

# Local Control and Accountability Plan

## Chicago Park Elementary

July 1, 2015 – June 30, 2018

Approved by Board on June 17, 2015



Through community wide collaboration, the Chicago Park School District's administration and staff will create, sustain, and encourage high quality educational programs for all students. High academic standards, combined with a special emphasis in math, science, technology, and character development, will continue to drive our school program. A hands-on approach to engaged learning in safe and nurturing learning environments will also be emphasized.

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

### Introduction:

LEA: Chicago Park Elementary

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LCAP Year: 2015

### ***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 school site, 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?

### **Section 1: Stakeholder Engagement**

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>The Chicago Park School District (CPSD) has always prided itself on being a community oriented institute of learning. For the past thirteen years, there has been a high level of parent volunteerism, an active PTA, community input surveys conducted by the Site Council on an every other year basis, and two community forums per year for parents to learn about program implementation and our budget, and to ask questions or make suggestions regarding school improvement. As a result of this, much of the data asked to be gathered in the development of the LCAP was already in place. However, between October, 2014 and April, 2015, more data has been collected to assure that all stakeholders have had an opportunity to provide input into the plan. In addition, the community has been educated on our new LCFF model and the eight state priorities which must be addressed in the development of the LCAP. The following measures have been taken:</p> <ul style="list-style-type: none"> <li>● The most recent data revealed from a detailed community survey done in early 2015, has been used to help formulate goals in the LCAP.</li> <li>● A student survey (grades 3-8) was administered in late winter of 2015 to gather their input into the plan.</li> <li>● Dedicated time at staff meetings for the past several months have been set aside for discussion and input into the plan. Representation at these meetings have included TK-8<sup>th</sup> grade and special education certificated teachers (which also constitutes our bargaining unit). (Meeting dates: Dec. 2, Feb. 10, May 5)</li> <li>● Classified staff meetings have taken place quarterly during the 2014-15 school year. The LCAP has been on every agenda and input sessions have taken place. (Meeting dates: Aug. 8, Nov. 21, Feb. 27, May 11)</li> <li>● Since the beginning of the 2014-15 school year, the focal point of the Site Council/Charter</li> </ul>	<p>A detailed list of stakeholder input was generated from the involvement process, yielding identified areas of focus to promote student success in conjunction with the <u>Eight State Priorities</u>.</p> <p>As a result of this local collaborative effort, the following student priorities have been incorporated into our plan:</p> <ul style="list-style-type: none"> <li>● Academic achievement</li> <li>● Technology literacy</li> <li>● Enrichment opportunities beyond core curriculum</li> <li>● Positive behavior intervention/social skills</li> </ul>

<p>Advisory Committee, has been providing input for the development of the LCAP. Invitations for community members (including students) to attend these meetings have been extended via letters home, articles in our Principal's Page newsletter, and through School Messenger, our automated phone messaging system. (Meeting dates: Sept. 9, Oct. 2, Nov. 6, Dec. 4, Jan. 15, Feb. 19, Mar. 19, April 30, and on May 7, the draft plan was submitted)</p> <ul style="list-style-type: none"> <li>● The CPSD Board of Trustees have been kept abreast of the progress made toward: including all stakeholders as active participants in the plan, and obtaining data. Board members have been given on-going opportunities to provide LCAP input.</li> <li>● We have only one family of non-English learners in the District and currently there are no Foster care placements in our District, therefore we do not have the resources to bring in input in these areas.</li> </ul> <p>Date for Public Meeting: June 12, 2014 Date for Board Approval: June 19,2014</p>	
<p><b>Annual Update: The plan to gather stakeholder data for the 2014-15 LCAP was effective and most of the process was replicated throughout the current year to gather information for the 2015-16 LCAP. (There was less of a need to educate the community about LCFF, the eight state priorities, and the purpose of the LCAP.) Our demographics have not changed significantly and we still have only one family of non-English learners and no foster children attend CPS.</b></p> <p><b>Progress monitoring on all four goals were published in November and February and shared at certificated and classified staff meetings, as well as with the Site Council and School Board. So far, we are on track to meet all goals established in the plan except to date we have missed our mark of not higher than a 5% chronic absenteeism rate (which in February stands at 9.7%), and the SARB process has been started with each of these families.</b></p>	<p><b>Annual Update: The data collected via community, staff, student and board input, has prompted us to develop a plan that will include the following for the 2015-16 school year: immediate phone calls home to any family that crosses over the 5% chronic absentee rate, increased a.m. recess and lunchtime yard duty, more opportunities for the community to better understand the new state standards, and doing a feasibility study to see if we can implement foreign language classes in grades 4-8 during the school day.</b></p>

## 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, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

**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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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 district-wide, school-wide, countywide, or charter-wide.

**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 pupil 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 school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	1. All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to Common core Standards through instructional practices.	Related State and/or Local Priorities: 1__x__ 2x__ 3__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	Need: Increase all student achievement in the areas of Math and ELA  Metric: Formative and summative assessments: CAASPP, API, CELDT, Student portfolios, EL Classification, teacher credentials, standards aligned	

	materials		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	5% of students in grades 3-8 will raise their scores on local and/or state assessments.		
	Maintain EL Classification Rates		
	Maintain 100% of students reaching English proficiency on the CELDT assessment.		
	All students will have access to 100% highly qualified teachers		
	All students will have access to CCSS aligned materials including ELD Standards		
	Teachers will continue to be trained in preparing their students to be ready for the CAASPP		
	Maintain API (or its replacement) as applicable with the State		
	A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide students with Common Core State Standards aligned	LEA-wide	<u>  </u> X <u>  </u> ALL	Certificated

<p>Instructional materials as available.</p> <p>*Staff all classrooms with fully credentialed and trained teachers in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education.</p> <p>*Hire part-time VP to assist in curriculum development</p> <p>*New teachers participate in BTSA</p> <p>*Ongoing Professional Development</p> <p>*Staff collaboration time aligned with common core instructional strategies</p> <p>*Provide CCSS aligned curriculum and materials</p> <p>*Provide teachers with opportunities to seek out supplementary materials to fill any gaps in District common core curriculum</p> <p>*Technology-based curriculum opportunities</p> <p>*Expanded fiction and non-fiction in library</p> <p>*Update to the latest version of a state of the art keyboarding (typing) program</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries - \$573K LCFF Base (0000-1100) Addition of VP - \$33K – SUPP (0000-1300) BTSA - \$2K SUPP (0000-5800) Purchase of new math curriculum aligned with CCSS for grades TK-8 \$15K Textbooks Res (1967-4100) Purchase of CCSS Plus ELA materials for grades 6-8 Est: \$1,500 Restricted Lottery (6300-4200) PE Inst Aide support: \$3K SUPP (0000-2900) Hire library asst. at 9 hrs a week: \$4,456 SUPP (0000-2900) Library materials - \$2,600 BM Grant (0157-4300) Type to Learn Vol. 4 \$800 – SUPP (0000-5800) Expand extended</p>
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<p>*Additional tutoring          *Provide necessary school supplies          *Provide scholarships for before and after school enrichment classes and programs          *Purchase on-line remedial program(s) in Math and LA</p>	<p>LEA-wide</p>	<p><u>  </u> ALL          OR:  <u>  </u> X Low Income pupils <u>  </u> X English Learners  <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient  <u>  </u> Other Subgroups:          (Specify) _____</p>	<p>day RTI by adding 1 teacher 1 day a week – Grades 1-3          Est: \$15,043 SUPP          (0000-1100)</p>
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**LCAP Year 2: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>5% of students in grades 3-8 will raise their scores on local and/or state assessments.</p> <p>Maintain EL Classification Rates</p> <p>Maintain 100% of students reaching English proficiency on the CELDT assessment.</p> <p>All students will have access to 100% highly qualified teachers</p> <p>All students will have access to CCSS aligned materials including ELD Standards</p> <p>Teachers will continue to be trained in preparing their students to be ready for the CAASPP</p> <p>Maintain API (or its replacement) as applicable with the State</p> <p>A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide students with Common Core State Standards aligned instructional materials as available.</p> <p>*Staff all classrooms with fully credentialed and trained teachers in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education.</p> <p>*Maintain part-time VP to assist in curriculum development</p> <p>*New teachers participate in BTSA</p> <p>*Ongoing Professional Development</p> <p>*Staff collaboration time aligned with common core instructional strategies</p> <p>*Provide CCSS aligned curriculum and materials</p> <p>*Technology-based curriculum opportunities</p> <p>*Expanded fiction and non-fiction in library</p> <p>*Update to the latest version of a state of the art keyboarding (typing) program</p>	LEA-wide	<p><input checked="" type="checkbox"/>_x_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient</p> <p><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries - \$610K</p> <p>LCFF Base (0000-1100)</p> <p>Maintain VP – \$34K – SUPP (0000-1300)</p> <p>BTSA - \$2K – SUPP (0000-5800)</p> <p>Purchase of new ELA curriculum aligned with CCSS for grades K-8 \$35,000 – PY LCFF Base (0000-4100PY EFB)</p> <p>PE Inst Aide support: \$3,100 SUPP (0000-2900)</p> <p>Maintain library asst. at 9 hrs a week \$4,584 SUPP (0000-2900)</p> <p>Maintain Type to Learn – No Cost</p>
<p>*Maintain after school tutoring (RTI 1-3, Homework Club 4-8)</p> <p>*Provide necessary school supplies</p> <p>*Provide scholarships for before and after school enrichment classes and programs</p>	LEA -wide	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_X_Low Income pupils <input checked="" type="checkbox"/>_X_English Learners</p> <p><input checked="" type="checkbox"/>_X_Foster Youth <input checked="" type="checkbox"/>_X_Redesignated fluent English proficient</p>	<p>Maintain teachers to provide extended day RTI – Grades</p>

*Maintain on-line remedial program(s) in Math and LA		_Other Subgroups:(Specify)_____	1-3 Est: \$15,043 SUPP (0000-1100)
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**LCAP Year 3: 2017-2018**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>5% of students in grades 3-8 will raise their scores on local and/or state assessments.</p> <p>Maintain EL Classification Rates</p> <p>Maintain 100% of students reaching English proficiency on the CELDT assessment.</p> <p>All students will have access to 100% highly qualified teachers</p> <p>All students will have access to CCSS aligned materials including ELD Standards</p> <p>Teachers will continue to be trained in preparing their students to be ready for the CAASPP</p> <p>Maintain API (or its replacement) as applicable with the State</p> <p>A-G requirements, AP Placement, and EAP Assessment not applicable to our elementary school district</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide students with Common Core State Standards aligned instructional materials as available.</p> <p>*Staff all classrooms with fully credentialed and trained teachers in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education.</p> <p>*Maintain part-time VP to assist in curriculum development</p> <p>*New teachers participate in BTSA</p> <p>*Ongoing Professional Development</p> <p>*Staff collaboration time aligned with common core instructional strategies</p> <p>*Provide CCSS aligned curriculum and materials</p> <p>*Technology-based curriculum opportunities</p> <p>*Expanded fiction and non-fiction in library</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Certificated Salaries - \$611K</p> <p>LCFF Base (0000-1100)</p> <p>Maintain VP - \$36K- SUPP (0000-1300)</p> <p>Purchase of ELA curriculum to support adoption for grades K-8 \$15,000 – UR &amp;Res Lottery (0000&amp;6300-4200)</p> <p>PE Inst Aide support: \$3,200 SUPP (0000-2900)</p> <p>Maintain library asst. at 9 hrs a week - \$4,724 SUPP</p>

*Update to the latest version of a state of the art keyboarding (typing) program			(0000-2900) Type to Learn Upgrade - \$250 SUPP (0000-5800)
*Maintain tutoring *Provide necessary school supplies *Provide scholarships for before and after school enrichment classes and programs *Expand on-line remedial program(s) in Math and LA	LEA-wide	<u>  </u> ALL OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	Maintain teachers to extended day RTI – Grades 1-3 Est: \$15,043 - SUPP (0000-1100)

GOAL:	2. Technology equipment for instructional purposes will be installed in classrooms and teachers will be fully trained to effectively and efficiently utilize technology to maximize the delivery of their lessons.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_x 8_x COE only: 9__ 10__
	All students will master pre-determined technology literacy skills at their grade level		Local : Specify _____
Identified Need :	Need: A comprehensive plan of technology use in the classroom by teachers, and grade level benchmarks for computer literacy will be established at all grade levels. Metric: Evaluation of effective teacher usage of technology in the classroom to teach Common Core and assessment of student skills as proven by performance outcomes when tested in the classroom and computer lab		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	Every classroom will have a mounted projection monitor and document camera available to use for instructional purposes. Additional classrooms will be outfitted with Chrome Books or tablets  75% of students will be able to independently access web-based curriculum from the classroom and at home, and be able to successfully manage		

	<p>the task assigned to them</p> <p>75% will master all computer use skills at their grade level as outlined in school plan including unduplicated students and students with special needs</p> <p>The computer lab will be maintained to support prior year purchase of new, high powered computers that will enable students to access materials both on-line and on the server in a reliable and efficient manner</p>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Through gathering input for technology needs to meet the demands of Common Core, we will enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms:</p> <p>*Each classroom will be fully equipped at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed</p> <p>*Teacher on-going training in the implementation of CAASPP</p> <p>*Support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently</p> <p>*Enhanced bandwidth will be put in place to meet teacher and student use needs</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> <p>(Specify) _____</p>	<p>Purchase one class set of Chrome Books to be shared among grades 6 – 8</p> <p>Est: \$8K – UR Lottery (1100-4300)</p> <p>Maintain tech support time at 18 hours per week \$18K – LCFF Base &amp;</p>

<p>* Access points will be installed to enhance wireless service to the campus</p>			<p>REAP (0000&amp;5810-2209)</p> <p>Network Equipment Purchase - \$3K LCFF Base (0000-4400)</p> <p>Certificated staff tech training Est: \$2,381 – LCFF Base (0000-1190)</p>
<p>*Provide scholarships for before and after school enrichment classes that provide the use of technology *Expand on-line remedial program(s) in Math and LA</p>	<p>LEA-Wide</p>	<p><u>  </u>ALL</p> <p>OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups: (Specify) _____</p>	<p>Before and After School - Technology enrichment classes and programs Est: \$175 SUPP (0200-5800)</p>

**LCAP Year 2: 2016-2017**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Additional classrooms will have a class set of Chrome Books or tablets</p> <p>80% of students will be able to independently access web-based curriculum from the classroom and at home, and be able to successfully manage the task assigned to them</p> <p>80% will master all computer use skills at their grade level as outlined in school plan including unduplicated students and students with special needs</p>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Through gathering input for technology needs to meet the</p>	<p>LEA-Wide</p>	<p><u>  </u>X ALL</p>	<p>Purchase one</p>

<p>demands of Common Core, we will enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms:</p> <ul style="list-style-type: none"> <li>*Each classroom will be fully maintained to support at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed</li> <li>*Teacher on-going training in the implementation of CAASPP</li> <li>*Support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently</li> <li>*Enhanced bandwidth (if necessary) will be put in place to meet teacher and student use needs</li> </ul>		<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>class set of Chrome Books to be shared among grades 4-5  Est: \$8K– UR Lottery  (1100-4300)</p> <p>Maintain tech support time at 18 hours per week.  \$18K – LCFF Base &amp; REAP  (0000&amp;5810-2209)</p> <p>Certificated staff tech training  Est: \$2,500 – LCFF Base  (0000-1190)</p>
<ul style="list-style-type: none"> <li>*Provide scholarships for before and after school enrichment classes and programs</li> <li>*Maintain expanded on-line remedial program(s) in Math and LA</li> </ul>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Before and After School Technology enrichment classes and programs  Est: \$175 SUPP  (0200-5800)</p>

**LCAP Year 3: 2017-2018**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Additional classrooms will have a class set of Chrome Books or tablets</p> <p>90% of students will be able to independently access web-based curriculum from the classroom and at home, and be able to successfully manage the task assigned to them</p> <p>90% will master all computer use skills at their grade level as outlined in school plan including unduplicated students and students with special needs</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Through gathering input for technology needs to meet the demands of Common Core, we will enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms:            *Each classroom will be fully equipped at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed            *Teacher on-going training in the implementation of CAASPP            *Support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently            *Enhanced bandwidth (if necessary) will be put in place to meet teacher and student use needs</p>	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)_____</p>	<p>Purchase one class set of Chrome Books to be shared among grades 6-8 Est: \$8K UR Lottery (1100-4300)</p> <p>Maintain tech support time at 18 hours per week \$19K – LCFF Base &amp; REAP (0000&amp;5810-2909)</p> <p>Certificated staff tech training Est: \$2,750 – LCFF Base (0000-1100)</p>
<p>*Provide scholarships for before and after school enrichment classes and programs            *Maintain on-line remedial program(s) in Math and LA</p>	LEA-wide	<p><input type="checkbox"/> ALL            OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Before and After School Technology enrichment classes and programs Est: \$175 SUPP (0200-5800)</p>
<p><b>GOAL:</b></p>	<p>3. Students in grades 1-8 will have opportunities to enroll in enrichment classes such as, but not limited to:</p> <ul style="list-style-type: none"> <li>● Foreign Languages</li> <li>● Visual/Performing Arts</li> <li>● Computer Programming</li> <li>● Environmental Studies</li> </ul>		<p>Related State and/or Local Priorities:            1__ 2__ 3__ 4__ 5__ 6__ 7_x 8_x            COE only: 9__ 10__            Local : Specify _____</p>

Identified Need :	Need: Increased student opportunities in extra-curricular areas before and after school to spark an interest in expanding their knowledge beyond core subject areas		
	Metric: Attendance logs kept to track attendance		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	An average of 12 students will enroll in all classes offered		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
We will provide before and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of instructors.	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) _____	Hire specialists and purchase materials for the classes. Cost should not exceed \$9,000 – PTA

<p>*Provide necessary school supplies *Provide scholarships for before and after school enrichment classes and programs</p>	<p>LEA-wide</p>	<p><u>  </u> ALL</p> <hr/> <p>OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____</p>	<p>Homework Club – grades 4-8 Est: \$3,139 – SUPP (0000-1100)</p> <p>Hire professional artist to provide visual arts classes at all grade levels Est: \$4000 - PTA</p> <p>Music, GATE, Sports GF Encroachment \$9,000 SUPP (0110 &amp; 1966 &amp; 0120 – 8699)</p>
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**LCAP Year 2: 2016-2017**

<p>Expected Annual Measurable Outcomes:</p>	<p>An average of 15 students will enroll in all classes offered.</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>We will provide before and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of instructors.</p>	<p>LEA-wide</p>	<p><u>  </u> x ALL</p> <p>OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Hire specialists and purchase materials for the classes. Cost should not exceed \$9,000 – PTA</p>

<p>*Provide necessary school supplies *Provide scholarships for before and after school enrichment classes and programs</p>	LEA-wide	<p><u>  </u>ALL OR: <u>  </u>X Low Income pupils <u>  </u>X English Learners <u>  </u>X Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>Homework Club – grades 4-8 Est: \$3,271 - SUPP (0000-1100)</p> <p>Hire professional artist to provide visual arts classes at all grade levels Est: \$4000 - PTA</p> <p>Music, GATE, Sports GF Encroachment \$9,000 SUPP (0110 &amp; 1966 &amp; 0120 – 8699)</p>

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	An average of 15 students will enroll in all classes offered.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>We will provide before and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of instructors.</p>	LEA-wide	<p><u>  </u>X ALL OR: <u>  </u>Low Income pupils <u>  </u>English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>Hire specialists and purchase materials for the classes. Cost should not exceed \$5,000 – PTA</p>

<p>*Provide necessary school supplies *Provide scholarships for before and after school enrichment classes and programs</p>	<p>LEA-wide</p>	<p><u>  </u> ALL OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> X Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Homework Club – grades 4-8 Est: \$3,406 - SUPP (0000-1100)</p> <p>Hire professional artist to provide visual arts classes at all grade levels Est: \$4000 - PTA</p> <p>Music, GATE, Sports GF Encroachment \$9,000 SUPP (0110 &amp; 1966 &amp; 0120 – 8699)</p>
<p>GOAL:</p>	<p>4. All students will be provided learning and recreational environments in and out of the classroom that are safe and nurturing. This includes providing the Nurtured Heart Approach to discipline, Olweus Bullying Prevention strategies, the “greatness” program, increased parent involvement, adequate yard duty supervision, and improved attendance rates.</p>		<p>Related State and/or Local Priorities: 1 <u>  </u> x 2 <u>  </u> 3 <u>  </u> x 4 <u>  </u> 5 <u>  </u> x 6 <u>  </u> x 7 <u>  </u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify _____</p>
<p>Identified Need :</p>	<p>Need: Continue the implementation of positive behavior supports to ensure a safe and nurturing learning environment where students desire to come to school and learn.</p> <p>Metric: Monthly discipline logs, CHKS Surveys, suspension and expulsion rates, attendance rates, parent conferences, chronic absenteeism, school facilities, middle school drop-out rate</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	

	Applicable Pupil Subgroups:	All
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**LCAP Year 1: 2015-2016**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>-Increase ADA rates by additional .5%</li> <li>-Decrease in suspension rate by additional .5%</li> <li>-Decrease in detention rate by additional 1%</li> <li>-Maintain low expulsion rate</li> <li>-Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</li> <li>-Continue scheduling Academic Probation Hearings each trimester for those who qualify</li> <li>-Continue to SARB all families with chronic absenteeism and reduce to meet goal at less than 5%</li> <li>-Maintain all facilities in good repair</li> <li>-Maintain a drop-out baseline of less than 2%</li> <li>-High School dropout and High school graduation data not applicable to our elementary school district</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>On-going training will be provided all staff in the Nurtured Heart Approach.</p> <p>Parents will have the opportunity to participate in an annual on-line school safety survey.</p> <p>Continued use of the Steps to Respect Program in grades 4-5</p> <p>Expand number of yard duty aides and provide on-going training for yard duty safety.</p> <p>Creative attendance incentives will be put in place to encourage improved attendance rates.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> <p>(Specify) _____</p>	<p>Purchase of Nurtured Heart textbooks for new staff members - \$70 UR Lottery (1100-4300)</p> <p>Weekly and end of trimester Attendance Incentives. Est: \$700 – UR</p>

			Lottery <i>(1100-4300)</i>  Healthy Kids/Safe Schools – no cost  Increased yard duty; adj current schedule to accommodate – no cost <i>(0000-2900)</i>
*Provide necessary hygiene items as needed	LEA-Wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100 - McKinney-Vento funding

**LCAP Year 2: 2016-2017**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>-Increase ADA rates by additional .5%</li> <li>-Decrease in suspension rate by additional .5%</li> <li>-Decrease in detention rate by additional 1%</li> <li>-Maintain low expulsion rate</li> <li>-Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</li> <li>-Continue scheduling Academic Probation Hearings each trimester for those who qualify</li> <li>-Continue to SARB all families with chronic absenteeism and reduce to meet goal at less than 5%</li> <li>-Maintain all facilities in good repair</li> <li>-Maintain a drop-out baseline of less than 2%</li> <li>-High School dropout and High school graduation data not applicable to our elementary school district</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>On-going training will be provided to all staff in the Nurtured Heart Approach.</p> <p>Parents will have the opportunity to participate in an annual on-line school safety survey.</p> <p>Continued use of the Steps to Respect Program in grades 4-5</p> <p>On-going training for yard duty aides.</p> <p>Creative attendance incentives will be put in place to encourage improved attendance rates.</p> <p>Maintain number of yard duty aides and provide on-going training for yard duty safety.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Purchase of Nurtured Heart textbooks for new staff members \$70 UR Lottery (1100-4300)</p> <p>Weekly and end of trimester Attendance Incentives. Est: \$700 – UR Lottery (1100-4300)</p> <p>Healthy Kids/Safe</p>

DAN: Safety Improvements			Schools – no cost  Increased yard duty; adj current schedule to accommodate (0000-2900)
*Provide necessary hygiene items as needed	LEA-Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$100 - McKinney-Vento Funding

**LCAP Year 3: 2017-2018**

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>-Increase ADA rates by additional .5%</li> <li>-Decrease in suspension rate by additional .5%</li> <li>-Decrease in detention rate by additional 1%</li> <li>-Maintain low expulsion rate</li> <li>-Continue scheduling parent teacher conferences for all students every September including unduplicated students and students with special needs</li> <li>-Continue scheduling Academic Probation Hearings each trimester for those who qualify</li> <li>-Continue to SARB all families with chronic absenteeism and reduce to meet goal at less than 5%</li> <li>-Maintain all facilities in good repair</li> <li>-Maintain a drop-out baseline of less than 2%</li> <li>-High School dropout and High school graduation data not applicable to our elementary school district</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
On-going training will be provided all staff in the Nurtured Heart	LEA-Wide	<input checked="" type="checkbox"/> ALL	Purchase of

<p>Approach.</p> <p>Parents will have the opportunity to participate in an annual on-line school safety survey.</p> <p>Continued use of the Steps to Respect Program in grades 4-5</p> <p>On-going training for yard duty aides.</p> <p>Creative attendance incentives will be put in place to encourage improved attendance rates.</p> <p>Maintain number of yard duty aides and provide on-going training for yard duty safety.</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Nurtured Heart textbooks for new staff members \$70 UR Lottery (1100-4300)</p> <p>Weekly and end of trimester Attendance Incentives. Est: \$700- UR Lottery (1100-4300)</p> <p>Healthy Kids/Safe Schools – no cost</p> <p>Increased yard duty; adj current schedule to accommodate (0000-2900)</p>
<p><b>Low Income:</b> *Provide necessary hygiene items as needed</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100 - McKinney Vento funding</p>

**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.

	Related State and/or Local Priorities:
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Original GOAL from prior year LCAP:	1. <b>STUDENT ACHIEVEMENT</b> - All students will improve their ELA and Math proficiency scores through strategic academic delivery and interventions, and access to Common Core Standards through instructional practices.	<p style="text-align: right;">1__x__ 2__x__ 3__ 4__x__ 5__x__ 6__ 7__x__ 8__x__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All All	
Expected Annual Measurable Outcomes:	<p>20% will improve on local and/or state assessments (from initial established baseline)</p> <p>Maintain or improve API (from initial established baseline)</p> <p>Maintain EL Classification Rates</p> <p>Maintain 100% of students reaching English proficiency on the CELDT assessment.</p> <p>All students will have access to 100% highly qualified teachers</p> <p>All students will have access to CCSS aligned materials</p>	Actual Annual Measurable Outcomes:	<p>During the prior year LCAP, state assessment scores were not issued. The District did, however, purchase Edmentum, a thorough assessment program in math and LA for grades 5-8. As a result of using it throughout the year, we have an established local assessment baseline to use in the 2015-16 LCAP reporting.</p> <p>In 2014-15, the district did maintain 100% English proficiency for the two students who took the CELDT test. Due to a staffing change towards the end of the first trimester, we were forced to hire a teacher who was assigned to work outside of his credential thus giving the District a highly qualified rate of 90%.</p> <p>All students had full access to CCSS aligned materials in pilot programs in math (McGraw Hill – My Math/California Math) and LA (McGraw Hill – Wonders TK-5 Standards Plus 6-8)</p>

<b>LCAP Year: 2014-2015</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
			<b>Estimated Actual Annual Expenditures</b>
<p>Provide students with Common Core State Standards aligned instructional materials as available, fully credentialed and trained staff in best instructional practices, and access to materials and technology to meet the demands of a 21<sup>st</sup> century education:</p> <ul style="list-style-type: none"> <li>*Fully credentialed certificated staff</li> <li>*New teachers participate in BTSA</li> <li>*Ongoing Professional Development</li> <li>*Staff collaboration time aligned with common core instructional strategies</li> <li>*Provide CCSS aligned curriculum and materials</li> <li>*Technology-based curriculum opportunities</li> </ul>	<p>One new teacher enrolled in BTSA and taking necessary steps to obtain a CA Multiple Subjects Credential.</p> <p>All staff attended extensive Common Core workshops offered by County office of Education.</p> <p>Two visits by county curriculum coordinator to work with staff on specific strategies of implementing Common Core LA in grades TK/K – 8.</p> <p>Three on-line interactive trainings with staff from Edmentum.</p> <p>Expanded bandwidth to provide teachers with the ability to teach supplemental on-line McGraw-Hill curriculum in an efficient manner.</p> <p>Purchase of CCSS ELA materials for 6-8</p>	<p>Salaries – \$558K inc benefits LCFF Base</p> <p>BTSA - \$1,500 - UR Lottery</p> <p>CCSS Workshops - \$2,297 CCSS</p> <p>Edmentum Purchase: \$3,165 LCFF Base</p> <p>SBB: No Cost until 15/16</p> <p>CCSS ELA materials \$1,369 – Textbooks Res</p>	
<b>Scope of service:</b>	LEA-wide	<b>Scope of service:</b>	LEA-wide
<u>_x</u> _ALL		<u>_X</u> _ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
<b>Low Income:</b> *Additional tutoring *Provide necessary school supplies *Provide scholarships for before and after school enrichment classes and programs  <b>English Learners:</b> *N/A (less than 1% of students are EL)  <b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)		Two class sets of Chromebooks and carts purchased and shared among four grade spans (2 <sup>nd</sup> -5 <sup>th</sup> ).  A variety of before and after school enrichment classes offered throughout the school year. Scholarships always made available for low income students.  No increase in English Language Learners (two) from previous year. Both are able to function as capable students without EL intervention.		1 set of Chromebooks, Cart & Licenses \$5,815–SUPP & UR Lottery
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We are maintaining our extended day RTI program, committing to have 100% of our teachers highly qualified for the 2015-16 school year, exploring Eureka Math as an option before making a decision to officially adopt McGraw-Hill Math, and aligning our 2015-16 school calendar to allow teachers to participate in county wide in-service day(s) that focus on best current teaching practices. More subscriptions to on-line remedial and enrichment programs in Math and LA. More administrative help (VP) will be hired to assist in curriculum development.		

<p>Original GOAL from prior year LCAP:</p>	<p><b>2. TECHNOLOGY USE</b> - Need: A comprehensive plan of technology use in the classroom by teachers, and grade level benchmarks for computer literacy will be established at all grade levels. Metric: Evaluation of effective teacher usage of technology in the classroom to teach Common Core and Assessment of student skills as proven by performance outcomes when tested in the classroom and computer lab</p>	<p>Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__x__ 5__x__ 6__ 7__x__ 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
<p>Goal Applies to:</p>		<p>Schools:</p>	<p>All</p>
		<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Projection monitors, speakers, and pull-down screens will be mounted from ceilings of every classroom. At least one classroom will be furnished with chrome books or tablets</p> <p>70% of students will be able to independently access web-based curriculum from the classroom and at home, and be able to successfully manage the tasks assigned to them</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>All classrooms, including labs are fully furnished with mounted projection monitors and pull down screens. Most have mounted speakers. Four classrooms share two class sets of Chromebooks.</p> <p>More than 70% of students were able to independently access web-based curriculum at school most of the time from school. Web based materials were not required to be used at home this year.</p> <p>No school plan for computer use developed yet</p>

	70% will master all computer use skills at their grade level as outlined in school plan		
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**LCAP Year: 2014-2015**

Planned Actions/Services		Actual Actions/Services	
		Estimated Actual Annual Expenditures	
<p>Through gathering input for technology needs to meet the demands of Common Core, we will enhance our technology infrastructure and equipment to allow teachers to teach and students to learn in technological advanced classrooms:            *Each classroom will be fully equipped at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed            *Extended support services from an IT specialist will be available to assist teachers in the general maintenance of school equipment and to assure it is up and running efficiently</p>	<p>Two class sets of Chromebooks and carts purchased and shared among four grade spans (2<sup>nd</sup>-5<sup>th</sup>).</p> <p>All classrooms are fully furnished with at least one desktop, one or more lap tops or tablets, document camera, projection monitor and screen, sound capabilities for streaming video, and FM broadcast devices as needed.</p> <p>IT is available 3x week for a total of 18 hours per week.</p> <p>Bandwidth capabilities from Smarter Broadband has been doubled in the 2014-15</p>	<p>1 set of Chromebooks, Cart &amp; Licenses \$5,815 – SUPP &amp; UR Lottery</p> <p>Technology changes to classrooms -\$4735 CCSS</p>	

*Enhanced bandwidth with be put in place to meet teacher and student use needs		school year.		New certificated staff laptops for instruction - \$7K CCSS  IT Salary (New Director of Tech) - \$13,852 REAP  SBB - No Charge until 15/16	
Scope of service:	LEA_wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> _x_ALL				<input checked="" type="checkbox"/> _X_ALL	
OR: __Low Income pupils__English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____				OR: __Low Income pupils__English Learners __Foster Youth__Redesignated fluent English proficient__Other Subgroups:(Specify)_____	
<b>Low Income:</b> *Provide scholarships for before and after school enrichment classes and programs (technology based)		Scholarships were provided in before and after school enrichment classes (Lego robotics, Mine Craft).		Minecraft Scholarships - \$100 SUPP	
<b>English Learners:</b> *N/A (less than 1% of students are EL)		Neither of our EL students participated in any after school enrichment programs involving technology.			
<b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)		We had no foster youth in attendance in the 2014-15 school year.			
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input type="checkbox"/> _ALL				<input type="checkbox"/> _ALL	
OR: <input checked="" type="checkbox"/> _X_Low Income pupils_ <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____				OR: <input checked="" type="checkbox"/> _X_Low Income pupils_ <input checked="" type="checkbox"/> _X_English Learners <input checked="" type="checkbox"/> _X_Foster Youth <input checked="" type="checkbox"/> _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>30 computer lab laptops are becoming worn and obsolete, and will be replaced with more powerful, newer desktops. We will also be replacing the one computer at the teacher station. New access points will be purchased and strategically placed to eliminate bottlenecking issues with our wireless network, which will pave the path for buying more class sets of Chromebooks in the 2015-16 school year.</p>	

<p>Original GOAL from prior year LCAP:</p>	<p>3. <b>ENRICHMENT</b> - Need: Increased student opportunities in extra-curricular areas before and after school to spark an interest in expanding their knowledge beyond core subject areas</p> <p>Metric: Attendance logs kept to track attendance</p>	<p>Related State and/or Local Priorities:  1__x__ 2__x__ 3__x__ 4__x__ 5__x__ 6__ 7__x__ 8__  COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable</p>	<p>No less than 10 students will enroll in every class offered</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>To date, in the eight after school enrichment classes offered, six have exceeded 10 students and two have not.</p>

Outcomes:				
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
			Estimated Annual Expenditures	
<p>We will provide before and after school enrichment opportunities for students as well as build in enrichment classes into the school day. Classes will be taught by teachers or specialists (under teacher supervision). Classes will be determined by LCAP needs survey each year and the availability of instructors.</p>			<p>Before School band program.</p> <p>School wide K-8 art program</p> <p>Partnered with Bear River Recreation District to provide after school enrichment opportunities.</p> <p>Homework club was provided all school year for grades 4-8 Monday-Thursday from 3:00-3:30.</p>	
Scope of service:	LEA_wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
<p><b>Low Income:</b>  *Provide scholarships for before and after school enrichment classes and programs</p> <p><b>English Learners:</b>  *N/A (less than 1% of students are EL)</p> <p><b>Foster Youth:</b>  *N/A (less than 1% of students are Foster Youth)</p>			<p>Before School band program.</p> <p>School wide K-8 art program</p> <p>Partnered with Bear River Recreation District to provide after school enrichment opportunities.</p> <p>Homework club was provided all school year for grades 4-8 Monday-Thursday from 3:00-3:30.</p> <p>Extended day RTI Grades 1-3.</p>	
			<p>Scholarships for Before &amp; After school enrichment: Sports, Gate, Foreign Language Enrichment, Music - \$5K SUPP</p> <p>Homework Club grades 4 – 8: \$2,478 SUPP</p> <p>Extended day RTI</p>	

				Grades 1-3: \$13,149 SUPP
Scope of service:	LEA-wide		Scope of service:	LEA-wide
__ALL		__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> 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?		We established a partnership with the Bear River Recreation District that expanded the types of after school enrichment opportunities available to us. We will continue to work with them in future years. There is no cost to the District other than minimal facility use (utilities, cleaning). More administrative help will be hired to oversee and expand enrichment opportunities.		

Original GOAL from prior year LCAP:	<b>4. POSITIVE BEHAVIOR - Need:</b> Continue the implementation of positive behavior supports to ensure a safe and nurturing learning environment where students desire to come to school and learn. Metric: Monthly discipline logs, CHKS Surveys, suspension and expulsion rates, attendance rates, parent	Related State and/or Local Priorities: 1__x__ 2__ 3__x__ 4__x__ 5__x__ 6__x__ 7__x__ 8__x__ COE only: 9__ 10__
		Local : Specify _____

	conferences, chronic absenteeism, school facilities, middle school drop-out rate		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>-Increase ADA rates by .5%</li> <li>-Decrease in suspension rate by .5%</li> <li>-Decrease in detention rate by 1%</li> <li>-Maintain low expulsion rate</li> <li>-Maintain a drop-out baseline of less than 2%</li> <li>-Continue scheduling parent teacher conferences for all students every September</li> <li>-Continue to SARB all families with chronic absenteeism</li> <li>-Maintain all facilities in good repair</li> </ul>	Actual Annual Measurable Outcomes:	<p>ADA rate from previous year: -.21 (may be adjusted for waiver)  Suspension rate from previous year: 6 To date:3  Detention rate from previous year: 18 To date: 9  Expulsion rate from previous year: 0 To date: 0  Drop-out rate from previous year: 0 To date: 0  Parent Teacher conferences took place in September  SARB process in place for families with chronic absenteeism  All facilities in good repair (no Williams Act Complaints)</p>

LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
					Estimated Actual Annual Expenditures
<p>On-going training will be provided all staff in the Nurtured Heart Approach and the Olweus Anti-Bullying program.</p> <p>Parents will have the opportunity to participate in an annual on-line school safety survey.</p> <p>Continued use of the Steps to Respect Program in grades 4-5</p> <p>On-going training for yard duty aides.</p> <p>Creative attendance incentives will be put in place to encourage improved attendance rates.</p>			<p>The certificated staff had nine 45 minute in-services on the Nurtured Heart Approach. The classified had three 45 minute in-services.</p> <p>Parents and students were administered surveys in February 2015. Data was summarized and brought to Site Council/Charter Advisory Council and school board for review and to help formulate upcoming LCAP</p> <p>The Steps to Respect Program was implemented as planned in 4<sup>th</sup> and 5<sup>th</sup> grades.</p> <p>Training for yard duty aides took place three times throughout the school year.</p> <p>Children in all grades were honored by weekly and trimester attendance incentives throughout the school year.</p>		<p>Nurtured Heart Book - \$64 LCFF BASE</p> <p>Survey Monkey - \$52 – UR Lottery</p> <p>Bark for playground safety \$2K – Def Maint</p> <p>YD Training – No Cost</p> <p>Attendance Incentives- \$550 UR Lottery</p>
Scope of service:	LEA_wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> _x_ALL			<input checked="" type="checkbox"/> _x_ALL		
OR:			OR:		
__Low Income pupils__English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____			__Low Income pupils__English Learners __Foster Youth__Redesignated fluent English proficient__Other Subgroups: (Specify)_____		

<b>Low Income:</b> *Provide scholarships for before and after school enrichment classes and programs				No Cost to District
<b>English Learners:</b> *N/A (less than 1% of students are EL)		A partnership was established with Reach Counseling to provide mental health counseling for medi-cal eligible families at the school site.		
<b>Foster Youth:</b> *N/A (less than 1% of students are Foster Youth)				
<b>Scope of service:</b>	LEA-wide		<b>Scope of service:</b>	LEA-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>		More yard duty supervision at a.m. recesses, modified parent and student surveys will be created for issue in the next school year, more administrative help will be hired to manage school wide discipline and maintain a positive school environment.		

**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 district wide, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide 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:	\$47,108
Chicago Park School District has no significant sub groups, so it is in the best interest of all students to use supplemental funds district wide. For Goal 1 (Increase in Student Achievement) we will continue to use funding to provide afterschool intervention for Math and Language Arts during our extended day RTI program (grades 1-3) and our Homework Club (grades 4-8) with the Priority for assistance will be our unduplicated students, with remaining spots open for any student in need of help. We will hire a vice-principal to help with curriculum support, and also hire a PE assistant which will free up teachers once a week to further their familiarity with the new state standards and research curriculum. A library assistant will be hired part-time to enhance literacy and foster a love for reading, and an updated version of Type to Learn will be purchased to enhance keyboarding skills. For Goal 2, (Technology) we will use the funding to provide increases in hardware and software to help technology literacy for the students and staff that teaches them. We plan on purchasing one class set of Chromebooks to be shared among the 6-8 grades, and provide scholarships for those who wish to participate in after school tech oriented enrichment classes. This will benefit all	

students at school with upgrades to technology. For Goal 3 (Increased enrichment classes), funds will be used to bring experts in to teach enrichment classes to not only the unduplicated students, but the entire student body. Scholarships will be made available for all enrichment classes, and a no cost Homework Club will be available after school four days a week. For Goal 4, (Positive Behavior) very little, if any funds will need to be spent to support our unduplicated students. All students, including low income, English Language Learners, and Foster youth have access to school programs and services that are aligned with California’s academic content and performance standards. Please note – All budgeted items noted above in this document reflect estimated costs for items district wide, which difference will be covered by supplemental revenues generated by Chicago Park Community Charter School.

- 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.

5.53	%
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By reconfiguring teacher schedules, we are increasing staff from two teachers to three teachers in our extended day RTI services to students in grades 1-3 four days a week. A high percentage of students who attend our RTI program are from low income households. It is our belief that a bolstered RTI program will bridge the gap we see in achievement for children from low income families and allow us to meet our MMP.

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

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time

grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).