

Introduction:

LEA: Monson-Sultana Joint Union Elementary

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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

Monson-Sultana Joint Union Elementary School District prides itself on striving towards the betterment of its students and staff.

Throughout the LCAP development process, and annual review, stakeholders have been instrumental in the planning process. Our stakeholders consist of: parents, pupils, English Learner Advisory Committee, School Site Council, Migrant parents, community members, board members, as well as, staff members. Throughout the fiscal school-year, the Superintendent and Business Manager have developed materials explaining the LCAP process with all stakeholders involved. All stakeholders were consulted during training, meetings, and asked to complete a “Needs Assessment” for purpose of input.

To introduce the stakeholders to the LCAP, the superintendent and Business manager provided stakeholders with pertinent information about the new funding process of the Local Control Funding Formula (LCFF) and how the Local Control Accountability Plan (LCAP) is directly intertwined to the LCFF. It was stressed to the stakeholders, the importance of their involvement in this process and the direct impact their active involvement has.

Stakeholders were encouraged to participate in the development, review and implementation of the LCAP. In order to engage all stakeholders, the district testing coordinator, presented district data (CELDT, API, attendance rates, Needs Assessment results) over a 3-year period. This allowed for the stakeholders to have a greater understanding of the district’s standings and provide an opportunity to participate.

The following material was presented to stakeholders during training/meetings:

- TCOE provided PowerPoint Presentation
- Monthly attendance rates
- LEAP/SPSA
- LCAP information from CDE

Continued collaboration between district and stakeholders emphasized the need to continue to strengthen the instructional program at Monson-Sultana School. Parent surveys administered show that the school community is overall very pleased with the educational experience that our students receive. Surveys also showed that relative to other priorities, student achievement and implementation of California Common Core Standards was a weakness. More actions were added to goals set forth in order to meet the needs of the students and all subgroups at MSJUESD.

At parent meetings, it was expressed that Monson-Sultana needed to continue to provide more parental involvement activities including but not limited to: English acquisition, technology, homework assistance, Common Core assistance, behavioral support, and college and career readiness. Parents also cited the need for increased access to technology.

The goals and actions identified throughout the plan are a direct reflection on the feedback provided by staff, parents, and community.

Goal setting was determined unanimously based on data and stakeholders concerns. All state priorities required by the LCAP were deemed essential priorities of Monson-Sultana Joint Union Elementary School.

Throughout the entire development process of the LCAP, administration continued communication efforts with stakeholders to update them on how the goals set would be attained. Efforts included, communications with Migrant Ed, Title I, School Site Council, English Language Advisory Committee and Special Ed.

This effective effort will continue throughout the LCAP process. The shared vision of the administration, staff, and school board along with all stakeholders is instrumental towards our ultimate goals set forth.

Annual Update:

Monson-Sultana Joint Union Elementary School District continues to strive towards bridging the gap with stakeholders. Building the LCAP for 2015-16 school year was a much more fluid process with the stakeholders because we had data from the 2014-15 LCAP which allowed opportunity for more input. Previous data allowed for a better understanding of actions, metrics, and outcomes. Goals are clearer and stakeholders can identify the desired outcomes.

In addition, there was a change in culture on the Monson-Sultana campus which promoted more dialogue around needs and next steps for the school. This change in culture was inclusive of all staff (classified and certificated), and parents were much more prominent at meetings and events and were able to share their thoughts and ideas. A formal needs survey was given to all staff as well as parents to help identify areas that needed attention or focus. Meetings were held on the following dates to gather input and ideas (Nov. 17, April 5, May 5, and June 7). Surveys were open from March 7-11.

Annual Update:

Monson-Sultana Joint Union Elementary School District and all stakeholders have collectively agreed upon focusing on the high priorities determined though the “involvement process” of the LCAP. The high priority goals MSJUESD will focus on are areas of need: Implementation of the California Common Core State Standards, pupil achievement & engagement, school climate & parental involvement. MSJUESD and the stakeholders have collaboratively developed a plan to meet all needs of students and subgroups within the district.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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 As a result of input from stakeholders and data analysis we have determined to address the following goal: Increase student achievement in ELA/ELD and Mathematics of all students and sub groups throughout grades K-8.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 _8 Local: N/A
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Identified Need:	<p>Based on the 2014-2015 SBAC administration, 15 % of Monson-Sultana students met or exceeded standards in English Language Arts.</p> <p>Based on the 2014-2015 SBAC administration, 14.1 % of Monson-Sultana students met or exceeded standards in Math.</p> <p>Need to reclassify more than 35 students to meet state set AMAO goals.</p> <p>Metric: Teacher Surveys, Classroom Observation, Local Benchmarks in ELA/ELD and Mathematics Common Core State Standards</p>		
Goal Applies to:	Schools:	Small Single K-8 School	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The district expects to increase the number of students to meet or exceed grade level standards by 2% in both ELA/ELD and Mathematics as measured by the Spring 2017 administration of the Smarter Balanced Assessment. • Reclassify an additional 5 students. • 100% of teachers will participate in professional development activities centered around Common Core implementation during the 2016-2017 school year. • 95% of staff will be Highly Qualified. • Common Core aligned math program for Grades 6-8 is implemented. • Interventions will be provided for intensive students in ELA and Math. • Hire two part time intervention teachers to provide additional support to students in ELA, Math, and ELD.? • Learning Director position is funded. • Should enrollment surpass 27 average in K-3 classes, additional teacher will be hired. • Fund current paraprofessionals for instructional support, library technician, and mobile computer aide support. • Fund current Paraprofessionals for instructional support. • Provide differentiated development for all certificated and classified staff in alignment with professional goals. • Providing students with easy access to technology hardware and software for PBL (project-based-learning) and required assessments. 1:1 in Grades 3-8 will be achieved. • Increase wireless access capabilities for additional educational wireless devices in a safe and functional facilities. • Project-Based study trips will be provided to all students and correlate to the adopted Common Core State Standards. • Implementation of Guided Level Reading, Writing Units of Study, and a focus on lesson studies. • Provide additional intervention opportunities for at-risk youth such as English Learners, Foster Youth, and Low Income subgroups. • Student Assessment, and Data Software Technology will be implemented as needed.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district provides Highly Qualified teachers to ensure quality teaching in all classrooms. 95% of teachers will be appropriately assigned as per the county personnel report.</p>	<p>Small Single K-8 School 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>Salary and Benefits \$1,380,665 LCF F – Base Salary and Benefits \$553,047 EPA</p>

<p>RTI: Intensive and strategic intervention for students below grade level in ELA and/or math.</p>	<p>Small Single K-8 School 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>Professional Services \$ 10,000 SRSA Professional Services \$ 9,500 LCFF – S/C Materials and Supplies \$ 2,000 LCFF – S/C Salary and Benefits \$ 18,019 LCFF – S/C Salary and Benefits (Summer) \$ 38,945 LCFF – S/C \$ 6,817 Title I</p>
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<p>Common Core State Standards aligned Math program for Middle School grades (6-8).</p>	<p>Small Single K-8 School Grades: 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>Approved Textbooks/Reference Materials \$ 25,000 Lottery - Restricted \$ 25,000 LCFF - S/C Professional Services \$ 4,800 LCFF - S/C Salaries & Benefits \$ 777 LCFF - S/C</p>
<p>Funding for Learning Director. Funding of position ensures that actions principally directed towards unduplicated students takes place.</p>	<p>Small Single K-8 School 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>Salary and Benefits \$ 127,102 LCFF - S/C Materials and Supplies \$ 3,000 LCFF - S/C</p>

<p>Hire an additional High Qualified teacher to meet grade span adjustment requirements and reduce class size in grades K-3.</p>	<p>Small Single K-8 School Grades: TK, K, 1st, 2nd, 3rd</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>Salary and Benefits \$ 75,402 LCFF – S/C</p>
<p>Fund current paraprofessionals for instructional support, library technician, and mobile computer aide support.</p>	<p>Small Single K-8 School 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>Salary and Benefits \$ 98,587 LCFF – S/C</p>
<p>Fund current Paraprofessionals for instructional support.</p>	<p>Small Single K-8 School 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>Salary and Benefits \$ 55,528 Title I</p>
<p>Provide differentiated development for all certificated and classified staff in alignment with professional goals.</p>	<p>Small Single K-8 School 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>Professional services \$20,000 LCFF – S/C</p>

<p>Providing students with easy access to technology hardware and software for PBL (project-based-learning) and required assessments. 1:1 in Grades 3-8 will be achieved.</p>	<p>Small Single K-8 School 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>Non-Equipment / Equipment \$ 95,000 LCFF - S/C</p>
<p>Increase wireless access capabilities for additional educational wireless devices in a safe and functional facilities.</p>	<p>Small Single K-8 School 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>Non-Capital Equipment \$ 5,000 LCFF - S/C</p>
<p>Project-Based study trips will be provided to all students and correlate to the adopted Common Core State Standards.</p>	<p>Small Single K-8 School 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>Professional Services \$ 25,000 LCFF - S/C</p>

<p>Provide an engaging and rigorous academic program to increase participation for all students including English Learners, Foster Youth, and Low-Income, students with special needs subgroups. Specific steps to include implementation of Guided Level Reading, Writing Units of Study, and a focus on lesson studies.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 6,000 LCFF – S/C Professional Services \$ 15,700 LCFF – S/C Rentals/Leases/Travel \$ 1,500 LCFF – S/C</p>
<p>Provide additional intervention opportunities for at-risk youth such as English Learners, Foster Youth, and Low Income subgroups.</p>	<p>Small Single K-8 School 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>Salary and Benefits \$ 36,039 LCFF – S/C \$ 36,039 Title I</p>
<p>Student Assessment, and Data Software Technology will be implemented as needed.</p>	<p>Small Single K-8 School 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>Professional Services \$ 10,000 LCFF – S/C Salary & Benefits \$ 1,879 LCFF - S/C</p>

<p>Hire two part time intervention teachers to provide additional support to students in ELA, Math, and ELD.</p>	<p>Single Small K-8 School 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>Salary and Benefits \$ 52,512 LCFF – S/C</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The district expects to increase the number of students to meet or exceed grade level standards by 5% in both ELA/ELD and Mathematics as measured by the Spring 2018 administration of the Smarter Balanced Assessment. • Reclassify an additional 3 students. • 100% of teachers will participate in professional development activities centered around Common Core implementation during the 2017-2018 school year. • 100% of staff will be Highly Qualified. • Continuing implementation of Common Core aligned math program for Grades 6-8. • Interventions will be continue to be provided for intensive students in ELA and Math. • Maintain two part time intervention teachers to provide additional support to students in ELA, Math, and ELD. • Maintain funding for Learning Director position. • Should enrollment surpass 27 average in K-3 classes, additional teacher will be hired. • Maintain funding current paraprofessionals for instructional support, library technician, and mobile computer aide support. • Maintain funding current Paraprofessionals for instructional support. • Continue to provide differentiated development for all certificated and classified staff in alignment with professional goals. • Providing students with easy access to technology hardware and software for PBL (project-based-learning) and required assessments. 1:1 in Grades 3-8 will be maintained and replacement hardware purchased as needed. • Maintain wireless access capabilities for additional educational wireless devices in a safe and functional facilities. • Project-Based study trips will be provided to all students and correlate to the adopted Common Core State Standards. • Continue implementation of Guided Level Reading, Writing Units of Study, and a focus on lesson studies. Purchase of additional materials as needed. • Continue to provide additional intervention opportunities for at-risk youth such as English Learners, Foster Youth, and Low Income subgroups.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district provides Highly Qualified teachers to ensure quality teaching in all classrooms. 100% of teachers will be appropriately assigned as per the county personnel report.</p>	<p>Small single K-8 School 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>Salary and Benefits \$1,521,659 LCF F – Base Salary and Benefits \$496,932 EPA</p>

<p>RTI: Intensive and strategic intervention for students for students 1 or more years below grade level in ELA and/or math.</p>	<p>Small single K-8 School 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>Professional Services \$ 12,000 SRSA Professional Services \$ 23,000 LCFF – S/C Materials and Supplies \$ 2,000 LCFF – S/C Salary and Benefits \$ 18,302 LCFF – S/C Salary and Benefits (Summer) \$ 39,523 LCFF – S/C \$ 6,916 Title I</p>
<p>Common Core State Standards aligned Math program for Middle School grades (6-8).</p>	<p>Small Single K-8 School Grades: 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>Approved Textbooks/Reference Materials \$ 10,000 Lottery - Restricted</p>

Funding for Learning Director	Small Single K-8 School 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	Salary and Benefits \$ 131,643 LCFF - S/C Materials and Supplies \$ 3,000 LCFF - S/C
Hire an additional High Qualified teacher to meet grade span adjustment requirements and reduce class size in grades K-3 if enrollment exceeds negotiated limits.	Small Single K-8 School Grades: TK, K, 1st, 2nd, 3rd	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	Salary and Benefits \$ 79,960 LCFF - S/C
Fund current paraprofessionals for instructional support, library technician, and computer lab aide.	Small single K-8 School 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	Salary and Benefits \$ 101,243 LCFF - S/C

Fund current Paraprofessionals for instructional support	Small Single K-8 School 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	Salary and Benefits \$ 48,776 Title I
Provide differentiated development for all certificated staff in alignment with professional goals.	Small Single K-8 School 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	Professional Services \$ 20,000 LCFF – S/C
Providing students with easy access to technology hardware and software for PBL (project-based-learning) and required assessments.	Small Single K-8 School 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	Non-Equipment / Equipment \$ 95,000 LCFF – S/C
Increase wireless access capabilities for additional educational wireless devices in a safe and functional facilities.	Small Single K-8 School 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	Non-Capital Equipment \$ 5,000 LCFF - S/C

<p>Project-Based study trips will be provided to all students and correlate to the adopted Common Core State Standards.</p>	<p>Small single K-8 School 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>Professional Services \$ 25,000 LCFF – S/C</p>
<p>Provide an engaging and rigorous academic program to increase participation for all students including English Learners, Foster Youth, and Low-Income, students with special needs subgroups. Specific steps to include continued implementation and refinement of Guided Level Reading, Writing Units of Study, and a focus on lesson studies.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 10,000 LCFF – S/C Professional Services \$ 25,700 LCFF – S/C Rentals/Leases/Travel \$ 1,500 LCFF – S/C</p>
<p>Provide additional intervention opportunities for at-risk youth such as English Learners, Foster Youth, and Low Income, students with special needs subgroups.</p>	<p>Small Single K-8 School 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>Salary and Benefits \$ 36,605 LCFF – S/C \$ 36,605 Title I</p>

<p>Student Assessment, and Data Software Technology</p>	<p>Small Single K-8 School 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>Professional Services \$ 15,000 LCFF - S/C Salary & Benefits \$ 1,903 LCFF - S/C</p>
<p>Hire two part time intervnetion teachers to provide additional support to students in ELA, Math, and ELD.</p>	<p>Single Small K-8 School 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>Salary and Benefits \$ 52,512 LCFF - S/C</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The district expects to increase the number of students to meet or exceed grade level standards by 5% in both ELA/ELD and Mathematics as measured by the Spring 2019 administration of the Smarter Balanced Assessment. • Reclassify an additional 2 students. • 100% of teachers will participate in professional development activities centered around Common Core implementation during the 2018-2019 school year. • 100% of staff will be Highly Qualified. • Continuing implementation of Common Core aligned math program for Grades 6-8. • Interventions will be continue to be provided for intensive students in ELA and Math. • Maintain two part time intervention teachers to provide additional support to students in ELA, Math, and ELD. • Maintain funding for Learning Director position. • Should enrollment surpass 27 average in K-3 classes, additional teacher will be hired. • Maintain funding current paraprofessionals for instructional support, library technician, and mobile computer aide support. • Maintain funding current Paraprofessionals for instructional support. • Continue to provide differentiated development for all certificated and classified staff in alignment with professional goals. • Providing students with easy access to technology hardware and software for PBL (project-based-learning) and required assessments. 1:1 in Grades 3-8 will be maintained and replacement hardware purchased as needed. • Maintain wireless access capabilities for additional educational wireless devices in a safe and functional facilities. • Project-Based study trips will be provided to all students and correlate to the adopted Common Core State Standards. • Continue implementation of Guided Level Reading, Writing Units of Study, and a focus on lesson studies. Purchase of additional materials as needed. • Continue to provide additional intervention opportunities for at-risk youth such as English Learners, Foster Youth, and Low Income subgroups. 		
<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 district provides Highly Qualified teachers to ensure quality teaching in all classrooms. 100% of teachers will be appropriately assigned as per the county personnel report.</p>	<p>Small Single K-8 School 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>Salary and Benefits \$1,574,973 LCF F – Base Salary and Benefits \$498,099 EPA</p>
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<p>RTI: Intensive and strategic intervention for students for students 1 or more years below grade level in ELA and/or math.</p>	<p>Single Small K-8 School 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>Professional Services \$ 12,000 SRSA Professional Services \$ 14,000 LCFF – S/C Materials and Supplies \$ 2,000 LCFF – S/C Salary and Benefits \$ 18,585 LCFF – S/C Salary and Benefits (Summer) \$ 40,044 LCFF – S/C \$ 7,014 Title I</p>
<p>Common Core aligned math materials for 6th-8th grade will be provided.</p>	<p>Single Small K-8 School Grades: 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>Approved Textbooks/Reference Materials \$ 10,000 Lottery - Restricted</p>

<p>Funding for Learning Director</p>	<p>Single Small K-8 School 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>Salary and Benefits \$ 136,342 LCFF - S/C Materials and Supplies \$ 3,000 LCFF - S/C</p>
<p>Hire an additional High Qualified teacher to meet grade span adjustment requirements and reduce class size in grades K-3 if enrollment exceeds negotiated limits.</p>	<p>Single Small K-8 School Grades: TK, K, 1st, 2nd, 3rd</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>Salary and Benefits \$ 84,855 LCFF - S/C</p>
<p>Fund current paraprofessionals for instructional support, library technician, and computer lab aide.</p>	<p>Single Small K-8 School 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>Salary and Benefits \$ 102,107 LCFF - S/C</p>

Fund current Paraprofessionals for instructional support.	Single Small K-8 School 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	Salary and Benefits \$ 52,337 LCFF - S/C
Provide differentiated development for all certificated staff in alignment with professional goals.	Single Small K-8 School 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	Professional Services \$ 20,000 LCFF - S/C
Providing students with easy access to technology hardware and software for PBL (project-based-learning) and required assessments.	Single Small K-8 School 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	Non-Equipment / Equipment \$ 75,000 LCFF - S/C
Increase wireless access capabilities for additional educational wireless devices in a safe and functional facilities.	Single Small K-8 School 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	Non-Capital Equipment \$ 5,000 LCFF - S/C

<p>Project-Based study trips will be provided to all students and correlate to the adopted Common Core State Standards.</p>	<p>Single Small K-8 School</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>Professional Services</p> <p>\$ 25,000 LCFF - S/C</p>
<p>Provide an engaging and rigorous academic program to increase participation for all students including English Learners, Foster Youth, and Low-Income, students with special needs subgroups. Specific steps to include continued implementation and refinement of Guided Level Reading, Writing Units of Study, and a focus on lesson studies.</p>	<p>Single Small K-8 School</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>Materials and Supplies</p> <p>\$ 6,000 LCFF – S/C</p> <p>Professional Services</p> <p>\$ 35,700 LCFF – S/C</p> <p>Rentals/Leases/Travel</p> <p>\$ 1,500 LCFF – S/C</p>
<p>Provide additional intervention opportunities for at-risk youth such as English Learners, Foster Youth, and Low Income, students with special needs subgroups.</p>	<p>Single Small K-8 School</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>Salary and Benefits</p> <p>\$ 37,171 LCFF – S/C</p> <p>\$ 37,171 Title I</p>

<p>Student Assessment, and Data Software Technology.</p>	<p>Single Small K-8 School 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>Professional Services \$ 15,000 LCFF - S/C Salary & Benefits \$ 1,927 LCFF - S/C</p>
<p>Retain two part time intervention teachers to provide additional support to students in ELA, Math, and ELD.</p>	<p>Single Small K-8 School 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>Salary and Benefits \$ 52,512 LCFF - S/C</p>

GOAL:	#2 As a result of input from stakeholders and data analysis we have determined to address the following goal: Implement Common Core State Standards throughout school in all grades.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local: N/A
Identified Need:	<p>The district determined through assessment data and classroom observation that only 15% of the students were receiving instruction and mastering ELA/ELD and mathematics state standards. There is a need for all teachers and paraprofessionals to become more knowledgeable in the best practices of the Common Core State Standards in order to improve student achievement.</p> <p>Metrics: Sign in sheets from trainings, substitute teacher documentation, administration “walk through” observation of teacher’s lessons and of paraprofessionals interaction with students, written lesson/unit plans.</p>		
Goal Applies to:	Schools:	Small Single K-8 School District	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of teachers, paraprofessionals and administration will participate in professional development to strengthen their knowledge of the Common Core State Standards. • All students will receive music and PE on a weekly basis as measured by school schedules. • 100% of teachers, paraprofessionals and administration will participate in professional development to strengthen their knowledge and understanding of ELD Standards. • The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards. • The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards. • The district will hire a PE Teacher and PE Assistant to provide additional collaboration and planning time for K-8 staff to aide implementation of Common Core State Standards.? • The district will purchase a state adopted PE program and associated equipment.? 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>The district will provide staff development in the new ELA/ELD, science, and mathematics state standards.</p>	<p>Small Single K-8 School</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</p> <p>_ Other</p>	<p>Salary and Benefits</p> <p>\$ 6,447 LCFF – S/C</p> <p>\$ 10,140 Title II</p> <p>\$ 1,333 LCFF - S/C</p> <p>Professional Services</p> <p>\$ 15,000 Title II</p> <p>\$ 800 LCFF - S/C</p> <p>Materials and Supplies</p> <p>\$ 20,000 LCFF – S/C</p> <p>Non-capitalized equipment</p> <p>\$ 15,000 LCFF – S/C</p>
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<p>The district will allot scheduled and protect time to develop units and lesson plans using the ELA/ELD, mathematics, science, and all other subject area state standards.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 4,000 LCFF – S/C Rentals/Leases \$ 1,000 LCFF – S/C</p>
<p>The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards.</p>	<p>Small Single K-8 School 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>Reference Materials \$ 30,000 LCFF - S/C Materials and Supplies \$ 15,000 LCFF – S/C</p>
<p>The district will provide teacher time to study new adoption materials during 2016-2017 and selected appropriate materials to meet the needs of the students at Monson-Sultana. New adoption would be implemented in 2017-2018 if deemed appropriate.</p>	<p>Small Single K-8 School 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>Adopted Textbooks / Reference Materials \$ 75,000 LCFF - S/C Materials and Supplies \$ 20,000 LCFF – S/C</p>

<p>The district will hire a PE Teacher and PE Assistant to provide additional collaboration and planning time for K-8 staff to aide implementation of Common Core State Standards.</p>	<p>Small Single K-8 School 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>Salary & Benefits \$ 92,490 LCFF - S/C</p>
<p>The district will purchase a state adopted PE program and associated equipment.</p>	<p>Small Single K-8 Schools 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>Materials/Non-Capitalized Equipment \$ 15,000 LCFF - S/C</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of teachers, paraprofessionals and administration will participate in professional development to strengthen their knowledge of the Common Core State Standards. • All students will receive music and PE on a weekly basis as measured by school schedules. • 100% of teachers, paraprofessionals and administration will participate in professional development to strengthen their knowledge and understanding of ELD Standards. • The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards as needed. • The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards as needed. • The district will maintain a PE Teacher and PE Assistant to provide additional collaboration and planning time for K-8 staff to aide implementation of Common Core State Standards. • The district will purchase replacement PE materials as needed. 		
<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 district will provide staff development in the new ELA/ELD, science, and mathematics state standards.</p>	<p>Small Single K-8 Schools 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>Salary and Benefits \$ 6,548 LCFF – S/C \$ 10,300 Title II \$ 1,350 LCFF - S/C Professional Services \$ 15,000 Title II \$ 500 LCFF - S/C Materials and Supplies \$ 25,000 LCFF – S/C Non-capitalized equipment \$ 15,000 LCFF – S/C</p>
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<p>The district will allot scheduled and protected time to develop units and lesson plans using the ELA/ELD, mathematics, science, and all other subject area state standards.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 8,000 LCFF – S/C Rentals/Leases \$ 2,500 LCFF – S/C</p>
<p>The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD, science, and mathematics state standards.</p>	<p>Small Single K-8 School 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>Reference Materials \$ 30,000 LCFF - S/C Materials and Supplies \$ 15,000 LCFF – S/C</p>
<p>Depending on whether or not the district proceeds with textbook adoption in the 2016-2017 school year, the district will provide teacher time to study new adoption materials during the 2017-2018 school year and selected appropriate materials to meet the needs of the students at Monson-Sultana. Implementation would be for the 2018-2019 school year unless adoption occurs during the 2017-2018 school year.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 20,000 LCFF – S/C</p>

<p>The district will hire a PE Teacher and PE Assistant to provide additional collaboration and planning time for K-8 staff to aide implementation of Common Core State Standards.</p>	<p>Small Single K-8 School 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>Salary & Benefits \$96,129 LCFF - S/C</p>
<p>The district will purchase a state adopted PE program and associated equipment.</p>	<p>Small Single K-8 School 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>No Cost 2017/18</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of teachers, paraprofessionals and administration will participate in professional development to strengthen their knowledge of the Common Core State Standards. • All students will receive music and PE on a weekly basis as measured by school schedules. • 100% of teachers, paraprofessionals and administration will participate in professional development to strengthen their knowledge and understanding of ELD Standards. • The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards as needed. • The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards as needed. • The district will maintain a PE Teacher and PE Assistant to provide additional collaboration and planning time for K-8 staff to aide implementation of Common Core State Standards. • The district will purchase replacement PE materials as needed. 		
<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 district will provide staff development in the new ELA/ELD and mathematics state standards</p>	<p>Small Single K-8 School 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>Salary and Benefits \$ 6,649 LCFF – S/C \$ 10,459 Title II \$ 1,367 LCFF - S/C Professional Services \$ 15,000 Title II \$ 200 LCFF - S/C Materials and Supplies \$ 20,000 LCFF – S/C Non-capitalized equipment \$ 15,000 LCFF – S/C</p>
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<p>The district will allot scheduled and protected time to develop units and lesson plans using the ELA/ELD, mathematics, science, and all other subject area state standards.</p>	<p>Single Small K-8 School 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>Materials and Supplies \$ 16,000 LCFF – S/C Rentals/Leases \$ 5,000 LCFF – S/C</p>
<p>The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards.</p>	<p>Single Small K-8 School 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>Reference Materials \$ 30,000 LCFF - S/C Materials and Supplies \$ 15,000 LCFF – S/C</p>
<p>The district will provide teacher time to study new adoption materials for 2018-2019 and selected appropriate materials to meet the needs of the students at Monson-Sultana.</p>	<p>Single Small K-8 School 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>Adopted Textbooks / Reference Materials \$ 75,000 LCFF - S/C Materials and Supplies \$ 20,000 LCFF – S/C</p>

<p>The district will hire a PE Teacher and PE Assistant to provide additional collaboration and planning time for K-8 staff to aide implementation of Common Core State Standards.</p>	<p>Small Single K-8 School 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>Salary & Benefits \$ 99,722 LCFF - S/C</p>
<p>The district will purchase a state adopted PE program and associated equipment.</p>	<p>Small Single K-8 School 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>No Cost 2018/19</p>

GOAL:	#3 Improve the language acquisition of All English Language Learners.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A	
Identified Need:	Based on our 2014-15 Title III report, our students did not meet AMAO 1 (percentage of ELs making annual progress by 6.3% as well as, AMAO 2 (percentage of ELs attaining the English proficient level of the CELDT) by 5.4% for those students in the “less than 5 years” cohort and 20.5% for those students in the “5 year or more” cohort, and the progress towards reclassification, there is a need to increase the language acquisition of our EL students. Metric: CELDT results (AMAO 1, 2), Local Benchmark measures, sign in sheets at trainings, classroom observation and subject area grades.			
Goal Applies to:	Schools:	Small Single K-8 School District		
	Grades:	All		
	Applicable Pupil Subgroups:	English Learners		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of certificated and classified staff will receive ELD training. • 100% of long-term English Learners (LTELs) in grades 6-8 will be enrolled in ELD program as per attendance roster. • CELDT results will be used to measure growth on AMAO 1 by 3%, AMAO 2 (less than 5 years in cohort) by 2.5% & AMAO 2 (more than 5 years in cohort) by 10%. • Adoption of ELD Standards aligned materials for Grades 6-8 will be considered and implemented if deemed appropriate. • All newcomers will receive a minimum of 60 minutes per day of intensive ELD instruction. • The district will provide funding for paraprofessionals to support EL students in the classroom. • The district will have a reclassification celebration for English learners who have met all redesignation criteria. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>The district will provide staff development for teachers, paraprofessionals, and administration on ELD best teaching practices.</p>	<p>Small Single K-8 School 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 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>Salary and Benefits \$ 4,701 Title III \$ 5,300 LCFF - S/C</p>
<p>Adoption of ELD Standards aligned materials for Grades 6-8 will be considered and implemented.</p>	<p>Small Single K-8 School Grades: 6th, 7th, 8th</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 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>Reference Materials \$ 3,000 LCFF - S/C Materials and Supplies \$ 1,500 LCFF - S/C Rentals/Leases \$ 500 LCFF - S/C Salary and Benefits \$ 9,871 LCFF - S/C</p>

<p>All newcomers will receive a minimum of 60 minutes per day of intensive ELD instruction.</p>	<p>Small Single K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services \$ 1,000 Title III \$ 5,000 LCFF - S/C</p>
<p>The district will provide funding for paraprofessionals to support EL students in the classroom.</p>	<p>Small Single K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salary and Benefits \$36,681 LCFF – S/C</p>
<p>The district will have a reclassification celebration for English learners who have met all redesignation criteria.</p>	<p>Small Single K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies \$ 2,500 LCFF – S/C</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of certificated and classified staff will receive ELD training. • 100% of long-term English Learners (LTELs)in grades 6-8 will be enrolled in ELD program as per attendance roster. • CELDT results will be used to measure growth on AMAO 1 by 2%, AMAO 2 (less than 5 years in cohort) by 2 % & AMAO 2 (more than 5 years in cohort) by 3%. • All newcomers will receive a minimum of 60 minutes per day of intensive ELD instruction. • The district will continue to provide funding for paraprofessionals to support EL students in the classroom. • The district will have a reclassification celebration for English learners who have met all redesignation criteria. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district will provide staff development for teachers, paraprofessionals, and administration on ELD best teaching practices.</p>	<p>Small Single K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salary & Benefits \$ 4,769 Title III \$ 5,383 LCFF - S/C</p>
<p>Implementation of ELD Standards aligned materials in grades 6-8.</p>	<p>Small Single K-8 School Grades: 6th, 7th, 8th</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Reference Materials \$ 3,072 LCFF - S/C Materials and Supplies \$ 1,536 LCFF – S/C Rentals/Leases \$ 512 LCFF – S/C Salary and Benefits \$ 10,177 LCFF – S/C</p>

<p>All newcomers will receive a minimum of 60 minutes per day of intensive ELD instruction.</p>	<p>Small Single K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services \$ 1,000 Title III \$ 5,000 LCFF - S/C I</p>
<p>The district will provide funding for paraprofessionals to support EL students in the classroom.</p>	<p>Single Small K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salary and Benefits \$ 30,350 LCFF – S/C</p>
<p>The district will have a reclassification celebration for English learners who have met all redesignation criteria.</p>	<p>Single Small K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies \$ 3,500 LCFF – S/C</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of certificated and classified staff will receive ELD training. • 100% of long-term English Learners (LTELs)in grades 6-8 will be enrolled in ELD program as per attendance roster. • CELDT results will be used to measure growth on AMAO 1 by 2%, AMAO 2 (less than 5 years in cohort) by 2 % & AMAO 2 (more than 5 years in cohort) by 2%. • All newcomers will receive a minimum of 60 minutes per day of intensive ELD instruction. • The district will continue to provide funding for paraprofessionals to support EL students in the classroom. • The district will have a reclassification celebration for English learners who have met all redesignation criteria. 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The district will provide staff development for teachers, paraprofessionals, and administration on ELD best teaching practices.</p>	<p>Single Small K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salary & Benefits \$ 4,835 Title III \$ 5,466 LCFF - S/C</p>
<p>Implementation of ELD Standards aligned materials in grades 6-8.</p>	<p>Single Small K-8 School Grades: 6th, 7th, 8th</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Reference Materials \$ 3,152 LCFF - S/C Materials and Supplies \$ 1,576 LCFF – S/C Rentals/Leases \$ 525 LCFF – S/C Salary and Benefits \$ 10,493 LCFF – S/C</p>

<p>All newcomers will receive a minimum of 60 minutes per day of intensive ELD instruction.</p>	<p>Single Small K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Services \$ 1,000 Title III \$ 5,130 LCFF - S/C</p>
<p>The district will provide funding for paraprofessionals to support EL students in the classroom</p>	<p>Single Small K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries and Benefits \$ 30,953 LCFF - S/C</p>
<p>Reclassification Celebration</p>	<p>Single Small K-8 School Grades: All</p>	<p>_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies \$ 5,000 LCFF - S/C</p>

GOAL:	#4 As a result of input from stakeholders and data analysis we have determined to address the following goal: Students, parents, and staff will be provided with a safe, and well-maintained environment; as well as, school to home communication in order for students to reach their full potential.		Related State and/or Local Priorities: X 1 X 2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<p>Due to a minimum of 10% parental participation at school meetings and minimal surveys being returned, there is a need to improve communication outreach between home and school, which greatly affects the environment and safety of the entire school.</p> <p>Metric: Sign-in sheets from meetings, returned surveys, FIT result and Williams Report</p>		
Goal Applies to:	Schools:	Small Single K-8 School District	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increased parental involvement including parents of unduplicated students as well as special needs students at meetings and school functions by 10%, as per sign-in sheets and surveys from parents and students. • Facilities rating at GOOD with NO issues based upon the FIT survey and Williams Walkthrough. • 98% attendance rate • 100% 8th Grade Graduation Rate (maintain 0% dropout rate). • Reduction in suspension rates by 1% annually schoolwide and specifically for unduplicated students. 2015-2016 rate was 6%. • Meet 0% expulsion rate for 2016-2017. • Maintain a 0% Chronic Absenteeism rate. • Purchase additional school bus for additional routes as needed. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>Providing a secure environment with clean and accessible facilities that support student engagement and maintain a safe and positive climate of learning.</p>	<p>Small Single K-8 School District 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>Repairs and/or Professional Services \$ 10,000 RRM Repairs and/or Professional Services \$ \$ 100,000 LCFF – S/C Equipment \$ 145,000 LCFF S/C Salary and Benefits \$5,300 LCFF - S/C Materials and Supplies \$ 3,000 LCFF - S/C</p>
<p>To ensure student engagement in a rural school, transportation provided for all students identified in need. Additional routes for after school programs will be added as needed.</p>	<p>Small Single K-8 School 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>Equipment \$ 100,000 LCFF - S/C</p>

<p>The district will continue to employ innovative strategies to increase parent communication and involvement.</p>	<p>Small Single K-8 School 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>Repairs//Leases \$ 5,000 LCFF – S/C Communication \$ 5,000 LCFF – S/C</p>
<p>Consistent and fair discipline will be developed and implemented throughout school-wide to ensure our attendance rate is 98% or better dropping the absentee rate and maintaining 100% of our 8th grade students in school. The suspension rate will be better tabulated to ensure an accurate accounting of suspensions. District continues to strive towards a 0% expulsion rate.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 20,000 LCFF – S/C Non-capitalized Equipment \$ 10,000 LCFF - S/C</p>
<p>Increase parent communication through a variety of strategies including signage, newsletters, technology, and marquee.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 1,500 LCFF S/C Communications \$ 500 LCFF S/C</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increased parental involvement including parents of unduplicated students as well as special needs students at meetings and school functions by 10%, as per sign-in sheets and surveys from parents and students. • Facilities rating at GOOD with NO issues based upon the FIT survey and Williams Walkthrough. • 98% attendance rate maintained. • 100% 8th Grade Graduation Rate (maintain 0% dropout rate). • Reduction in suspension rates by 1% annually schoolwide and specifically for unduplicated students. 2015-2016 rate was 6%. Goal for 2017-2018 is 4% or below. • Meet 0% expulsion rate for 2017-2018. • Maintain a 0% Chronic Absenteeism rate. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Providing a secure environment with clean and accessible facilities that support student engagement and maintain a safe and positive climate of learning.</p>	<p>Small Single K-8 School 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>Repairs and/or Professional Services \$ 10,000 RRM Repairs and/or Professional Services \$ \$ 50,000 LCFF - S/C Equipment \$ 85,000 LCFF S/C Salary and Benefits \$5,383 LCFF - S/C Materials and Supplies \$ 2,000 LCFF - S/C</p>
<p>To ensure student engagement in a rural school, transportation provided for all students identified in need.</p>	<p>Small Single K-8 School 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>No Cost 2017-2018</p>

<p>To increase parental involvement and community relations, the district will provide opportunities for parent involvement and parent education.</p>	<p>Small Single K-8 School 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>Repairs//Leases \$ 5,000 LCFF – S/C Communication \$ 8,000 LCFF – S/C</p>
<p>Consistent and fair discipline will be developed and implemented throughout school-wide to ensure our attendance rate is 98% or better dropping the absentee rate and maintaining 100% of our 8th grade students in school. The suspension rate will be better tabulated to ensure an accurate accounting of suspensions. District continues to strive towards a 0% expulsion rate.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 12,500 LCFF – S/C</p>
<p>Increase parent communication through a variety of strategies including signage, newsletters, technology, and marquee.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 2,500 LCFF – S/C Communications \$ 1,000 LCFF – S/C</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increased parental involvement including parents of unduplicated students as well as special needs students at meetings and school functions by 5%, as per sign-in sheets and surveys from parents and students. • Facilities rating at GOOD with NO issues based upon the FIT survey and Williams Walkthrough. • 98% attendance rate maintained. • 100% 8th Grade Graduation Rate (maintain 0% dropout rate). • Reduction in suspension rates by 1% annually schoolwide and specifically for unduplicated students. 2015-2016 rate was 6%. Goal for 2017-2018 is 3% or below. • Meet 0% expulsion rate for 2018-2019. • Maintain a 0% Chronic Absenteeism rate. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Providing a secure environment with clean and accessible facilities that support student engagement and maintain a safe and positive climate of learning.</p>	<p>Single Small K-8 School 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>Repairs and/or Professional Services \$ 10,000 RRM Repairs and/or Professional Services \$ 50,000 LCFF - S/C Equipment \$ 25,000 LCFF S/C Salary and Benefits \$5,466 LCFF - S/C Materials and Supplies \$ 1,500 LCFF - S/C</p>
<p>To ensure student engagement in a rural school, transportation provided for all students identified in need.</p>	<p>Small Single K-8 School 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>No Cost 2018-2019</p>

<p>To increase parental involvement and community relations, the district will provide opportunities for parent involvement and parent education.</p>	<p>Single Small K-8 School 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>Repairs//Leases \$ 5,000 LCFF – S/C Communication \$ 8,000 LCFF – S/C</p>
<p>Consistent and fair discipline will be developed and implemented throughout school-wide to ensure our attendance rate is 98% or better dropping the absentee rate and maintaining 100% of our 8th grade students in school. The suspension rate will be better tabulated to ensure an accurate accounting of suspensions. District continues to strive towards a 0% expulsion rate.</p>	<p>Single Small K-8 School 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>Materials and Supplies \$ 10,500 LCFF – S/C</p>
<p>Increase parent communication through a variety of strategies.</p>	<p>Small Single K-8 School 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>Materials and Supplies \$ 2,500 LCFF – S/C Communications \$ 1,000 LCFF – S/C</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 As a result of input from stakeholders and data analysis we have determined to address the following goal: Increase student achievement in ELA/ELD and Mathematics of all students and sub groups throughout grades K-8.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	Small Single K-8 School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	The district expects to increase the number of students to be at grade level by 2% in both ELA/ELD and Mathematics. An additional 25% of the teachers will be implementing the new state standards in ELA/ELD and Mathematics. Reclassify an additional 5 students.	Actual Annual Measurable Outcomes:	Monson-Sultana had 15.1% of students reach proficiency in English Language Arts for the overall population in grades 3-8. In math, 14.0% reached proficiency for the overall population in grades 3-8. 27 EL Students were reclassified, a decrease of 7 students.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The district provides Highly Qualified teachers to ensure quality teaching in all classrooms.	Salary and Benefits \$1,268,989 LCFF- Base Salary and Benefits \$547,053 EPA	The district provided highly qualified staff in 95% of certificated positions.	Salary and Benefits \$ 1,291,112 LCFF - Base \$ 562,142 EPA

Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School 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		

<p>Intensive and strategic intervention for students for students 1 or more years below grade level in ELA and/or math.</p>		<p>Professional Services \$7,000 SRSA</p> <p>Professional Services \$8,000 LCFF -S/C</p> <p>Materials and Supplies \$2,500 LCFF -S/C</p> <p>Salary and Benefits \$17,439 LCFF -S/C</p> <p>Salary and Benefits (Summer) \$23,336 LCFF -S/C</p> <p>Salary and Benefits (Summer) \$5,838 Title I</p>	<p>Students one or more years below grade level were provided with additional support in ELA or Math. Additional materials and supplies were purchased to support staff in this endeavor. Progress for students was tracked with AIMS Web in ELA.</p>	<p>Salary and Benefits (Summer)</p> <p>\$ 41,969 LCFF - S/C</p> <p>Materials and Supplies</p> <p>\$ 19,998 LCFF - S/C</p> <p>Professional Services</p> <p>\$ 869 LCFF - S/C</p> <p>\$ 4,369 SRSA</p> <p>Rentals / Leases</p> <p>\$ 3,500 LCFF - S/C</p>	
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Small Single K-8 School</p> <p>Grades: All</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>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>Carengie Math for Middle School grades 6-8 will be purchased.</p>		<p>Books and Reference Materials \$7,000 Lottery -Restricted</p> <p>Salary & Benefits \$767 LCFF -S/C</p> <p>Professional Services \$4,800 LCFF -S/C</p>	<p>Carnegie Math Materials were provided to all 6th-8th grade students as planned.</p>	<p>Reference Materials</p> <p>\$ 4,484 Lottery - Restricted</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Small Single K-8 School</p> <p>Grades: 6th, 7th, 8th</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>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>	

Funding for Learning Director.		Salary and Benefits \$118,487 LCFF -S/C Non-capitalized equipment \$5,000 LCFF -S/C	Learnign Director was hired as planned.	Salary and Benefits \$ 122,850 LCFF - S/C Materials and Supplies \$ 1,277 LCFF - S/C Non-Capitalized Equipment \$ 1,291 LCFF - S/C
Scope of service:	All Grades: All		Scope of service: Small Single K-8 School 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	
Hire an additional High Qualified teacher to meet grade span adjustment requirements and reduce class size in grades K-3.		Salary and Benefits \$71,979 LCFF -S/C	Additional teacher was not needed due to enrollment in K-3 not surpassing 27 average as agreed in bargaining agreement.	\$ 0

Scope of service:	All Grades: TK, K, 1st, 2nd, 3rd		Scope of service:	Single Small K-8 School Grades: TK, K, 1st, 2nd, 3rd	
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		
Fund current paraprofessionals for instructional support, library technician, and computer lab aide.		Salary and Benefits \$87,973 LCFF -S/C	All paraprofessionals for instructional support, library technician, and computer lab aide positions were provided as planned.	Salary and Benefits \$ 28,731 LCFF - S/C \$ 16,765 LCFF - S/C \$ 43,075 LCFF - S/C	
Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School 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		
Fund current Paraprofessionals for instructional support.		Salary and Benefits \$54,508 Title I	Paraprofessional support in grades K-8 was provided as planned.		Salary and Benefits \$ 74,174 Title I
Scope of service:	All Grades: All		Scope of service:	Single Small K-8 School 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		
Provide differentiated professional development for all certificated staff in alignment with professional goals.		Professional Development / Services \$10,000 LCFF – S/C	Professional Development was provided to all certificated staff in English Language Arts, Math, and Science (grades 7-8). Services were provided through Tulare County Office of Education.		Professional Services \$ 6,468 LCFF - S/C

Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School 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		
Providing students with easy access to technology hardware and software for PBL (project-based-learning) and required assessments.		Equipment \$67,000 LCFF – S/C	Additional Chromebooks were purchased for grades K-8. With new purchases, grades 1-8 are approximately 2:1 (two students to 1 device).		Equipment \$ 113,977 LCFF - S/C
Scope of service:	All Grades: All		Scope of service:	Single Small K-8 School 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		
Increase wireless access capabilities for additional educational wireless devices in a safe and functional facilities.		Non-capitalized equipment \$ 5,000 LCFF – S/C	Access points were added to the network infrastructure to provide greater access to all grades and all students across campus.		Non-Capitalized Equipment \$ 2,404 LFF - S/C

Scope of service:	All Grades: All		Scope of service:	Single Small K-8 School 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		
Project-Based study trips will be provided to all students and correlate to the adopted Common Core State Standards.		Professional Services \$ 25,000 LCFF – S/C	Study trips were conducted for all grades K-8 in alignment with grade level standards and learning goals.	Professional Services \$ 11,462 LCFF - S/C	
Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School 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		

<p>Provide an engaging and rigorous academic program to increase participation for all students including English Learners, Foster Youth, and Low-Income, students with special needs subgroups in all content areas that are impacted by the state content standards.</p>		<p>Materials and Supplies \$4,400 LCFF – S/C</p> <p>Professional Services \$ 15,100 LCFF – S/C</p> <p>Rentals/Leases \$500 LCFF - S/C</p>	<p>Standards aligned materials are provided for all students. Alignment of instructional practice has not always been observed to be in alignment with the rigor of SBAC assessments.</p>	<p>Materials and Supplies</p> <p>\$ 2,291 LCFF - S/C</p> <p>Professional Services</p> <p>\$ 4,826 LCFF - S/C</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Schoolwide</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>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>Provide additional intervention opportunities for at-risk youth such as English Learners, Foster Youth, and Low Income subgroups.</p>		<p>Salary and Benefits \$21,216 LCFF – S/C</p> <p>Salary and Benefits \$46,618 Title I</p>	<p>Academic interventions were provided after school through the Supplemental Educational Services program. 78 students were services and provided with extended learning opportunities based on individual needs and goals.</p>	<p>Professional Services</p> <p>\$ 74,609 Title I</p>

Scope of service:	All Grades: All		Scope of service:	Schoolwide 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		
Student Assessment, and Data Software Technology 2016-2017.		\$0 No Cost for 2015-2016	Data Management Software was not purchased.		\$ 0
Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School 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, servcves, and expenditures	There will be a greater emphasis in professional development and instructional practice to ensure Monson-Sultana School is preparing students for the Smarter Balanced Assessments to measure student progress. Specific attention will be paid to developing units of study, writing, foundational literacy skills in grades K-3, and technology integration to promote achievement.				

Original Goal from prior year LCAP:	#2 As a result of input from stakeholders and data analysis we have determined to address the following goal: Implement Common Core State Standards throughout school in all grades.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	Small Single K-8 School District Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	For 85% of teachers, paraprofessionals and administration to strengthen their knowledge of the Common Core State Standards through training.		Actual Annual Measurable Outcomes: Assessment data from 2014-2015 SBAC tests shows that 15.1% of students are proficient or above in English Language Arts, and 14.0% were proficient or above in Math. Observational data shows that staff is making an effort in implement Common Core State Standards in all grades.

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>The district provides staff development in the new ELA/ELD and mathematics state standards.</p>		<p>Salary and Benefits \$6,535 LCFF – S/C</p> <p>Salary and Benefits \$6,174 Title II</p> <p>Professional Development \$ 6,000 Title II</p> <p>Travel and Conferences \$800 LCFF – S/C</p> <p>Materials and Supplies \$6,000 LCFF – S/C</p> <p>Non-capitalized equipment \$6,000 LCFF – S/C</p>	<p>The district provided staff development in ELA, ELD, mathematics, and Science standards. Services were provided by Tulare County Office of Education.</p>		<p>Salaries and Benefits</p> <p>\$ 3,539 Title II</p> <p>\$ 12,547 LCFF - S/C</p> <p>Professional Services</p> <p>\$ 16,200 Title II</p> <p>\$ 1,213 LCFF - S/C</p> <p>Materials/Supplies</p> <p>\$ 12,000 LCFF - S/C</p>
Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School 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 district will allot scheduled and protect time to develop units and lesson plans using the ELA/ELD, mathematics and all other subject area state standards.		Materials and Supplies \$ 4,000 LCFF – S/C Rentals/Leases \$ 1,000 LCFF – S/C	The district provided regular collaboration time throughout the year. Additional time was granted for planning as needed.	Materials and Supplies \$ 4,360 LCFF - S/C Repairs / Leases \$ 500 LCFF - S/C
Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School 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	

<p>The district will provide Common Core State Standards (CCSS) reference and ancillary materials, manipulatives, and project-based-learning materials and supplies for student use during CCSS lessons ELA/ELD and mathematics state standards.</p>		<p>Materials and Supplies \$ 15,000 LCFF – S/C</p> <p>Reference Materials \$14,000 LCFF - S/C</p>	<p>The district purchased supplemental materials to support Common Core State Standards (CCSS) implementation as needed/requested.</p>	<p>Referance / Materials and Supplies</p> <p>\$ 12,453 LCFF - S/C</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Small Single K-8 School</p> <p>Grades: All</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>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 district will provide teacher time to study new adoption materials for 2016-2017 and selected appropriate materials to meet the needs of the students at Monson-Sultana.</p>		<p>Materials and Supplies \$ 5,000 LCFF – S/C</p>	<p>The district participated in events to examine new materials available. It was determined that Monson-Sultana would wait as other districts implement to see what materials emerge as the most beneficial.</p>	<p>\$ 0</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Small Single K-8 School</p> <p>Grades: All</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>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>What changes in actions, servivces, and expenditures</p>	<p>There is an increased focus on professional development devoted to understanding, teaching, and aligning classroom learning activites to the Common Core State Standards. Specific professional development will be provided in English Language Arts (Units of Study and Guided Leveled Reading), Math, and the Next Generation Science Standards (NGSS).</p>	

Original Goal from prior year LCAP:	#3 Improve the language acquisition of All English Language Learners.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	Small Single K-8 School District		
	Grades:	All		
	Applicable Pupil Subgroups:	English Learners		
Expected Annual Measurable Outcomes:	80% of certificated and classified staff will receive ELD training, 100% of long-term English learners (LTEL) students in grades 6-8 will be enrolled in ELD program as per attendance roster, CELDT results will be used to measure growth on AMAO 1 by 3.1%, AMAO 2 by 8% and all ELs subject grades at a minimum C average.	Actual Annual Measurable Outcomes:	10% of certificated and classified staff received ELD training. From August to November, LTELS in grades 6-8 were enrolled in an EL Boot Camp in preparation for the upcoming CELDT. An ELD program was not purchased during this school year. Although we reclassified 32 students this year, we still had significant gaps in achievement with regards to meeting AMAOs.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
The district will provide staff development for teachers, paraprofessionals, and administration on ELD best teaching practices.		Salary and Benefits \$ 3,046 Title III Salary and Benefits \$99 2 Title III	Professional development was provided for some teachers of ELD and Learning Director.	
Scope of service:			Scope of service:	Small Single K-8 School Grades: All
All Grades: All				

_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Implementation of English 3D Course 1 for all LTELs (long term English learners) in grades 6-8.		Materials and Supplies \$4,500 LCFF – S/C Rentals/Leases \$500 LCFF – S/C Salary and Benefits \$10,309 LCFF – S/C	English 3D was not implemented in grades 6-8.	Salary and Benefits \$ 6,950 LCFF - S/C
Scope of service:	All Grades: 6th, 7th, 8th		Scope of service:	Small Single K-8 School Grades: All
_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

All newcomers will receive a minimum of 60 minutes per day of intensive ELD instruction.		Professional Services \$ 1,000 Title III	All newcomers received a minimum of 60 minutes intensive ELD instruction.	Professional Services \$ 745 Title III
Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School Grades: All
_ 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 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 district will provide funding for paraprofessionals to support EL students in the classroom.		Salary and Benefits \$ 34,555 LCFF – S/C	The district provided funding for paraprofessionals to support EL students in the classroom.	Salary and Benefits \$ 18,565 LCFF - S/C
Scope of service:	All Grades: All		Scope of service:	Small Single K-8 School Grades: All
_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

The district will have a reclassification celebration for English learners who have met all redesignation criteria.		Materials and Supplies \$ 1,000 LCFF – S/C	Reclassification Celebration was held on May 24, 2016.		Materials and Supplies \$ 1,000 LCFF - S/C
Scope of service:	All Grades: All		Scope of service:	Small single K-8 School. Grades: All	
_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ 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 X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servcves, and expenditures		<ul style="list-style-type: none"> • Trainings for all staff on how to meet EL needs, Integrated vs. Designated ELD. • EL logs to ensure ELD time is being utilized • ELD Teacher Leaders- 3 ELD Teacher Leaders will be assigned to facilitate ELD in grade spans. ELD Leaders would be provided training, and expected to train/support staff on site. Stipends would be provided to ELD Teacher Leaders. 			

Original Goal from prior year LCAP:	#4 As a result of input from stakeholders and data analysis we have determined to address the following goal: Students, parents, and staff will be provided with a safe, and well-maintained environment; as well as, school to home communication in order for students to reach their full potential.	Related State and/or Local Priorities: _1 X 2 X 3 _4 X 5 X 6 _7 _8 Local:
Goal Applies to:	Schools: Small Single K-8 School District Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Increased parental involvement at meetings and school functions by 10%, as per sign-in sheets and surveys from parents and students.</p> <p>Facilities rating "GOOD" with NO issues.</p>	Actual Annual Measurable Outcomes:	Outcome was exceeded. We conducted a series of parent education courses with 54 parents participating. In addition, surveys from parents increased to 82.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Providing a secure environment with clean and accessible facilities that support student engagement and maintain a safe and positive climate of learning.</p>	<p>Repairs and/or Professional Services \$ 10,000 RRM</p> <p>Repairs and/or Professional Services \$ 22,000 LCFF - S/C</p> <p>Equipment \$ 89,000 LCFF S/C</p> <p>Salary and Benefits \$ 5,230 LCFF S/C</p> <p>Materials and Supplies \$ 3,000 LCFF S/C</p>	<p>Goal was met. Additional security gate was purchased and installed to ensure a secure campus.</p>	<p>Repairs/Professional Services</p> <p>\$ 27,091 RRM</p> <p>\$ 40,617 LCFF - S/C</p> <p>Salaries and Benefits</p> <p>\$ 5,230 LCFF - S/C</p> <p>Materials and Supplies</p> <p>\$ 3,252 LCFF - S/C</p>

Scope of service:	Small Single K-8 School District Grades: All		Scope of service:	Small Single K-8 School 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		
To ensure student engagement in a rural school, transportation provided for all students identified in need.		Equipment \$ 45,000 LCFF – S/C	Goal was met. Additional vehicle was purchased to transport students in need.	Equipment \$ 27,203 LCFF - S/C	
Scope of service:	Small Single K-8 School District Grades: All		Scope of service:	Small Single K-8 School 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		

<p>To increase parental involvement and community relations, the district will purchase a marquee.</p>		<p>Equipment \$ 20,000 LCFF – S/C</p>	<p>A series of parent education classes were conducted with increased parent success (50 graduates). Surveys collected from parents increased to 82.</p>	<p>Equipment \$ 22,858 LCFF - S/C</p> <p>Rentals/Leases \$ 5,000 LCFF - S/C</p>
<p>Scope of service:</p>	<p>Small Single K-8 School District</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Single Small K-8 School</p> <p>Grades: All</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>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>Consistent and fair discipline will be developed and implemented throughout school-wide to ensure our attendance rate is 98% or better dropping the absentee rate and maintaining 100% of our 8th grade students in school. The suspension rate will be better tabulated to ensure an accurate accounting of suspensions. District continues to strive towards a 0% expulsion rate.</p>		<p>Materials and Supplies \$5,500 LCFF – S/C</p> <p>Non-capitalized equipment \$ 5,000 LCFF – S/C</p>	<p>Discipline policy and positive expectations for behavior were implemented along with consistent rewards and consequences. 100% 8th Grade graduation rate was met.</p>	<p>Materials and Supplies \$ 562 LCFF - S/C</p>
<p>Scope of service:</p>	<p>Small Single K-8 School District</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Small Single K-8 School</p> <p>Grades: All</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>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>
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<p>Increase parent communication through a variety of strategies.</p>		<p>Materials and Supplies \$ 1,500 LCFF – S/C</p> <p>Communications \$ 500 LCFF – S/C</p>	<p>Goal met. Online program to send messages via phone or internet purchased and implemented. Marquee for communicating information to parents was purchased.</p>		<p>Materials and Supplies \$ 1,562 LCFF - Supplies</p>
<p>Scope of service:</p>	<p>Small Single K-8 School District</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Small Single K-8 School</p> <p>Grades: All</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>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>What changes in actions, servivces, and expenditures</p>		<p>Additional parent education/involvement activities will be added to build upon successes realized in 2015-2016.</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:	857080
<p><i>Monson-Sultana Joint Union Elementary estimated increase in funds for supplemental and concentration funding for 2016-2017 is estimated to be \$ 857,080. All supplemental and concentration funds will be principally directed at unduplicated pupils as the unduplicated count is 87.80%. These funds will be expended on interventions for various student sub-groups, staff development, supplemental materials and supplies, and personnel providing direct services to students. The supplemental and concentration funds will continue to focus and support student achievement in both ELA and math, ELD intervention, and to support re-designated fluent English proficient students. This LCAP plan has Supplemental programs (Lexia, iXL- ELA, iXL - Math, ALEKS, and Standards Plus) to provide intervention to our foster youth and low income students will also be provided. In addition, LCAP funding will be used to enhance our facilities, so that our student's educational setting will create a clean, physical, and safe environment. By enhancing our facilities, this will offer our students a safe and clean learning environment, which will encourage our students to perform and succeed academically. All actions and expenditures of Supplemental and Concentration funds were considered based on the needs of our unduplicated population after careful analysis of data and input from our stakeholders. Most of the supplemental and concentration funds will be used school-wide but principally directed at our unduplicated pupils since our unduplicated pupils make up 87.80% of the school's population.</i></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.

26.00	%
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Under the 2016-2017 LCAP year, Monson-Sultana Union Elementary School District is estimated to receive \$ 857,080 in supplemental and concentration funds under the Local Control Funding Formula (LCFF). Therefore, Monson-Sultana Joint Union Elementary School District will be increasing and/or improving its services for unduplicated students by demonstrating the district is meeting its minimum proportionality requirement by use of the supplemental and concentration grant funding by expenditures of these dollars. Notably, the LCAP calls for increased services for English Learner students in the form of materials, training, and protected ELD instructional minutes.

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).