enthusiasm among all stakeholders of the school community. Continue to have a committee of all stakeholders who meet on a regular basis to discuss concerns and ideas to engage the school community.</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> <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>No additional costs 0</p>

LCAP Year 3: 2017-2018

- Expected Annual Measurable Outcomes:
- A. Increase of the level of parental participation on the LCAP survey by 10% as established on the 2016-2017 benchmark.
 - B. Use the 2016-17 School Climate Report Card to establish a new benchmark for the School Climate Index.
 - C. Decrease the truancy rate established in 2016-17 by 2% as indicated by the number of initial truancy letters sent to families annually.
 - D. Maintain and/or improve attendance rate established in 2016-17 on the P-Annual report.
 - E. Maintain and/or decrease the district suspension rate and expulsion rate as indicated on the 2016-17 SARC report.
 - F. 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 Parent Survey. Purchase fully functional 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 \$300.00
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.	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 PTO 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$3000.00
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 communication system.	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	Software costs 5000-5999: Services And Other Operating Expenditures Base \$300.00

		English proficient _ Other Subgroups: (Specify)	
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.	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
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.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Garden Educator salary and materials 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000
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.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Grant and/ or foundation funds 6000-6999: Capital Outlay Foundation Funds \$20,000
Maintain and monitor the comprehensive plan for facilities: including repairs, maintenance, use of facilities, and funding.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs 0

<p>Make necessary maintenance repairs to based on facility needs outlined in facility plan and the 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>Deferred maintenance costs 4000-4999: Books And Supplies Base \$5000.00</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 costs 0</p>
<p>Continue to build cohesion, collaboration, and enthusiasm among all stakeholder of the school community. Continue to have a committee of all stakeholders who meet on a regular basis to discuss concerns and ideas to engage the school community.</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 costs 0</p>

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

GOAL 7:	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 2015 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)
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Goal Applies to:	Schools: Los Olivos Elementary School
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	A. Maintain a positive certification on all district budget submissions.
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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 in order to improve student achievement. Covered by job duties of the Superintendent, but 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, but 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	No additional cost 0

		_ Other Subgroups: (Specify)	
Analyze sufficiency of annual budget allocations for student programs and services. Covered by job duties of Superintendent.	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
Provide professional development for administration, district office staff and board on budget related issues.	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 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000.00
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.	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 costs 0
Superintendent will participate in the ACSA professional development Leader of Leaders training.	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 costs 5800: Professional/Consulting Services And Operating Expenditures Title II \$4,000.00

LCAP Year 2: 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
<p>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.</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>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>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>Analyze sufficiency of annual budget allocations for student programs and services. Covered by job duties of Superintendent.</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 on budget related issues 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</p>	<p>Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$1000.00</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Monitor cash flow. Covered by job duties of the Superintendent.	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 costs 0

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	A. Maintain a positive certification on all district budget submissions.
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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 in order to improve student achievement. Covered by job duties of the Superintendent, but 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, but 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

<p>Analyze sufficiency of annual budget allocations for student programs and services. Covered by job duties of Superintendent.</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>Provide professional development for administration, district office staff and board on budget related issues 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>Training costs 5800: Professional/Consulting Services And Operating Expenditures Base \$1000.00</p>
<p>Monitor cash flow. Covered by job duties of the Superintendent.</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 costs 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 all students to excel and become 21st century critical thinkers to be college and career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Los Olivos Elementary School	-----
	Applicable Pupil Subgroups:	All Students

Expected Annual Measurable Outcomes:	<p>A. 80% of teachers will be trained in Common Core State Standards.</p> <p>B. 90% of teachers will implement Common Core mathematics curriculum.</p> <p>C. 60% of teachers will be implementing Common Core aligned English Language Arts curriculum.</p> <p>D. Establish a benchmark of student academic progress on CAASPP.</p> <p>E. No Williams Act findings.</p>	Actual Annual Measurable Outcomes:	<p>A. 100 % of teachers have received training in Common Core State Standards.</p> <p>B. 100% of K-8 teachers have implemented a Mathematics Common Core aligned curriculum.</p> <p>C. 100% of teachers have implemented Common Core aligned Language Arts curriculum that is teacher developed and or supplemental curriculum.</p> <p>D. Results for the benchmark will be available by July 1, 2015.</p> <p>E. No Williams Act Findings</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development of teachers in implementing Common Core State Standards. (1-2 days of training throughout the school year on contracted instructional days)	<p>Common Core Implementation Funds 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds 1,800.00</p> <p>Substitute teacher costs 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 1,200.00</p>	All teachers received and attended Common Core trainings offered through workshops and the county office of education throughout the year. All Kindergarten to 8th grade teachers received 3 days of explicit training in Common Core English Language Arts and Math instead of the originally planned 1-2 days of training.	<p>Professional Development Training 5800: Professional/Consulting Services And Operating Expenditures Title II \$3,598.66</p> <p>Teacher and Substitute cots 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$6,654.45</p> <p>Teacher and Substitute Benefits 3000-3999: Employee Benefits Common</p>

	Substitute teacher benefits costs 3000-3999: Employee Benefits Common Core Standards Implementation Funds 138.00		Core Standards Implementation Funds \$721.27 Professional Development Training 5800: Professional/Consulting Services And Operating Expenditures Common Core Standards Implementation Funds \$14,974.76
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)	
Pilot state approved Common Core Curriculum for Math.	Common Core Implementation Funds 4000-4999: Books And Supplies Common Core Standards Implementation Funds 2,000.00	In Kindergarten to 5th grade both "My Math" and "Go Math" curriculum were piloted. Each curriculum was piloted for 1/2 of the school year. In 6th-8th grades College Preparatory Mathematics (CPM) was piloted for the entire school year.	Books and Supplies 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$2348.63
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)	
Administer CAASPP Smarter Balanced test to all students in 3-8 grades.	Testing materials 4000-4999: Books And Supplies Base 1,000.00	The CAASPP was administered to all students in third through eighth grade beginning April 20, 2015 through May 22, 2015.	Technology Purchases 4000-4999: Books And Supplies Base \$374.75

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)	
Analyze CAASPP testing results annually. Analysis of assessment results job duty accomplished during teacher and administrator contracted work time.	No additional cost. 0	The results of the CAASPP will be analyzed by all staff at the start of the 2015-2016 school year. The results will be used a baseline measure of student achievement of mastery of the Common Core State Standards. The staff will use these results to help inform instruction for the 2015-16 school year.	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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In the 2015-2016 school year, staff will continue to receive additional professional development training in the California Standards. Common Core aligned mathematics curriculum will be purchased and Common Core English Language Arts aligned curriculum will be piloted. The district will continue to provide opportunities for students through enrichment classes in the areas of science, foreign language, robotics & engineering, fine arts and physical education that are supported by the Foundation and PTA.		

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:	Ensure opportunities for students to become digitally literate citizens.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Los Olivos Elementary School Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Develop a Los Olivos School Technology Plan.	Actual Annual Measurable Outcomes: The Los Olivos School Technology Plan is still being developed with staff, IT personnel and community input.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A Los Olivos School Technology Strategic Plan will be developed and reviewed annually.	Adjunct duty for 2014-15 year. 1000-1999: Certificated Personnel Salaries Base 1,000.00	The Los Olivos School Technology Strategic Plan is still under development. The administration is in the process of gathering input for the plan and continuing to asses the technology needs of the district.	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)	
All teachers will adhere to the Los Olivos School Technology plan to create grade appropriate technology	No additional cost. 0	Teachers are working to incorporate more technology lessons into their daily curriculum. Specific technology skill	No additional cost 0

<p>based lessons and projects. Teachers will utilize PLC work time to accomplish this goal.</p>		<p>based lessons are being taught at each grade level, but the technology plan is still being fully developed. There is a need for more professional development time in the area of technology for staff.</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>Increase bandwidth from 3mpbs to 20mpbs.</p>	<p>E-rateable expenditure 5000-5999: Services And Other Operating Expenditures Base 10,000.00</p>	<p>Bandwidth on campus was increased to 20mpbs on July 1, 2014. This has allowed better functionality of internet access on campus.</p>	<p>Internet costs 5900: Communications Base \$16,290.38</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>Maintenance of hardware and software as related to technology. Services are provided by an outside vendor.</p>	<p>Contracted services 5800: Professional/Consulting Services And Operating Expenditures Base 16,000.00</p>	<p>Hardware and software maintenance has occurred throughout the school year. This is an ongoing process.</p>	<p>Contracted services 5800: Professional/Consulting Services And Operating Expenditures Base \$13,817.05</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Students will achieve typing mastery of 50 wpm by the end of eighth grade. Typing skills taught routinely by classroom teachers. Software licensing renewed annually.</p>	<p>No additional cost. 0</p>	<p>On average students in 8th grade achieved 50 wpm by the end of the school year.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Every student will receive typing instruction for a minimum of 30 minutes weekly. Typing skills taught routinely by classroom teachers. Software licensing renewed annually.</p>	<p>No additional cost. 0</p>	<p>Typing is a required elective course for all 7th-8th grade junior high students. All students are in 3rd through 8th grade are receiving a minimum of 30 minutes of typing instruction weekly. TK-2nd grade students are learning the basic parts of a computer.</p>	<p>Software license 5800: Professional/Consulting Services And Operating Expenditures Base \$720.00</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Teacher will provide Instruction of the approved Digital Literacy Curriculum. Free curriculum taught routinely in classrooms at all grade levels.	No additional cost 0	Teachers use the Common Sense Media curriculum to teach digital literacy to all students in TK -8th grades.	No additional cost
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)		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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Los Olivos School Technology Plan will be developed with a committee of stakeholders. Professional development will be provided to staff in technology and the development of grade appropriate technology lessons.		

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). Listed as goal in section 2.B of the 2014-15 LCAP.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Los Olivos Elementary School ----- Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	A. 30% of English Learner students will increase one level of proficiency in English as measured by the CELDT or Re-designated English Fluent.	Actual Annual Measurable Outcomes: A. 33% of English Learner Students increased at least one level of proficiency in English as measured by the CELDT.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	
English Learner team meetings will be held three times annually to write and review student progress on ELD goals and to monitor R-FEP student progress. Substitute teachers to provide release time for teachers serving on the English Learner Team.	Substitute Teacher costs 1000-1999: Certificated Personnel Salaries Supplemental 1,200.00 Substitute teacher benefit costs 3000-3999: Employee Benefits Supplemental 138.00		The English Learner team met on November 18, 2014, February 26, 2015 and May 28, 2015 to analyze student progress on goals and to develop new goals for every English Learner.
Scope of Service			Scope of Service
<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)			<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)
		Estimated Actual Annual Expenditures	
		Substitute costs 1000-1999: Certificated Personnel Salaries Base \$750.00 Substitute Benefits 3000-3999: Employee Benefits Base \$91.43	

<p>Analyze CELDT data to determine student language proficiency. English Learner Team members are provided release time to analyze CELDT data. Annual CELDT tester receives training.</p>	<p>Training costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 250.00</p>	<p>On February 26, 2015 the English Learner team met to discuss and analyze the CELDT results. New goals were written for EL students based on the CELDT test results.</p>	<p>No additional costs 0</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>English Learners students will receive a minimum of 30 minutes of daily instruction for language acquisition. Services are provided through the RTI teacher.</p>	<p>Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental 3125.00</p> <p>Instructional Assistant Salary 2000-2999: Classified Personnel Salaries Supplemental 6253.76</p> <p>Teacher Benefits 3000-3999: Employee Benefits Supplemental 1435.45</p>	<p>All English Learner students received both designated and integrated ELD either during a pull-out session with the ELD teacher and during their regular classroom instruction from the general education teacher.</p>	<p>RTI/ELD teacher salary 1000-1999: Certificated Personnel Salaries Title I \$7,170.00</p> <p>RTI/ELD teacher benefits 3000-3999: Employee Benefits Title I \$1,602.60</p> <p>Books and Supplies 4000-4999: Books And Supplies Title I \$579.58</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>ADEPT testing will be administered three times annually to assist in writing</p>	<p>ADEPT tester training 5800: Professional/Consulting Services</p>	<p>ADEPT testing was not administered this year, due time constraints from the</p>	<p>No additional costs 0</p>

<p>ELD goals for individual students.</p>	<p>And Operating Expenditures Supplemental 185.00</p> <p>Funding for ADEPT testing performed 3 times annually (requires 6 school days) 1000-1999: Certificated Personnel Salaries Supplemental 1738.00</p> <p>Benefits for ADEPT testing personnel 3000-3999: Employee Benefits Supplemental 199.87</p>	<p>reduction of services in the RTI/ELD program.</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>Provide Academic Vocabulary Instruction to all students using Universal Design for Learning (UDL). Teachers will be routinely trained in this technique and provide this instruction in all classrooms as part of the approved elementary curriculum.</p>	<p>No additional cost. 0</p>	<p>All students in TK- 8th grade are provided Academic Vocabulary Instruction using Kate Kinsella's academic vocabulary routines. The 6th-8th grade classrooms are using Kate Kinsella's academic tool kit.</p>	<p>Curriculum 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$2,940.30</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 training for teachers in the new ELA/ELD framework and UDL instruction.</p>	<p>Training costs -- presenters, facilitators, etc. 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,650.00</p> <p>Teacher per diem costs -- train 11 people on a professional development day 1000-1999: Certificated Personnel Salaries Supplemental 3,080.00</p> <p>Teacher per diem benefits costs 3000-3999: Employee Benefits Supplemental 305.00</p>	<p>Two teachers and one administrator attended the ELA/ELD framework training provided by the Santa Barbara County Office of Education on September 9, 2014. The staff has not currently participated in any staff development training in UDL instruction. More training in the ELD framework is needed for certificated staff.</p>	<p>Professional development costs 5800: Professional/Consulting Services And Operating Expenditures Title II \$450.00</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 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>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 2015-16 school year both the RTI and ELD program will be reinstated to a full time position. Staff will participate in professional development training and /or workshops on the ELD standards framework. The English Learner students will receive the ADEPT test three times annually to assess student progress.</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 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. 30% of professional development time will be allocated towards reviewing student data performance and intervention strategies.	Actual Annual Measurable Outcomes: A. Approximately 20% of professional development time was allocated and spent on reviewing student data and intervention strategies. A greater percentage of Professional Development time was spent on implementing the Common Core State Standards.																																	
LCAP Year: 2014-15																																			
Planned Actions/Services		Actual Actions/Services																																	
	Budgeted Expenditures		Estimated Actual Annual Expenditures																																
Professional Learning Communities (PLC) meetings held twice monthly to analyze student performance data. Meetings were held during contracted work time, scheduled during non-instructional work periods.	No additional cost 0	Professional learning communities did meet twice monthly but analyzing data was performed intermittently. The focus of the PLC groups was on implementation of the Common Core State Standards.	No additional cost 0																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td><input checked="" type="checkbox"/> All</td> <td></td> </tr> <tr> <td>OR:</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></td> </tr> </table>	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-wide</td> </tr> <tr> <td><input checked="" type="checkbox"/> All</td> <td></td> </tr> <tr> <td>OR:</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Low Income pupils</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English Learners</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foster Youth</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Redesignated fluent English proficient</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other Subgroups: (Specify)</td> <td></td> </tr> </table>	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)		
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<input type="checkbox"/> Other Subgroups: (Specify)																																			
Staff will participate in the Santa Ynez Valley collaboration meetings held	No additional cost 0	All certificated staff participated in 3 professional development sessions with	Professional development costs listed																																

<p>three times annually. Meetings were held during contracted work time, scheduled during non-instructional work periods, OR during a contracted professional development day.</p>		<p>other teachers from the Santa Ynez Valley. These meetings focused on implementing of the Common Core State Standards and assessment. Additionally teachers participated in 3 grade level specific professional development days with teachers from the Santa Ynez Valley that were facilitated by the Santa Barbara County Office of Education on implementing Common Core State Standards and assessments. The professional development days in total were 4 with an additional 2 half-days.</p>	<p>in goal 1. 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 were held during contracted work time, scheduled during non-instructional work periods.</p>	<p>No additional cost 0</p>	<p>Site level staff meetings are held every Thursday afternoon from 1:15-3:30. These meetings focused on staff development, book studies, and PLC meeting times. This year, the staff professional development was largely focused on the implementation of the Common Core State Standards and assessments.</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</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</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>English Learner team meetings held three times annually to review student progress on ELD goals. Meetings held during regular instructional work days -- substitutes provided to allow for teacher release time to attend meetings as needed.</p>	<p>See Section 2, Goal 3 Cost listed in that section. 1000-1999: Certificated Personnel Salaries Supplemental 0 See Section 2, Goal 3 Cost listed in that section. 3000-3999: Employee Benefits Supplemental 0</p>	<p>The English Learner team met on November 18, 2014, February 26, 2015 and May 28, 2015 to analyze student progress on goals and to develop new goals for every English Learner.</p>	<p>See Section 2, Goal 3 Cost listed in that section. 0 See Section 2, Goal 3 Cost listed in that section. 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 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>All staff will participate in book studies which will drive instruction and help with professional learning goals. Meetings were held during contracted work time, scheduled during non-instructional work periods.</p>	<p>Book study materials 4000-4999: Books And Supplies Base 1,500.00</p>	<p>All certificated staff participated in book studies this year for professional development. This year all staff read and discussed Rigorous Reading by Nancy Frey and Doug Fisher. Additionally a few teachers and administration read Who Owns the Learning by Alan November.</p>	<p>Book study materials 4000-4999: Books And Supplies Base \$249.71</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>Student Study Team meetings are held to develop intervention strategies for struggling students using the school approved intervention template. Meetings were held during contracted work time, scheduled during non-instructional work periods.</p>	<p>No additional cost 0</p>	<p>Student Study Team meetings are held on a as needed basis for students who need some additional intervention. The SST team consists of the general classroom teacher, the special education teacher, the RTI teacher, the school psychologist, the speech and language pathologist, school nurse and school administrator. Other paraprofessionals are invited as needed.</p>	<p>No additional cost 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>X 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>X 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. Periodic training for Rtl teacher and aide 4 days @ \$150 per day cost for training session registration.</p>	<p>Costs listed in section 2, goal 3. 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>Costs listed in section 2, goal 3. 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>Training Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental 600.00</p> <p>Costs listed in section 2, goal 3. 3000-3999: Employee Benefits Supplemental 0</p>	<p>Students in TK-5th grade received intensive intervention in reading through the RTI program. Both a certificated teacher and an instructional assistant are needed for the effectiveness of the program . This year the program was reduced to three days a week and served targeted students in grades TK-5 due to budget cuts.</p>	<p>Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$28,680.00</p> <p>Instructional Assistant Salary 2000-2999: Classified Personnel Salaries Supplemental \$11,621.40</p> <p>Teacher Benefits 3000-3999: Employee Benefits Supplemental \$5,462.64</p> <p>Instructional Assistant Benefits 3000-3999: Employee Benefits Supplemental \$1,768.71</p> <p>Books and Supplies 4000-4999: Books And Supplies Lottery \$1,975.90</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</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)		<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?	In the 2015-2016 school year, the RTI/ELD program will be reinstated to a full time position. The RTI program will add mathematics instruction for students in 3-5 grades, in addition to reading instruction. Administration will create more time for staff to analyze student performance data at least once monthly during PLC meeting time. There will be continued professional development training provided to staff in the California Standards.		

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:	Use benchmark assessments to monitor student progress and inform instruction to prepare students to be college and career ready.	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. Develop benchmark assessments and calendar to monitor student progress.	Actual Annual Measurable Outcomes: A. The benchmark calendar was created and included timelines for Kindergarten through 8th grade assessments. All staff implemented and used the benchmark calendar as a pacing guide for assessment.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop and/or approve required school-wide benchmark assessments for each grade level. Teacher release time and cost of substitute teachers to provide release time to work on developing such assessments or to research and approve such assessments.	Substitute costs 1000-1999: Certificated Personnel Salaries Base 600.00 Substitute teacher benefit costs 3000-3999: Employee Benefits Base 69.00	Current benchmark assessments were decided and agreed upon by the staff during PLC meetings. No new benchmarks were created by staff.	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)	

<p>Develop and approve a benchmark assessment calendar. Meetings were held during contracted work time, and scheduled during non-instructional work periods. This work to be accomplished during PLC work time.</p>	<p>No additional cost 0</p>	<p>The certificated staff and administrator developed a benchmark assessment calendar for the entire school during PLC time. This calendar was implemented during the school year and will be updated annually.</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>Use PLC and Individual teacher preparation time to analyze and review student performance data to inform instruction. Meetings were held during contracted work time, and scheduled during non-instructional work periods.</p>	<p>No additional cost 0</p>	<p>Teachers began the process of reviewing student performance data to inform instruction. More time needs to be dedicated to this practice. Approximately 20% of PLC/ individual teacher prep time was focused on analyzing student performance data this year.</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>Analysis of student performance results will be conducted of CAASPP. Meetings were held during contracted work time, scheduled during non-</p>	<p>No additional cost 0</p>	<p>The results of the CAASPP will be analyzed by all staff at the start of the 2015-2016 school year. The results will be used a baseline measure of student</p>	<p>No additional cost 0</p>

<p>instructional work periods. Such analysis will be conducted during PLC work time.</p>		<p>achievement of mastery of the Common Core State Standards. The staff will use these results to help inform instruction for the 2015-16 school year.</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>Analysis of CST science scores will be conducted. Meetings were held during contracted work time, scheduled during non-instructional work periods. Such analysis will be conducted during PLC work time.</p>	<p>No additional cost 0</p>	<p>The results of the CST science score will be analyzed by staff at the start of the 2015-2016 school year. The results will be used a baseline measure of student achievement of mastery of science standards. The staff will use these results to help inform instruction for the 2015-16 school year.</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>School-wide writing assessments will be given three times annually. Assessments are given during classroom time. Evaluation of assessments are conducted during</p>	<p>No additional cost 0</p>	<p>Grade level specific writing assessments were given three times annually and analyzed in PLC teams. The results of these writing assessments were used to inform</p>	<p>No additional cost 0</p>

scheduled PLC work time.		instruction in Common Core ELA writing standards and to help write goals for English Learner students.									
<table border="1"> <tr> <td data-bbox="100 232 243 297">Scope of Service</td> <td data-bbox="243 232 569 297">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="100 329 569 605"> <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) </td> </tr> </table>	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)			<table border="1"> <tr> <td data-bbox="1031 232 1182 297">Scope of Service</td> <td data-bbox="1182 232 1514 297">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 329 1514 605"> <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) </td> </tr> </table>	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)		
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<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. Possible purchase of Smarter Balanced formative assessments to be utilized throughout the school year an option in the future when fully developed. Otherwise, teacher development of such assessments may be necessary.	Materials and Supplies 4000-4999: Books And Supplies Base 500.00	Teachers are using curriculum and teacher developed formative assessments to guide instruction. Interim Assessments were not utilized this year from CAASPP but will be included in the benchmark calendar for the 2015-16 school year.	No additional cost 0								
<table border="1"> <tr> <td data-bbox="100 873 243 938">Scope of Service</td> <td data-bbox="243 873 569 938">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="100 971 569 1247"> <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) </td> </tr> </table>	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)			<table border="1"> <tr> <td data-bbox="1031 873 1182 938">Scope of Service</td> <td data-bbox="1182 873 1514 938">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 971 1514 1247"> <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) </td> </tr> </table>	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										
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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)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In the 2015-2016 school year at least one PLC meeting a month will be dedicated to analyzing student performance data to help inform instruction. The school benchmark calendar will be revised to include formative and interim assessments provided through CAASPP. Additionally, staff will participate in ELA writing professional development training.										

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.

<p>Original GOAL 6 from prior year LCAP:</p>	<p>Provide opportunities to increase student engagement and parental involvement.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: <u>Los Olivos Elementary School</u> Applicable Pupil Subgroups: <u>All Students</u></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Establish the benchmark of the level of parental involvement based upon the LCAP survey of stakeholders. B. Establish the benchmark level of student engagement based on the California Healthy Kids Survey results. C. Publish current baseline information to community regarding absenteeism and truancy, as well as information regarding how absenteeism and truancy affect student learning and school funding. D. Review current policies on suspension and expulsion. Convene stakeholder committee to consider revisions to policies and begin re-write process. E. Continue to maintain facilities in "Exemplary" condition per the OPSC Facilities Inspection Tool.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A. On the 2013-14 LCAP survey there was 48 parents, 11 staff members, and 3 other for a total of 62 respondents to the survey. On the 2014-15 LCAP survey the number of respondents increased to 57 parents, 14 staff members, 1 community member and 1 other for a total of 73 respondents to the survey. B. The California Healthy Kids survey was administered to 5th and 7th grade students at Los Olivos Elementary School in November 2014. 92% of 5th grade students felt connected to school and 61% of 7th grade students felt connected to school. C. Annually the parent body receives notification about absenteeism and truancy and how this impacts student learning and school finding through the district's annual notification to parents (ANTP) publication. Truancy rates are reported at the state level and to the Santa Barbara County District Attorney's office. D. Policies on suspension and expulsion are updated through the District School Board as part of the mandated policy updates provided to the district by the California School Board's Association. These policies have not been required to be updated at this time. E. On the most recent assessment conducted on 1/5/15 using the OPSC Facilities Inspection Tool, the overall facility rating achieved was "GOOD" as reported on the 2014-15 SARC.</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Administer and analyze the results of the Parent Survey.	<p>Cost of fully functional Survey Monkey web-based software. 5000-5999: Services And Other Operating Expenditures Base 300.00</p> <p>Administrator time costs. 1000-1999: Certificated Personnel Salaries Base 600.00</p>	The LCAP survey was administered in February-March. The survey results were analyzed in April. The district decided to utilize the free survey money software for this purpose.	No additional cost 0
<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>	
The PTA approved budget will provide additional financial support for student engagement opportunities through assemblies, field trips, art, music and drama classes. Provide support to PTA via meeting rooms, assistance with dissemination of information, etc.(Weekly newsletter -- Instant Parent Contact, Groupcast)	<p>Parent Square web-based communication program. 5000-5999: Services And Other Operating Expenditures Base 795.00</p>	The PTA approved budget covered the expense of music, arts, library, and assemblies for the 2014-15 school year. Weekly communication was sent utilizing Parent Square as a classroom, school, and PTA communication tool.	<p>Book and Supplies 4000-4999: Books And Supplies Foundation Funds \$2390.96</p> <p>Arts Outreach 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds \$4620.00</p> <p>Music Teacher Salary 1000-1999: Certificated Personnel Salaries Foundation Funds \$11,789.65</p> <p>Music Teacher Benefits 3000-3999: Employee Benefits Foundation Funds \$4,184.34</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All 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) 		<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>Increase parent volunteer base for campus events, fundraisers, and classroom support.</p>	<p>Maintain Parent Square web-based communication system. 5000-5999: Services And Other Operating Expenditures Base 300.00</p>	<p>Parent Square was used to disseminate information to the community about classroom, school and PTA events and functions. It also was used to increase the parent volunteer base for events and fundraisers.</p>	<p>Software Program 5000-5999: Services And Other Operating Expenditures Base \$299.00</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 and analyze the results of the California Healthy Kids Survey.</p>	<p>Using TUPE funds, administer the survey in alternate years. 5800: Professional/Consulting Services And Operating Expenditures Tobacco-Use Prevention Education 300.00</p>	<p>The California Healthy Kids Survey was administered to 5th and 7th grade students in November 2014. Survey results were presented to all parents through the school website and Parent Square. The data compiled was included in the School Plan for Student Achievement (SPSA) and the LCAP.</p>	<p>TUPE funds 1000-1999: Certificated Personnel Salaries Tobacco-Use Prevention Education \$900.00</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 		<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 	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide a garden GEM for student learning and maintenance of school garden. Seek donated funds to keep a part-time garden manager operating on campus to assist at least 3 grade levels per year with garden-based learning.	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Foundation Funds 8,000	The school garden was maintained by a Garden Educator (GE). The GE was employed by Explore Ecology and contracted to work with the district 10 hours a week. The garden educator worked with student in Kindergarten-6th grade teaching them CCSS and NGSS aligned lessons appropriate to their grade level.	Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$6,600
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)	
Update and maintain student playground equipment and areas. Seek grants and donated funds to update student playground equipment over a phased-in period of several years.	Equipment 6000-6999: Capital Outlay Foundation Funds 35,000	The Los Olivos School Foundation provided funds for a new playground structure and installation on the elementary playground.	Foundation funds 6000-6999: Capital Outlay Foundation Funds \$53,201.10
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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

A committee made of up one representative from each group (administration, board, certificated staff, classified staff, PTO and Foundation) will be formed in 2015-2016 to help build cohesion, collaboration and enthusiasm among all stakeholder groups. This committee will meet once a month to discuss ideas for improvement and concerns related to school issues, the LCAP, district vision and goals. A comprehensive school facility plan will be developed and monies will be set aside for deferred maintenance needs. Continued efforts will be implemented to acquire donated funds for playground/ facility needs through grants and Foundation support as well as increasing enrichment program opportunities.

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.

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Original GOAL 7 from prior year LCAP:	Weigh impact of financial changes against district vision and goals.		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 district budget submissions.	Actual Annual Measurable Outcomes:	A. Positive certification has been maintained on district budget submissions for the 2014-15 school year.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Adopt a fiscally sound budget that eliminates deficit spending. Relies upon Board of Trustee commitment to sound financial practices.	No additional cost 0 CSBA annual School Board training, half of cost paid by elementary school. 5800: Professional/Consulting Services And Operating Expenditures Base \$500.00	The District has not eliminated deficit spending but has reduced it. At First Interim, the district was deficit spending by \$240,945.52. At Second Interim the district was deficit spending by \$223,024.10. The board and administration attended several workshops and received training this year related budget, new board training, vision and governance.	Board and Administrative Training 5800: Professional/Consulting Services And Operating Expenditures Base \$1,432.50 Conference and Travel Costs 5000-5999: Services And Other Operating Expenditures Base \$1,842.53
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)											
Maintain a positive certification on district budget submissions. Relies upon Board of Trustee commitment to sound financial practices.	No additional cost 0	The district has maintained positive certifications on all district budget submissions for the 2014-15 school year.	No additional costs 0								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	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)		
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Analyze sufficiency of annual budget allocations for student programs and services.	No additional cost 0	The budget is analyzed three times annually at budget adoption, 1st interim and 2nd interim. Finally, decisions are made regarding programs and budget and are included into the LCAP and budget adoption.	No additional costs 0								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	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)		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During the middle half of the 2014-2015 school year, the district restructured its administration to a Superintendent/Principal position. Beginning in 2015-2016 a Fiscal Specialist will be hired to replace the Business Manager that was on staff through December of 2014. The Administration, Board, and Fiscal Specialist will participate in budget workshop trainings to assist in understanding budget development, to monitor the fiscal health of the district and to reduce overall deficit spending.										

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$53,075.00</u>
<p>The Los Olivos Elementary School District will receive \$53,075.00 in Supplemental funds in 2015-16. Goals 3 and 4 describe both 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. Local assessment data has shown marked 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 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 3 of the LCAP \$9,350.00 of Title I funds are identified expenditures for the RTI/ELD program. Additionally in Goal 3 and Goal 4 of the LCAP \$96,741.00 of Supplemental and Base funds are identified as expenditures for the RTI/ELD program.</p>	

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.

4.04	%
<p>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 the district receives. In addition to providing the RTI/ELD program, the district provides after school homework assistance, and our PTO provides scholarships for supplemental after school enrichment programs and class trips for our students who would be considered as part of our unduplicated count.</p>	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	101,762.08	210,102.30	296,683.00	269,451.00	227,070.00	793,204.00
	0.00	0.00	0.00	0.00	0.00	0.00
Foundation Funds	43,000.00	76,186.05	83,000.00	62,500.00	62,500.00	208,000.00
Base	33,164.00	42,467.35	101,592.00	99,960.00	78,220.00	279,772.00
Common Core Standards Implementation Funds	5,138.00	27,639.41	0.00	0.00	0.00	0.00
Lottery	0.00	1,975.90	0.00	0.00	0.00	0.00
Supplemental	20,160.08	47,532.75	96,741.00	96,741.00	77,000.00	270,482.00
Title I	0.00	9,352.18	9,350.00	9,350.00	9,350.00	28,050.00
Title II	0.00	4,048.66	6,000.00	0.00	0.00	6,000.00
Tobacco-Use Prevention Education	300.00	900.00	0.00	900.00	0.00	900.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	101,762.08	210,102.30	296,683.00	269,451.00	227,070.00	793,204.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	12,543.00	55,944.10	69,845.00	69,845.00	69,635.00	209,325.00
2000-2999: Classified Personnel Salaries	6,253.76	11,621.40	19,741.00	19,741.00	0.00	39,482.00
3000-3999: Employee Benefits	2,285.32	13,830.99	20,265.00	20,265.00	20,235.00	60,765.00
4000-4999: Books And Supplies	5,000.00	10,859.83	36,100.00	34,100.00	16,600.00	86,800.00
5000-5999: Services And Other Operating Expenditures	11,395.00	2,141.53	17,232.00	19,000.00	18,100.00	54,332.00
5800: Professional/Consulting Services And Operating Expenditures	29,285.00	46,212.97	93,500.00	86,500.00	82,500.00	262,500.00
5900: Communications	0.00	16,290.38	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	35,000.00	53,201.10	40,000.00	20,000.00	20,000.00	80,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	101,762.08	210,102.30	296,683.00	269,451.00	227,070.00	793,204.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Foundation Funds	0.00	11,789.65	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	2,200.00	750.00	5,565.00	5,565.00	5,355.00	16,485.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	1,200.00	6,654.45	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	9,143.00	28,680.00	56,080.00	56,080.00	56,080.00	168,240.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	7,170.00	8,200.00	8,200.00	8,200.00	24,600.00
1000-1999: Certificated Personnel Salaries	Tobacco-Use Prevention Education	0.00	900.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	6,253.76	11,621.40	19,741.00	19,741.00	0.00	39,482.00
3000-3999: Employee Benefits	Foundation Funds	0.00	4,184.34	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	69.00	91.43	795.00	795.00	765.00	2,355.00
3000-3999: Employee Benefits	Common Core Standards Implementation Funds	138.00	721.27	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	2,078.32	7,231.35	18,320.00	18,320.00	18,320.00	54,960.00
3000-3999: Employee Benefits	Title I	0.00	1,602.60	1,150.00	1,150.00	1,150.00	3,450.00
4000-4999: Books And Supplies	Foundation Funds	0.00	2,390.96	1,000.00	500.00	500.00	2,000.00
4000-4999: Books And Supplies	Base	3,000.00	624.46	32,500.00	31,000.00	13,500.00	77,000.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	2,000.00	5,288.93	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	1,975.90	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	2,600.00	2,600.00	2,600.00	7,800.00
4000-4999: Books And Supplies	Title I	0.00	579.58	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	11,395.00	2,141.53	17,232.00	18,100.00	18,100.00	53,432.00
5000-5999: Services And Other Operating Expenditures	Tobacco-Use Prevention Education	0.00	0.00	0.00	900.00	0.00	900.00
5800: Professional/Consulting Services And Operating Expenditures	Foundation Funds	8,000.00	4,620.00	42,000.00	42,000.00	42,000.00	126,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	16,500.00	22,569.55	45,500.00	44,500.00	40,500.00	130,500.00
5800: Professional/Consulting Services And Operating Expenditures	Common Core Standards Implementation Funds	1,800.00	14,974.76	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	2,685.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	4,048.66	6,000.00	0.00	0.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Tobacco-Use Prevention Education	300.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Base	0.00	16,290.38	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Foundation Funds	35,000.00	53,201.10	40,000.00	20,000.00	20,000.00	80,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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