

Introduction:

LEA: Columbine Elementary
Contact: Tim Jones, Principal, tcolschool@aol.com, (661)725-8501
LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
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<p>The superintendent provided presentations to the stakeholders that contained a clear description of LCFF, the district's current vision and mission, and student data from Columbine's 2015/16 LCAP. All of this data was compiled prior to key presentations in which input was garnered for each stakeholder group. Presentations and corresponding materials were presented to the following groups; teachers, staff, parents, School Site Council, and parents on our LCAP council. At each presentation information was collected regarding LCAP Goals. Planning and consulting are key components of Columbine's success. The process involved our stakeholders. Board meetings reviewed our data, provided consultation, and planned on 3/9/16, 4/13/16, 5/11/16, 6/13/16, and 6/15/16. School Site Council and other parent groups met on 10/8/15, 1/28/16, 5/4/16, and 6/7/16. Columbine Community was involved with a presentation, input, and consulting at Open House on 5/11/16. They also were a part of the survey process. The teacher's union was represented on our School Site Council.</p>	<p>Stakeholder feedback revealed continued needs to implement the common core curriculum stressing technology, curriculum materials, and a variety of learning experiences. Support and learning opportunities for low income and EL students are continuing needs too. Several maintenance and or safety needs also surfaced from the feedback.</p>
<p>Annual Update:</p> <p>Computer and internet access, safety inspections, surveys, CAASPP and CELDT testing results, student grades, event / activity participation and committee recommendations provides shareholders with information.</p>	<p>Annual Update:</p> <p>The input focused on ways to reach students who need additional practice and assistance on academic skills.</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, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected

measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?

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

GOAL:	#1 To provide opportunities for all students to learn and practice common core skills, including English learners, low income pupils and foster youth.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 X 8 Local: N/A				
Identified Need:	School has an ongoing internet access cost to allow 128 pupils online at the same time. Staff and student lack a consistent access to online and access instructional resources. Columbine lacks one to one computer in grades Kindergarten and 1st grade. This allows classes to better teach the common core curriculum and monitor student progress through the Interim assessmetns. Online curriculum is limited to language arts and math.					
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>All</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	All	Grades:	All	
Schools:	All					
Grades:	All					
Applicable Pupil Subgroups:	All					
LCAP Year 1						
Expected Annual Measurable Outcomes:	100% of Students in grades K-8 will have access to the instructional resource on a daily basis through the internet.					

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The school will purchase 25 computers 2016-17. Purchase tables, chairs, headphones, wiring, paying to set-up technology, curriculum, software, products, printer, laptops, projectors, and other technology accessories to any of our classrooms. This will ensure students access instructional resources in all subject areas.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,500 LCFF S/C funds for Technology Equipment</p>
<p>Online curriculum for math and language arts will be reviewed and purchased. Purchases may be made for other curriculum materials - books for novel units, novel units, language arts curriculum, and a second grade test on the standards.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$47,000 LCFF S/C Instructional Material</p>
<p>Fee for internet access</p>	<p>K-8 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,600 LCFF S/C Communication</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of Students in grades K-8 will have access to the instructional resource on a daily basis through the internet. This is an ongoing expectation.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>25 computers will be purchased. Tables, chairs, headphones, wiring, man hours to perform tasks, ink, and other technology accessories for any of our rooms.</p>	<p>School Wide Grades: 3rd, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$27,419 LCFF S/C Technology Equipment</p>
<p>Online curriculum for math and language arts curriculum Common Core Curriculum</p>	<p>School Wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$35,000 LCFF S/C Instructional Online resources</p>
<p>Fee for internet access ensuring consistent access</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000 LCFF S/C Communication</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of students in grades K-8 will have access to the instructional resource on a daily basis through the internet. This is an ongoing cost.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

To purchase 25 computers, man hours to perform tasks, and or accessories. Chairs and table are examples of the latter. Focus on replacing computers that no longer work and 2nd grade.	School Wide Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000 LCFF S/C Technology Equipment
Online curriculum for math and language arts Common Core Curriculum	School Wide Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$35,000 LCFF S/C Instructional Online Resources
Fee for internet access ensuring consistent access	School wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$11,000 LCFF S/C Communication

GOAL:	#2 Provide for student achievement in language arts and math to low income, English learners and Foster youth. Supplemental learning experiences and assistance for low income, EL, and general population students who need extra support.	Related State and/or Local Priorities: _1 X 2 X 3 X 4 _5 _6 X 7 X 8 Local: N/A
Identified Need:	3rd quarter reports state that 11% of all students scored below local expected outcomes and local assessments. CELDT and state test scores have not been received.	
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Students in grades 3-8 will show a 1% growth in math and language arts. 2. Grades 1 and 2 will establish baseline scores with McGraw-Hill language arts assessments. 80% of 2nd graders will score 70% or higher on math assessment. 1st graders will average 50% or higher on the CAT 5 math test. 70% of Kindergarteners will meet language arts and math standards on their report cards. 3. State EL scores will be monitored for EL students - 90% will advance one level or maintain their previous level. 4. Re-classified rate will continue at 10% or higher. 5. All teachers will receive training in language arts and ELD. 6. All students including unduplicated and special needs students will have access to writing assignments on a quarterly basis. 7. The school is committed to seek input from School site council, School advisory, LCAP representatives, and safety committees as vital cogs in our LCAP process - 3-5 times during the year. Consulting is a role that will continue for these groups. 8. The school will maintain its volunteer program vital to the success fo all student involved in school activities. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Support staff will work in grades K-8 to address expected standards in language arts, math and ELD.</p> <p>Reading, writing, listening, speaking, vocabulary, grammar, and math concepts will receive emphasis.</p>	<p>School Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$17,094 - salary and benefits S/C</p>
<p>Additional support and focus on EL student K-8 on a part time basis to enhance re-classification criteria. The reading specialist - funded by a different source will work with EL's on listening, reading, speaking, and writing skills.</p>	<p>School wide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$14,676 - salary and benefits S/C</p>
<p>Hire 3 - 4 summer school teachers to provide additional student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL student will be based on ELD standards.</p>	<p>School wide for all</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,409 - salary and benefits S/C</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Students in grades 3-8 will show a 1% growth in math and language arts. 2. Grades 1 and 2 will establish baseline scores with McGraw-Hill language arts assessments. 80% of 2nd graders will score 70% or higher on math assessment. 1st graders will average 50% or higher on the CAT 5 math test. 70% of Kindergarteners will meet language arts and math standards on their report cards. 3. State EL scores will be monitored for EL students - 90% will advance one level or maintain their previous level. 4. Re-classified rate will continue at 10% or higher. 5. All teachers will receive training in language arts and ELD. 6. All students including unduplicated and special needs students will have access to writing assignments on a quarterly basis. 7. The school is committed to seek input from School site council, School advisory, LCAP representatives, and safety committees as vital cogs in our LCAP process - 3-5 times during the year. Consulting is a role that will continue for these groups. 8. The school will maintain its volunteer program vital to the success fo all student involved in school activities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support staff will work in grades K-8 to address expected standards in language arts, math and ELD.	School Wide Grades: 3rd, 7th, 8th	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$17,607 - salary and benefits LCFF S/C

<p>Additional support and focus on EL student K-8 on a part time basis to enhance re-classification criteria. The reading specialist - funded by a different source will work with EL's on listening, reading, speaking, and writing skills.</p>	<p>School wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$15,117 - salary and benefits LCFF S/C</p>
<p>Hire 3 summer school teachers to provide additional student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL student will be based on ELD standards.</p>	<p>School wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$19,455 - salary and benefits LCFF S/C</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Students in grades 3-8 will show a 1% growth in math and language arts. 2. Grades 1 and 2 will establish baseline scores with McGraw-Hill language arts assessments. 80% of 2nd graders will score 70% or higher on math assessment. 1st graders will average 50% or higher on the CAT 5 math test. 70% of Kindergarteners will meet language arts and math standards on their report cards. 3. State EL scores will be monitored for EL students - 90% will advance one level or maintain their previous level. 4. Re-classified rate will continue at 10% or higher. 5. All teachers will receive training in language arts and ELD. 6. All students including unduplicated and special needs students will have access to writing assignments on a quarterly basis. 7. The school is committed to seek input from School site council, School advisory, LCAP representatives, and safety committees as vital cogs in our LCAP process - 3-5 times during the year. Consulting is a role that will continue for these groups. 8. The school will maintain its volunteer program vital to the success fo all student involved in school activities. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Support staff will work in grades K-8 to address expected standards in lanuage arts, math, and ELD.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,894 - salary and benefits LCFF S/C</p>

<p>Additional support and focus on EL student K-8 on a part time basis to enhance re-classification criteria. The reading specialist - funded by a different source will work with EL's on listening, reading, speaking, and writing skills.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$14,676 - salary and benefits LCFF S/C</p>
<p>Hire 3 summer school teachers to provide additional student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL student will be based on ELD standards.</p>	<p>School wide for all three Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$24,409 - salary and benefits LCFF S/C</p>

GOAL:	#3 To provide a variety of learning activities to enhance student achievement on the new state standards.		Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local: N/A
Identified Need:	27% of the students don't have access to the connectivity to practical application of the new standards. Over 50% of the students participate in 8 student events or activities.		
Goal Applies to:	Schools:	School Wide	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	1. Students will average 1% increase in math and language arts on the State Testing. 2. To increase student participation by 1% in the 8 student activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school offers coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day for all students who qualify.	School wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,187 - salary and benefits LCFF S/C

<p>The school provides reading books for each grade level and all students through the library.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 LCFF S/C Instructional materials</p>	
<p>The school provides after school classes that cover technology and writing skills, and math skills such as Geometry in the 8th grade for all students.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 Salaries & Benefits LCFF S/C</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Students will average 1% increase in math and language arts on the State Testing. 2. To increase student participation by 1% in the 8 student activities.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The school offers coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day for all students who qualify. Cost would escalate if we qualify for World Odyssey of the Mind.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,406 - salary and benefits, or Tadd LCFF S/C</p>	

<p>The school provides reading books for each grade level and all students through the library.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 LCFF S/C Intructional Materials</p>
<p>The school provides after school classes that cover technology and writing skills, and math skills such as Geometry in the 8th grade for all students.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,496 Salaries & Benefits LCFF S/C</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Students will average 1% increase in math and language arts on the State Testing. 2. To increase student participation by 1% in the 8 student activities.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>The school offers coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day for all students who qualify. Cost would escalate if we qualify for World Odyssey of the Mind.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,366 - salary, benefits, and Tadd LCFF S/C</p>

<p>The school provides reading books for each grade level and all students through the library.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 LCFF S/C Instructional Materials</p>
<p>The school provides after school classes that cover technology and writing skills, and math skills such as Geometry in the 8th grade for all students.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,496 Salaries & Benefits LCFF S/C</p>

GOAL:	#4 To maintain a safe and clean campus, address student attendance issues, and continue to provide fully credentialed teachers in appropriate assignments.			Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<ol style="list-style-type: none"> 1. The FIT report indicates a good status. 2. The age of the building is over 60 years. 3. Attendance rate is 97%. 4. Suspension rate is 9 students per year. 5. Expulsion is less than 1 per year. 6. Graduation rate is 100%. 7. One teacher is workin on BTSA. 			
Goal Applies to:	Schools:	School Wide		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Maintain fully qualified teachers. 2. Maintain 97% attendance rate. 3. Less than 9 students suspended and 1 expelled student. 4. Maintain 100% graduation rate in the 8th grade. 5. Maintain 4 or less chronically absent students for the year. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Remove asbestos and retile cafeteria. Buy a tractor, and another vehicle to replace maintenance truck. New sink and counter in room 1.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,900 LCFF S/C Facilities</p>
<p>The school honors students with 2 or fewer unexcused and less than 15 total absences will be given a reward activity, maintain school 97% attendance rate, maintain low suspension and expulsion rates, and maintain low office referral rate.</p> <p>The school will monitor attendance, suspension and chronic absenteeism issues as part of her duties.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$800.00 LCFF S/C Instructional supplies</p>
<p>The school provides teachers with support to attend BTSA. If the teachers are ready for this program, then \$1,000.00 from facility needs to be used for this expenditure or the district will pay for BTSA.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,532 LCFF S/C Professional Development</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Maintain fully qualified teachers. 2. Maintain 97% attendance rate. 3. Less than 9 students suspended and 1 expelled student. 4. Maintain 100% graduation rate in the 8th grade. 5. Maintain 4 or less chronically absent students for the year. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
New equipment, re-carpet classrooms and pads for the basketball poles.	School wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$14,500.00 LCF F S/C Facilites
The school will provide a new sink and countertop in room 3 and new partition for the restrooms.	Room 1 Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,000 LCFF S/C Facilities
The school honors students with 2 or fewer unexcused and less than 15 total absences will be given a reward activity, maintain school 97% attendance rate, maintain low suspension and expulsion rates, and maintain low office referral rate. The school will monitor attendance, suspension and chronic absenteeism issues as part of her duties.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$800 LCFF S/C Instructional Supplies

<p>The school provides teachers with support to attend BTSA. If the teachers are ready for this program, then \$1,000.00 from facility needs to be used for this expenditure or the district will pay for BTSA.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,532 LCFF S/C Professional Development</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Maintain fully qualified teachers. 2. Maintain 97% attendance rate. 3. Less than 9 students suspended and 1 expelled student. 4. Maintain 100% graduation rate in the 8th grade. 5. Maintain 4 or less chronically absent students for the year.
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>New vehicle, cement work and new flooring in Room 1-4.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,000 LCFF S/C Facilities</p>

<p>The school honors students with 2 or fewer unexcused and less than 18 total absences will be given a reward activity, maintain school 97% attendance rate, maintain low suspension and expulsion rates, and maintain low office referral rate.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$800.00 LCFF S/C Instructional Supplies</p>
<p>For teachers to attend BTSA and/or other training programs.</p>	<p>School wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,040.00 LCFF S/C Professional Development</p>

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	#1 To provide opportunities for all students to learn and practice common core standards.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 X 8 Local:		
Goal Applies to:	Schools:	Columbine			
	Grades:	All			
Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	100% of Students in grades K-8 will have access to the instructional resource on a daily bases through the internet.		Actual Annual Measurable Outcomes:	65% of the students have access to instructional resources on the internet on a daily basis. The district is moving towards this outcome.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Online curriculum for math and language arts, language arts or other curriculum materials, novels, novel units, and a second grade common core assessment.		\$34,204 LCFF S/C Instructional Materials	School purchased Triumph Learning and Waggle for online learning curriculum. Bought 6-8th language arts curriculum, novels, and novel units.		\$30,000 LCFF S/C Instructional Materials
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
The school will purchase 50 to 70 computers 2015/16. Purchase tables, chairs, headphones, wiring, paying to set-up technology, curriculum, software, products, printers, laptops, projectors, and other technology accessories to any of our classrooms.		\$31,064 LCFF S/C Technology Equipment	The school purchased 50 computers, a laptop, a LCD projector, computer tables, chairs, head phones, wiring, and paid set-up costs.	\$25,412 LCFF S/C Technology Equipment
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Fee for Internet access		\$9,600 LCFF S/C Communication	The school provided internet access to the classrooms.	\$9,588 LCFF S/C Communication

Scope of service:	K-8 Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Th Goal of 100% participation hasn't been met but substantial progress has been achieved. K-5 Language arts curriculum will be purchased in 2016/17.				

Original Goal from prior year LCAP:	#2 Provide for student achievement in language arts and math to low income, English learners and Foster Youth. Supplemental learning experiences and assistance for low income, EL. And general population students who need extra support.	Related State and/or Local Priorities: _1 X 2 X 3 X 4 _5 _6 X 7 _8 Local:
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Goal Applies to:	Schools:	Columbine		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Students in grades 3-8 will use SBAC scores in math and language arts to establish a baseline. Students in grades K-2 will use their 3rd quarter report cards local assessment – satisfactorily or better. State EL scores will be monitored for EL students - 90% will advance one level or maintain their previous level. Re-classified rate will continue at 10% or higher. The school is committed to seek input from School site council, School advisory, LCAP representatives, and safety committees as vital logs in our LCAP process. Consulting is a role that will continue for these groups. The school will maintain its volunteer program vital to the success of all student involved in school activities. 	Actual Annual Measurable Outcomes:	<p>CAASPP test results will provide baseline test scores for math and language arts. CELDT scores are not available yet. Only 5% of K-2 students didn't meet math and language arts requirements. School met with input groups 3-5 times. Volunteers exceeded the previous year's numbers.</p> <p>The district met outcomes 2, 4, and 5. #1 and 3 will be reviewed when results are available.</p>	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Support staff will work in grades K-8 to address expected standards in language arts, math and ELD		\$14,968 LCFF S/C Salaries and Benefits	Parts of 2 aides salaries provided the services.	\$15,373 LCFF S/C Salaries and Benefits
Scope of service:	School Wide Grades: All		Scope of service:	School wide Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Additional teacher support for EL students K-8 on a part time basis to enhance re-classification criteria		\$7,231 LCFF S/C Salary and Benefits	Teacher worked with EL students throughout the year.	\$7,698 LCFF S/C Salaries and Benefits
Scope of service:	School Wide Grades: All		Scope of service:	School wide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Hire 3 summer school teachers to provide additional student support to accelerate their learning and language proficiency. The support is based on the neediest identified students. Instruction and support for EL student will be based on ELD standards.		\$9,749 LCFF S/C Salary and Benefits	3 summer school teachers worked with needy students 4 hours a day for 20 days.	\$10,221 LCFF S/C Salaries and Benefits

Scope of service:	School Wide Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Goal 2 was met. A 3% raise and moving hourly pay rate to \$35/hour exceeded the budget in some categories.				

Original Goal from prior year LCAP:	#3 To provide a variety of learning activities to enhance student achievement on the new state standards.			Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	Columbine Grades: All			
Applicable Pupil Subgroups:		All			
Expected Annual Measurable Outcomes:	1. Students will receive base line scores in math and language arts on the SBAC Testing. 2. 40% of students will be expected to participate in 8 events		Actual Annual Measurable Outcomes:	58% of the students participated in 8 activities. Students will receive a baseline score on CAASPP for math and language arts. This outcome was met. The baseline scores for math and language arts on the CAASPP will be established when they are received.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
The school offers coaching and travel costs for Odyssey of the Mind, running the Book Fair, and teacher hours for coaching Math Field Day for all students who qualify.		\$7,187 LCFF S/C Salary and Benefits	3 Odyssey coaches, salaries, travel costs, running the book fair, and coaching math field day are the provided services.		\$5,445 LCFF S/C Salaries and Benefits
Scope of service:	School wide Grades: All		Scope of service:	School wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
The school provides reading books for each grade level and all students through the library.		\$2,000 LCFF S/C Instructional Materials	School classroom and library receive reading books.	\$1,934 LCFF S/C Instructional Materials
Scope of service:	School Wide Grades: All		Scope of service: School wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
The school provides after school classes that cover technology and writing skills, and math skills such as Geometry in the 8th grade for all students.		\$3,000 LCFF S/C Instructional Materials	The school provided after school classes for technology and writing.	\$2,004 LCFF S/C Instructional Materials

Scope of service:	School Wide Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	This goal was met. Geometry was taught during the regular day - not after school				

Original Goal from prior year LCAP:	#4 To maintain a safe and clean campus, address student attendance issues, and continue to provide fully credentialed teachers in appropriate assignments.		Related State and/or Local Priorities: X 1 _2 X3 _4 X5 X6 _7 _8 Local:		
Goal Applies to:	Schools:	Columbine Grades: All			
Applicable Pupil Subgroups:		All			
Expected Annual Measurable Outcomes:	1. Maintain fully qualified teachers. 2. Maintain 97% or attendance rate. 3. Less than 9 students suspended and 1 expelled student. 4. Maintain 100% graduation rate in the 8th grade.		Actual Annual Measurable Outcomes:	1. One teacher was not highly qualified - not met. 2. Maintained 97% attendance rate - met. 3. 7 students were suspended and no expulsions - met. 4. Maintained 100% graduation rate - met.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
The school provides new sink in room 2 and new faucet near room 4, new mirrors in the restrooms, and an air compressor. Install a gate on east fence for an additional bus exit.		\$7,643 LCFF S/C Facilities	The new sink was installed in room 2 and the new faucet was installed in room 4. The gate was installed as planned.		\$3,773 LCFF S/C Facilities
Scope of service:	School wide Grades: All		Scope of service:	School Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>The school honors students with 2 or fewer unexcused and less than 15 total absences will be given a reward activity, maintain school 97% attendance rate, maintain low suspension and expulsion rates, and maintain low office referral rate.</p> <p>The school will monitor attendance, suspension and chronic absenteeism issues as part of her duties.</p>		<p>\$800</p> <p>LCFF S/C</p> <p>Instructional supplies</p> <p>\$2,040</p> <p>LCFF S/C</p> <p>Staffing</p>	<p>The reward activity didn't occur.</p> <p>The clerk monitored attendance and chronic absenteeism.</p>	<p>\$0</p> <p>LCFF S/C</p> <p>Instructional Materials</p> <p>\$2,082</p> <p>LCFF S/C</p> <p>Staffing</p>
<p>Scope of service:</p>	<p>School wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School wide</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>The school provides teachers with support to attend BTSA. If the teachers are ready for this program, then 1,000.00 from facility needs to be used for this expenditure or the district will pay for BTSA.</p>		<p>\$1,000 LCFF S/C Professional Development</p>	<p>No teacher needed BTSA for the school year.</p>		<p>\$0 LCFF S/C Professional Development</p>
<p>Scope of service:</p>	<p>School Wide Grades: All</p>		<p>Scope of service:</p>	<p>School wide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>What changes in actions, servivces, and expenditures</p>	<p>This Goal wasn't met due to one teacher not being highly qualified and the attendance reward didn't occur. A new air compressor wasn't needed and the mirrors have not been installed. No teachers needed BTSA. The clerk's raise made her salary slightly over budget.</p>				

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:	157698
<p>Currently the demographics of the district indicate that 60.71% of the district's students are qualified for Free and reduced meals. Also, 7.7% of the district students are English learners. Given the large group of low-income students, all district goals are designed to close the achievement gap and meet the needs of these targeted students. "All programs in our plan are provided on a school wide basis, but are principally directed at the unduplicated pupil." The programs are provided in the LCAP are designed to provide all students' access to a standards based curriculum. Computers, consistent wi-fi access, language arts curriculum, safe exit, student mastery of the standards, and proper functioning facilities are prime examples. The school provides all students instruction in a safe learning environment. By implementing these goals and programs to close the achievement gap for all students. Through a school wide approach it will help catapult our high-risk students and English learners forward.</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.

10.79	%
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Columbine School District has calculated that it will receive \$157,698 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition using the same calculation tool the proportionality percentage has been calculated at 10.79%. Columbine SD has demonstrated the district is meeting its minimum proportionality requirement by expenditure of the total 2016-17 Supplemental and Concentration Grant funding for qualifying purposes as reported in Section 2 of this plan. A teacher will work only with EL students on reading, speaking, listening, and writing skills. Reading books will be purchased for EL students.

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).