

**Introduction:**

**LEA:** Lewiston Elementary School District **Contact (Name, Title, Email, Phone Number):** Tim Nordstrom, Superintendent/Principal, tnordstrom@tcoek12.org, 530-778-3984 **LCAP Year:** 2016-2017

### ***Local Control and Accountability Plan and Annual Update Template***

**Narrative:**

*The Lewiston Elementary School District is a single school K-8 district located in the mountains of Trinity County along the Trinity River. The district currently has 51 students and has no EL students.*

*The 2015-16 school year found the Lewiston Elementary School District parents, students, teachers, classified staff, bargaining units and the Board of Trustees implementing the actions as identified in our LCAP. The focus has been on student growth and achievement, addressing CCSS standards in our curriculum, improving communication with our parents and community and addressing student connectivity to their school.*

*The development and continued review and updating of our LCAP has occurred as a result of the hard work of the LES teachers, , students, parents and Board of Trustees. Developing measurable baselines was the focus of our update and review. To improve our LCAP for 2016-17 our iReady assessment program for reading and math will continue to serve to provide a measurement of student skill development that is shared with the Board of Trustees, staff, students and parents. The iReady assessment in conjunction with teacher input will continue to be used to identify students needing intervention, specific skill needs these students have and to measure student skill growth and success of our instructional program.*

*For the 2016-2017 school year, all previous goals have been consolidated into actions and strategies under three newly written goals 1, 2 and 3.*

*The Trinity County Office of Education's (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities. Special education programs meet the needs of students from various categories of disability through a collaborative model between local school sites and TCOE. This collaborative model includes support services, professional development, and communities of practice.*

*TCOE serves special education students from all 10 districts in Trinity County. Special education classrooms exist across the county in Burnt Ranch, Junction City, Weaverville, Lewiston, Douglas City, Hayfork, and Mad River. Additionally students are also served in the classroom, using a push in model, in all of the aforementioned locations, as well as in Trinity Center, Coffee Creek, Cox Bar, and Hyampom. TCOE provides support services including adaptive physical education, para-educators, school psychologists, speech and language pathologists, a school counselor, as well as contracted physical and occupational therapy services.*

*For sites that serve moderate to severe disabilities, instruction is aligned to the content standards and is based on the seven foundational curricular domains. This includes domestic, vocational, recreation/leisure, community access/motor skills, communication, social-emotional, and foundational academics. Students learn functional skills that will maximize future independence and vocational skills through both school based practices and community experiences to help them succeed in these areas. For students with social-emotional needs, services available to students that include educationally relevant mental health services provided with either a school psychologist or with a mental health clinician. Mental health clinicians are provided through partnerships with Trinity County Behavioral health Services.*

*The Trinity County Office of Education coordinates all county services for Foster Youth through the positions of Foster Youth Education Coordinator and Foster Youth Services Liaison. They provide support to our Foster Youth, placed both in and outside of our county, by helping with transfers, making sure records are moved quickly, and tracking attendance, suspension, expulsion rates and graduation rates to be sure that they are equal to those of their non-foster peers. They also intervene to refer or provide direct services, including transportation, as needed.*

*Beginning in the 2016-17 School Year, the Trinity County Office of Education Foster Youth Education Coordinator will provide training for district staff in the unique needs of Foster Youth and the services available to them.*

*Thank you and enjoy our LCAP.*

*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
Parent Advisory Committee: 9/21, 10/19, 2/29, 3/7, 4/18	The continuous improvement cycle will be ongoing throughout the school year. As the committees receive information such as survey results, academic results, etc., they will be asked for input on how to improve results.
Certificated Staff Meetings: 8/24, 9/9, 9/15, 9/30, 10/7,10/14, 10/20, 11/4, 12/2, 12/9, 1/12, 1/19, 2/10, 2/17, 2/24, 3/8, 4/13, 4/27	The input that is provided by all stakeholders guides the LCAP annual update to ensure that our actions are targeted, focused and aligned.
Classified Staff Meetings: 9/9, 10/7, 11/4, 12/2, 1/5, 2/12, 2/17, 2/13, 4/18	The key metrics used to evaluate the effectiveness of our actions and services may include but not be limited to the following: suspension and expulsion data, attendance rates, report card data, school multiple measures, parent involvement, student, parent and staff survey results, CAASP results, and iReady bench-marking results.
Board of Trustee Meetings: 7/27, 8/24, 9/28, 10/26, 11/16, 12/7, 1/25, 2/8, 2/22, 3/21, 4/25	As part of the District's Strategic Planning Process, input was obtained from stakeholders to assess the status of the following goals:
Student Focus Group: 9/21, 9/28, 10/5, 10/19, 10/26, 9/9, 9/30, 1/25, 2/8, 2/22, 3/21, 4/25	Goal #1 <ul style="list-style-type: none"> <li>• To reach this goal, we ensured all teachers were fully credentialed and credentials were valid through CTC. The new common core math curriculum was utilized in grades TK - 5th. 6th-8th grade utilized Ready Common Core instructional materials as CPM was too difficult to implement on a full-time basis. Staff decided to purchase state adopted GO math curriculum as it's replacement for next year. Staff began reviewing new ELA state adoptions and will purchase new curriculum for next year.</li> <li>• iReady was given a minimum of 3 times for each student and upon student enrollment. Results drove interventions inside and outside the classroom. Staff has decided to implement an incentive program to motivate and validate student progress.</li> <li>• We purchased 18 new laptops for grades 6-8th. We continued 1:1 computing for grades 3-8th.</li> <li>• We continued to provide a safe and well maintained campus. This was done through consistent school disaster drills, monthly inspections of the school facilities, and monthly staff safety meetings. We received a 91% safety rating from students, parents, and staff. We are setting a new goal of 93% for next year. Student input was to fence in the school grounds. We are looking into grant writing to achieve this as we are unable to currently fund this project through school funds.</li> </ul>
Parent Outreach: 9/2, 4/19	Goal #2

- Staff worked on creating essential science standards last year. This year focused on created new math long range plans and essential standards as staff was instructing using new math curriculum. Next year, we will focus on replicating this process as we plan on purchasing new ELA curriculum before the beginning of the next school year.
- Although we were able to reduce our referrals and bus citations, it was determined that training would need to be given to staff regarding the school discipline plan. Our new goal next year is to reduce our referrals to 38.
- It was not feasible to have a 0 suspension rate. It was determined that a better metric would be <4 suspensions per year.
- 100% of K-5th graders felt that Monday Morning assemblies were valuable and motivating. With only 46% of 6-8th grade, it was determined that we would create leadership positions for upper grade students to be more involved in the assembly.
- 80.5% of students and parents felt respected by staff.
- Classified staff were able to complete 4 of the original 6 in-service sessions at LES and 1 county PD. Certificated staff decided they need to focus on common core implementation and alignment, and iReady training. Next year, staff will be implementing online professional development opportunities.

#### Goal #3

- We were not able to meet this goal as of April as attendance dropped overall by 2%. It was determined that we would change the attendance incentives for next year. We plan on creating a 7 day plan for each classroom that provides incentives on a classroom basis.
- 96% of parents indicated that they participated in at least 1 event this year. Our new goal is for parents to participate in at least two events during the next school year at >95%.
- Lewiston Elementary continued the use of the electronic sign board, school website, and weekly bulletins to inform parents and the community about activities and events at school. The school released four press releases that were published in the paper promoting school academics and activities. Next year, we plan to implement a Facebook page.

#### Goal #4

- We created a baseline this year for student participation in enrichment activities at 78% participation.
- iReady proficiency 1st year results indicated a 2% increase in proficiency in math and a 12% increase in ELA. While we met our goal of 5% growth in ELA, we were not able to reach it in math. For the final iReady benchmark assessment, we implemented an incentive. This will continue to be implemented as we believe it will motivate students and improve the validity of our results.
- We provided a limited 10 day summer school. We received positive comments from parents and staff that it helped transition those students into the new school year. Will be providing it again this next year.
- There was not an established metric to capture the value of staff in-service and training. A baseline was established using staff survey at \_\_\_\_\_.
- Intervention services were provided to over 20 students throughout the year in reading, writing and math based on their iReady results.
- Lion's Den continued to provide a variety of enrichment opportunities for students. Upon discussion, classroom teachers felt that we needed to define classroom enrichment and decided that each classroom would be responsible for providing >5 enrichment opportunities per trimester. This will be measured each trimester next year.

#### Goal #5 - Refer to goal 2 and goal 4 results

Stakeholder's have indicated that they would like more environmental enrichment opportunities. Staff is researching hiking, fishing, gardening, etc. to be provided during and after school.

Stakeholder's determined that we need to consolidate our goals into 3 overarching goals for our LCAP. Many of the goals from last year were action/strategies and/or they were redundant in meaning. We believe this will provide more clarity and clearer understanding for all our stakeholders.

Goals 1, 2, 3, 4, 5 have been incorporated into goals 1, 2, and 3 for 2016-2017. Goal 1 focuses on all students. Goal 2 focuses

**Annual Update:**  
 School Site Council/Parent Advisory Committee – 9/21, 10/19, 2/29, 3/7, 4/18

Certificated Staff Meetings: 8/24, 9/9, 9/15, 9/30, 10/7,10/14, 10/20, 11/4, 12/2, 12/9, 1/12, 1/19, 2/10, 2/17, 2/24, 3/8, 4/13, 4/27

Classified Staff Meetings: 9/9, 10/7, 11/4, 12/2, 1/5, 2/12, 2/17, 2/13, 4/18

Board of Trustee Meetings: 7/27, 8/24, 9/28, 10/26, 11/16, 12/7, 1/25, 2/8, 2/22, 3/21, 4/25

Student Focus Group: 9/21, 9/28, 10/5, 10/19, 10/26, 9/9, 9/30, 1/25, 2/8, 2/22, 3/21, 4/25

Parent Outreach: 9/2, 4/19

The data committees reviewed included budget, student results, special education, personnel, facilities, technology, and all surveys (student, parent, and staff).

Every staff member, including both bargaining units, were provided a copy of the LCAP. After reviewing the LCAP, input was sought.

on in-need student subgroup (e.g. low income). Goal 3 focuses on staff professional development for certificated, classified including support and instruction aide.

**Annual Update:**  
 Stakeholder input indicated support to continue originals goals from 2015-2016 LCAP. Input also showed that there was a need to develop more comprehensive surveys to give to all staff, parents and students as a tool to monitor metrics.

Information from all committee meetings are used to inform plans and activities to support student achievement and enrichment

Input gathered from stakeholders indicated a need for:  
 Increase student proficiency levels in ELA and mathematics for grades 3-8th  
 Redesign our LCAP goals to become more focused and clearer for our stakeholders.  
 Continued professional development for LES staff in new math and language arts Common Core curriculum  
 Purchase new CCSS aligned ELA curriculum for all grade levels  
 Continued alignment between State and Federal plans  
 Continued access to technology to ensure 21st century skills  
 Strengthening relationships between school and parents  
 Change current attendance incentive  
 Increase parent survey participation  
 Continue to research and obtain funding for ADA compliant bathroom renovations  
 Continued tiered interventions of support  
 Continue current enrichment programs and adding more outdoor/environmental enrichment opportunities  
 Provide student incentives for meeting iReady and CAASP benchmarks growth and goals  
 Baseline data would be created for all metrics except CAASP results during the current 2015-2016 school year

The surveys that were previously used in Goal 1 and 2 were not administered to all students, parents, and staff. It was determined that providing the opportunity for all stakeholders within the school to participate in the surveys would produce more beneficial feedback and input to be used for planning and measuring purposes. It was also determined that there were not enough questions on the surveys and by asking more purposeful questions, it would provide more reliable data to planning committees and give measure information for other metrics.

The metric language for student achievement did not previously include the new CAASP state testing language. This was changed in Goal language to Not met, Nearly Met, Met, Exceeded.

Staff worked on creating essential science standards last year. This year focused on created new math long range plans and essential standards as staff was instructing using new math curriculum. Next year, we will focus on replicating this process as we plan on purchasing new ELA curriculum before the beginning of the next school year.

It was decided that there was a need to align our report cards to Common Core State Standards. A draft will be presented by the end of the summer and is to be utilized as of the end of the 1st trimester.

Due to previous and current deficit spending, the current intervention plan will be altered. The two certificated intervention positions will be reduced to 0 in 2016-2017 until school budget is able to maintain those positions without deficit spending. Teachers will encompass those interventions within their classrooms.

To improve school safety this year:  
 LES modified and implemented a new intruder alert procedure. This found that our alarm system in TK-2nd grade classroom was not functional and needs to be corrected.

Students have asked that the playground be fenced in to provide safety from animals. LES has submitted two grants and is looking into options for beginning this project as fiscal costs of the project are too high at this time.

The principal and custodian of LES were trained by LES JPA in grounds and playground inspection and safety. These inspections are done monthly.

All staff was trained by LES JPA on fire safety.

All gym equipment was removed from the cafeteria based on health concerns from JPA inspection.

All staff attends monthly safety meetings

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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



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

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

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

**Guiding Questions:**

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

GOAL 1:	All students will meet or exceed mastery in State Standards in Mathematics, English Language Arts, Science, and Physical Education.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	As part of the District's Local Educational Agency Plan/SSPA Plan annual strategic review process, data related to student outcomes was reviewed. Based on this process, the following significant needs were identified: Need: Student proficiency Metric: CAASP results, iReady benchmark assessments  Need: Safe and orderly campus Metric: Staff, Student, Parent Surveys  Need: Improved Student Attendance Metric: ADA Data  Need: Improve Parent engagement Metric: Parent participation % survey, Parent involvement survey  Need: Students have options to explore new opportunities Metric: Student and staff surveys  Need: Students are engaged, confident learners Metric: ADA, Discipline Data, Student Survey	
Goal Applies to:	Schools: Lewiston Elementary School Applicable Pupil Subgroups:	All

## LCAP Year 1: 2016-2017

## Expected Annual Measurable Outcomes:

A. Student proficiency  
 For the 2016-17 school year, 4% fewer students will perform below grade level proficiency as measured by the CAASPP results in ELA and Math. CAASP (2015) baseline is established at 18% ELA and 22% math proficiency.  
 4% fewer students will perform below grade level proficiency in each subgroup over the previous year as measured by the CAASPP results in ELA and Math. CAASP (2015) baseline for disadvantaged subgroup is established at 27% math and 23% ELA proficiency.

Administer iReady Diagnostic Assessment 3 times a year. The number of students in each level in math and ELA will change by the following % each year after each 2nd trimester:  
 The size of Tier 3 will reduce by at least 5% .  
 The size of Tier 2 will reduce by at least 5%.  
 The size of Tier 1 group will increase by 2.5%.

1st Year Baseline Results from '14-'15 to '15-'16 school years  
 Math - Tier 1: -8%,  
 Tier 2: +6%,  
 Tier 3: +2%  
 ELA - Tier 1: +12%,  
 Tier 2: -11%,  
 Tier 3: +12%

B. Safe and orderly campus  
 With the campus safety survey, the average safety score will rise to 93% on "Lewiston provides a safe place to learn".  
 Surveys received:  
 Staff 64%, Parent 27%, Student 100%

The baseline results are as follows after the safety survey was administered:  
 Overall: 91%  
 Staff: 100%  
 Parents: 83%  
 Students: 90%  
 TK-2: 88%  
 3-5th: 91%  
 6-8th: 92%

C. Improved Student Attendance  
 School Attendance  
 2014-2015 - 94%  
 2015-2016 - 92% (April)  
 2016/2017 total average attendance will improve by 1% until to 95% is maintained

D. Improve Parent engagement  
 Increase in the number of parent participation in surveys by 10% a year until 95% is maintained. (Baseline 27% in 2015-2016)  
 Increase in parent participation in the number of parents attending back to school nights, open houses, student events, field trips, parent conferences, Monday assemblies, school site council meetings by 2 events per family per year. (Baseline 87.5% for 1 event 2015-2016) Goal is 2 events at 85% or higher.

E. Students have options to explore new opportunities  
 Maintain >5 extracurricular activities per trimester per classroom. Baseline will be established in 2016-2017.  
 5% increase school wide in student participation in enrichment activities both in the classroom and during Lion's Den activities. The baseline (2015) data is 78% on the student survey.

F. Students are engaged, confident learners  
 For 2016-17 the number of referrals and bus citations by the end of the 2nd trimester will reduce by 5% to 38 or lower.

LES will maintain a student suspension rate of <4 per year.  
 LES will maintain a 0 student rate of student expulsions.

Baseline  
 Surveys received:  
 Parent 27%, Student 100%

The baseline results for parents and students survey question: "Student, staff, parent survey concerning students feeling respected, valued and appreciated by LES staff and other students" is 80.5%. Our new goal is this will increase to 83% or higher.

The baseline data for "I like to come to school" on the student survey is 74%. This will increase to 78%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit, hire, assign and retain highly qualified staff to support teaching and learning for all students that reflects effective instructional practices (e.g., instructional staff, paraprofessionals, site administration)	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated regular classroom teachers. 1000-1999: Certificated Personnel Salaries Base 210603 Benefits for Regular Classroom certificated Teachers 3000-3999: Employee Benefits Base 70370 Classified instructional support 2000-2999: Classified Personnel Salaries Base 95175 Classified instructional support benefits 3000-3999: Employee Benefits Base 28550
Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, and Next Generation Science Standards. iReady will continue to be used to monitor student progress and student progress will include incentives to reward growth.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replacement instructional materials for ELA and math. iReady and Scholastic Reading Counts for 55 students 4000-4999: Books And Supplies Base 3000 New instructional materials and supplies 4000-4999: Books And Supplies Supplemental 3000
Increased classified instructional aides to support reduced instructional staff to student ratio in grades TK-8	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified instructional aide salaries. See Above. 2000-2999: Classified Personnel Salaries Classified instructional aide benefits. See Above 3000-3999: Employee Benefits
Maintain facilities to maximize efficiency and effectiveness of resources. Update equipment based on needs analysis, including video monitoring system, and maintaining grounds and buildings.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain security system 5000-5999: Services And Other Operating Expenditures Supplemental 2028 Staff costs 2000-2999: Classified Personnel Salaries Base 23000 Benefits costs 3000-3999: Employee Benefits Base 6000 Materials and supplies for buildings and grounds 4000-4999: Books And Supplies Base 6000 Maintenance and operations expenditures 5000-5999: Services And Other Operating Expenditures Base 53000
Continue investment and support for classroom technology (e.g. computers for teachers, students, admin, software).	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Computer/Internet services provided by TCOE 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7962 Replacement older, failing equipment 4000-4999: Books And Supplies Supplemental and Concentration 1500
Research and explore ADA compliant student restroom renovation and school grounds fencing.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultants 5800: Professional/Consulting Services And Operating Expenditures Other 31698

Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, long range plans, essential standards, iReady instruction, and Response to Intervention)	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher release time or extra pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500 Teacher release time or extra pay 3000-3999: Employee Benefits Supplemental and Concentration 150
Monday morning assemblies will continue with teachers and principal reinforcing positive student effort and behavior. 6-8th grade students will be given leadership roles to recognize their value during the assemblies. Perfect attendance awards will continue with bi-monthly incentives according to SPSA.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipend Certificated Teacher Administrator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Stipend Certificated Teacher Administrator Benefits 3000-3999: Employee Benefits Supplemental and Concentration 250 Incentives for perfect attendance 4000-4999: Books And Supplies Supplemental and Concentration 500
School counseling services will continue to be provided to students that are having difficulty.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified School Counseling Services MFCC 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8200 Classified School Counseling Services MFCC 3000-3999: Employee Benefits Supplemental and Concentration 2000
Maintain existing and new programs of communication, encouragement and invitations with parents and community members as a result of improved use of newspaper articles, electronic sign board, Facebook, the school Web Site and increased student and school activities and events.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Secretary Communication Stipend 2000-2999: Classified Personnel Salaries Base 1500 Negotiated Teacher stipends for student events 1000-1999: Certificated Personnel Salaries Base 1000 District secretary stipend benefits 3000-3999: Employee Benefits Supplemental and Concentration 450 Negotiated Teacher stipends for student event benefits 3000-3999: Employee Benefits Base 300
The Lion's Den program will continue to provide assistance for homework as well as a full range of enrichment activities for all TK-8 students. The Driskell Endowment will continue to support school music program. In addition, the school will be offering a late summer, 10 day, summer school program for all interested TK-8 students.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Lion's Den classified salaries 2000-2999: Classified Personnel Salaries Other 33400 Benefits for Lion's Den staff 3000-3999: Employee Benefits Other 17750 Driskell music instructor 1000-1999: Certificated Personnel Salaries Base 0 Instructional materials for music teacher 4000-4999: Books And Supplies Other 500 Summer school teacher stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3003 Classified instructional aide to assist teacher in summer school 2000-2999: Classified Personnel Salaries Supplemental and Concentration 910 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1000
Classrooms will provide enrichment and extracurricular activities available to all students during and after school hours (e.g. fieldtrips, hiking, gardening, fishing, sports, speakers, visual and performing arts, experiments, assemblies)	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher hourly pay, field trips and presenters 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Teacher hourly pay, field trips and presenters benefits 3000-3999: Employee Benefits Supplemental and Concentration 300
Provide funds to support targeted intervention support such as intervention tutoring	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teacher hourly pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 Teacher hourly pay benefits 3000-3999: Employee Benefits Supplemental and Concentration 1500

		<input type="checkbox"/> Other Subgroups: (Specify)
	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	<p>A. For the 2017-18 school year, 4% fewer students will perform below grade level proficiency as measured by the CAASPP results in ELA and Math.                  4% fewer students will perform below grade level proficiency in each subgroup over the previous year as measured by the CAASPP results in ELA and Math.</p> <p>Administer iReady Diagnostic Assessment 3 times a year. The number of students in each level in math and ELA will change by the following % each year after each 2nd trimester:                  The size of Tier 3 will reduce by at least 5% .                  The size of Tier 2 will reduce by at least 5%.                  The size of Tier 1 group will increase by 2.5%.</p> <p>B. With the campus safety survey, the average safety score will rise to 95% on the campus safety survey for LES provides a safe place to learn".</p> <p>C. Total average attendance will improve by 1% until to 95% is maintained</p> <p>D. Increase in the number of parent participation in surveys by 10% a year until 95% is maintained.                  Increase in parent participation in the number of parents attending back to school nights, open houses, student events, field trips, parent conferences, Monday assemblies, school site council meetings by 2 events per family per year 95% or higher.</p> <p>E. Maintain &gt;5 extracurricular activities per trimester per classroom.                  5% increase school wide in student participation in enrichment activities both in the classroom and during Lion's Den activities.</p> <p>F. The number of referrals and bus citations by the end of the 2nd trimester will reduce to 32 or lower.</p> <p>LES will maintain a student suspension rate of &lt;4 per year.</p> <p>LES will maintain a 0 student rate of student expulsions.</p> <p>Results for parents and students survey question: "Student, staff, parent survey concerning students feeling respected, valued and appreciated by LES staff and other students will increase by 2% or higher until 95% is maintained.</p> <p>"I like to come to school" on the student survey will increase by 2 % or higher until 95% is maintained.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit, hire, assign and retain highly qualified staff to support teaching and learning for all students that reflects effective instructional practices (e.g., instructional staff, paraprofessionals, site administration)	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated regular classroom teachers. 1000-1999: Certificated Personnel Salaries Base 210603 Benefits for Regular Classroom certificated Teachers 3000-3999: Employee Benefits Base 70370 Classified instructional support 2000-2999: Classified Personnel Salaries Base 95175 Benefits Classified instructional support 3000-3999: Employee Benefits Base 28550
Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, and Next Generation Science Standards. iReady will continue to be used to monitor student progress and student progress will include incentives to reward growth.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Replacement instructional materials for ELA and math. iReady and Scholastic Reading Counts for 55 students 4000-4999: Books And Supplies Base 3000 New instructional materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 3000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support reduced instructional staff to student ratio in grades TK-8	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified instructional aide salaries and benefits. See Above
Maintain facilities to maximize efficiency and effectiveness of resources. Update equipment based on needs analysis, including video monitoring system, and maintaining grounds and buildings.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain security system 5000-5999: Services And Other Operating Expenditures Base 2028 Staff costs 2000-2999: Classified Personnel Salaries Base 23000 Benefits 3000-3999: Employee Benefits Base 6000 Materials for buildings and grounds 4000-4999: Books And Supplies Base 6000 Maintenance and operations 5000-5999: Services And Other Operating Expenditures Base 53000
Continue investment and support for classroom technology (e.g. computers for teachers, students, admin, software).	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Computer/internet services provided by TCOE 5800: Professional/Consulting Services And Operating Expenditures Base 7962 Replacement equipment 4000-4999: Books And Supplies Base 1500
Research, explore, and provide funding for ADA compliant student restroom renovation and school grounds fencing.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultants 5000-5999: Services And Other Operating Expenditures Other 2000
Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, long range plans, essential standards, iReady instruction, and Response to Intervention)	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher release time or extra pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 150
Monday morning assemblies will continue with teachers and principal reinforcing positive student effort and behavior. 6-8th grade students will be given leadership roles to recognize their value during the assemblies. Perfect attendance awards will continue with bi-monthly incentives according to SPSA.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipend Certificated Teacher Administrator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Stipend Certificated Teacher Administrator Benefits 3000-3999: Employee Benefits Supplemental and Concentration 250 Incentives for perfect attendance 4000-4999: Books And Supplies Supplemental and Concentration 500
School counseling services will continue to be provided to students that are having difficulty.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Classified school counseling services MFCC 2000-2999: Classified Personnel Salaries Supplemental and Concentration 8200 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2000

		<input type="checkbox"/> Other Subgroups: (Specify)	
Maintain existing and new programs of communication, encouragement and invitations with parents and community members as a result of improved use of newspaper articles, electronic sign board, Facebook, the school Web Site and increased student and school activities and events.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District Secretary Communication Stipend 2000-2999: Classified Personnel Salaries Base 1500 District Secretary Communication Stipend Benefits 3000-3999: Employee Benefits Base 450 Teacher stipend for student events 1000-1999: Certificated Personnel Salaries Base 1000 Teacher stipend for student events benefits 3000-3999: Employee Benefits Base 300
The Lion's Den program will continue to provide assistance for homework as well as a full range of enrichment activities for all TK-8 students. The Driskell Endowment will continue to support school music program. In addition, the school will be offering a late summer, 10 day, summer school program for all interested TK-8 students.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Lion's Den Classified salaries 2000-2999: Classified Personnel Salaries Other 33400 Benefits for Lion's Den Staff 3000-3999: Employee Benefits Other 17750 Driskell music instructor 0 Instructional materials for music teacher 4000-4999: Books And Supplies Base 500 Summer school teacher stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3003 Classified instructional aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 910 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1000
Classrooms will provide enrichment and extracurricular activities available to all students during and after school hours (e.g. fieldtrips, hiking, gardening, fishing, sports, speakers, visual and performing arts, experiments, assemblies)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher hourly pay, fieldtrips and presenters 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Teacher hourly pay, fieldtrips and presenters benefits 3000-3999: Employee Benefits Supplemental and Concentration 300
Provide funds to support targeted intervention support such as intervention tutoring	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher hourly pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 Teacher hourly pay benefits 3000-3999: Employee Benefits Supplemental and Concentration 1000



LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

A. For the 2018-19 school year, 4% fewer students will perform below grade level proficiency as measured by the CAASPP results in ELA and Math.  
 4% fewer students will perform below grade level proficiency in each subgroup over the previous year as measured by the CAASPP results in ELA and Math.  
 Administer iReady Diagnostic Assessment 3 times a year. The number of students in each level in math and ELA will change by the following % each year after each 2nd trimester:  
 The size of Tier 3 will reduce by at least 5% .  
 The size of Tier 2 will reduce by at least 5%.  
 The size of Tier 1 group will increase by 2.5%.

B. With the campus safety survey, the average safety score will maintain at 95% or higher on the campus safety survey for "LES provides a safe place to learn".

C. Total average attendance will improve by 1% until to 95% is maintained

D. Increase in the number of parent participation in surveys by 10% a year until 95% is maintained.  
 Increase in parent participation in the number of parents attending back to school nights, open houses, student events, field trips, parent conferences, Monday assemblies, school site council meetings by 3 events per family per year 95% or higher.

E. Maintain >5 extracurricular activities per trimester per classroom.  
 5% increase school wide in student participation in enrichment activities both in the classroom and during Lion's Den activities.

F. The number of referrals and bus citations by the end of the 2nd trimester will reduce to 30 or lower.

LES will maintain a student suspension rate of <4 per year.

LES will maintain a 0 student rate of student expulsions.

Results for parents and students survey question: "Student, staff, parent survey concerning students feeling respected, valued and appreciated by LES staff and other students will increase by 2% or higher until 95% is maintained..

"I like to come to school" on the student survey will increase by 2 % or higher until 95% is maintained.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit, hire, assign and retain highly qualified staff to support teaching and learning for all students that reflects effective instructional practices (e.g., instructional staff, paraprofessionals, site administration)	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated regular classroom teachers 1000-1999: Certificated Personnel Salaries Base 210603 Benefits for regular classroom certificated teachers 3000-3999: Employee Benefits Base 70370 Classified instructional support 2000-2999: Classified Personnel Salaries Base 95175 Classified instructional support benefits 3000-3999: Employee Benefits Base 28550
Provide instructional resources (e.g., materials, supplies, technology) to support teaching and learning for all students that reflect instructional practices associated with Common Core State Standards, and Next Generation Science Standards. iReady will continue to be used to monitor student progress and student progress will include incentives to reward growth.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Replacement materials for ELA and math. iReady and Scholastic Reading Counts for 55 students 4000-4999: Books And Supplies Base 3000 New instructional materials and supplies 4000-4999: Books And Supplies Supplemental 3000
Support reduced instructional staff to student ratio in grades TK-8	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified instructional aide salaries See above. 2000-2999: Classified Personnel Salaries Classified instructional aide benefits. See above 3000-3999: Employee Benefits

Maintain facilities to maximize efficiency and effectiveness of resources. Update equipment based on needs analysis, including video monitoring system, and maintaining grounds and buildings.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain security System 5000-5999: Services And Other Operating Expenditures Supplemental 2028 Staff costs 2000-2999: Classified Personnel Salaries Base 23000 Benefits costs 3000-3999: Employee Benefits Base 6000 Materials and supplies for buildings and grounds 4000-4999: Books And Supplies Base 6000 Maintenance and operations expenditures 5000-5999: Services And Other Operating Expenditures Base 5300
Continue investment and support for classroom technology (e.g. computers for teachers, students, admin, software).	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Computer/Internet services provided by TCOE 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7962 Replacement older, failing equipment 4000-4999: Books And Supplies Supplemental and Concentration 1500
Professional development and collaboration to support CCSS implementation for all students (creation of assessments, rubrics, articulation, long range plans, essential standards, iReady instruction, and Response to Intervention)	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher release time or extra pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500 Teacher release time or extra pay benefits 3000-3999: Employee Benefits Supplemental and Concentration 150
Monday morning assemblies will continue with teachers and principal reinforcing positive student effort and behavior. 6-8th grade students will be given leadership roles to recognize their value during the assemblies. Perfect attendance awards will continue with bi-monthly incentives according to SPSA.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipend certificated and teacher administrator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Stipend Certificated teacher administrator benefits 3000-3999: Employee Benefits Supplemental and Concentration 250 Incentives for perfect attendance 4000-4999: Books And Supplies Supplemental and Concentration 500
School counseling services will continue to be provided to students that are having difficulty.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified school counseling services MFCC 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8200 Classified school counseling services MFCC benefits 3000-3999: Employee Benefits Supplemental and Concentration 2000
Maintain existing and new programs of communication, encouragement and invitations with parents and community members as a result of improved use of newspaper articles, electronic sign board, Facebook, the school Web Site and increased student and school activities and events.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District secretary communication stipend 2000-2999: Classified Personnel Salaries Base 1500 Negotiated teacher stipends for student events 1000-1999: Certificated Personnel Salaries Base 1000 District secretary stipend benefits 3000-3999: Employee Benefits Supplemental and Concentration 450 Negotiated teacher stipends for student events benefits 3000-3999: Employee Benefits Base 300
The Lion's Den program will continue to provide assistance for homework as well as a full range of enrichment activities for all TK-8 students. The Driskell Endowment will continue to support school music program. In addition, the school will be offering a late summer, 10 day, summer school program for all interested TK-8 students.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Lions' Den classified salaries 2000-2999: Classified Personnel Salaries Other 33400 Benefits for Lion's Den staff 3000-3999: Employee Benefits Other 17750 Driskell music instructor 1000-1999: Certificated Personnel Salaries Base 0 Instructional materials for music teacher 4000-4999: Books And Supplies Other 500 Summer school teacher stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3003 Classified instructional aide to assist teacher in summer school 2000-2999: Classified Personnel

			Salaries Supplemental and Concentration 910 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1000
Classrooms will provide enrichment and extracurricular activities available to all students during and after school hours (e.g. fieldtrips, hiking, gardening, fishing, sports, speakers, visual and performing arts, experiments, assemblies)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher hourly pay, field trips, and presenters 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Teacher hourly pay, field trips, presenters benefits 3000-3999: Employee Benefits Supplemental and Concentration 300
Provide funds to support targeted intervention support such as intervention tutoring	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher hourly pay 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 Teacher hourly pay benefits 3000-3999: Employee Benefits Supplemental and Concentration 1500
	Schoolwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 2:	All students in need will meet or exceed mastery in State Standards in Mathematics, English Language Arts, Science, and Physical Education.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	As part of the District's Local Educational Agency Plan/SSPA Plan annual strategic review process, data related to student outcomes was reviewed. Based on this process, the following significant needs were identified:  Need: Student proficiency Metric: CAASP results, iReady benchmark assessments  Need: Safe and orderly campus Metric: Staff, Student, Parent Surveys  Need: Improved Student Attendance Metric: ADA Data  Need: Improve Parent engagement Metric: Parent participation % survey, Parent involvement survey  Need: Students have options to explore new opportunities Metric: Student and staff surveys  Need: Students are engaged confident learners Metric: ADA, Discipline Data, Student Survey	
Goal Applies to:	Schools: Lewiston Elementary School	Applicable Pupil Subgroups: Low-income, Foster

## LCAP Year 1: 2016-2017

## Expected Annual Measurable Outcomes:

A. Student proficiency  
 For the 2016-17 school year, 4% fewer students will perform below grade level proficiency as measured by the CAASPP results in ELA and Math. CAASP (2015) baseline is established at 18% ELA and 22% math proficiency.

4% fewer students will perform below grade level proficiency in each subgroup over the previous year as measured by the CAASPP results in ELA and Math. CAASP (2015) baseline for disadvantaged subgroup is established at 27% math and 23% ELA proficiency.

Administer iReady Diagnostic Assessment 3 times a year. The number of students in each level in math and ELA will change by the following % each year after each 2nd trimester:  
 The size of Tier 3 will reduce by at least 5% .  
 The size of Tier 2 will reduce by at least 5%.  
 The size of Tier 1 group will increase by 2.5%.

1st Year Baseline Results from '14-'15 to '15-'16 school years  
 Math - Tier 1: -8%, Tier 2: +6%, Tier 3: +2%  
 ELA - Tier 1: +12%, Tier 2: -11%, Tier 3: +12%

B. Safe and orderly campus  
 With the campus safety survey, the average safety score will rise to 93% on the campus safety survey.  
 Surveys received:  
 Staff 64%, Parent 27%, Student 100%  
 The baseline results are as follows after the safety survey was administered:  
 Staff: 100%  
 Parents: 83%  
 Students: 90%  
 Overall: 91%  
 TK-2: 88%  
 3-5th: 91%  
 6-8th: 92%

C. Improved Student Attendance  
 School Attendance  
 2014-2015 - 94%  
 2015-2016 - 92% (April)  
 2016/2017 total average attendance will improve by 1% until to 95% is maintained

D. Improve Parent engagement  
 Increase in the number of parent participation in surveys by 10% a year until 95% is maintained. (Baseline 27% in 2015-2016)  
 Increase in parent participation in the number of parents attending back to school nights, open houses, student events, field trips, parent conferences, Monday assemblies, school site council meetings by 2 events per family per year. (Baseline 87.5% for 1 event 2015-2016) Goal is 2 events at 85% or higher.

E. Students have options to explore new opportunities  
 Maintain >5 extracurricular activities per trimester per classroom. Baseline staff survey (2015) data \_\_\_\_\_.  
 5% increase school wide in student participation in enrichment activities both in the classroom and during Lion's Den activities. The baseline (2015) data is 78% on the student survey.

F. Students are engaged confident learners  
 For 2016-17 the number of referrals and bus citations by the end of the 2nd trimester will reduce by 5% to 38 or lower.

LES will maintain a student suspension rate of <4 per year.

LES will maintain a 0 student rate of student expulsions.

Baseline  
 Surveys received:  
 Parent 27%, Student 100%

Results for parents and students survey question: "Student, staff, parent survey concerning students feeling respected, valued and appreciated by LES staff and other students will increase by 2% or higher until 95% is maintained.

"I like to come to school" on the student survey will increase by 2 % or higher until 95% is maintained.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide funds to support targeted intervention support such as intervention tutoring	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1500
Recognize and reward student progress and achievement	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1000
Support options to explore new enrichment during and after school in Lion's Den	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LES will provide release time and/or hourly pay for professional development in strategies that support low income achievement	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 150
Continue implementing plan for foster youth outreach with the county foster liaison, social workers	Schoolwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000
Research, revise, and/or train in behavior interventions, systems, supports	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500
CAASP state testing goal setting 1:1	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

Other Subgroups: (Specify)

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:

- A. For the 2017-18 school year, 4% fewer students will perform below grade level proficiency as measured by the CAASPP results in ELA and Math.  
4% fewer students will perform below grade level proficiency in each subgroup over the previous year as measured by the CAASPP results in ELA and Math.  
Administer iReady Diagnostic Assessment 3 times a year. The number of students in each level in math and ELA will change by the following % each year after each 2nd trimester:  
The size of Tier 3 will reduce by at least 5% .  
The size of Tier 2 will reduce by at least 5%.  
The size of Tier 1 group will increase by 2.5%.
- B. With the campus safety survey, the average safety score will rise to 95% on the campus safety survey.
- C. Total average attendance will improve by 1% until to 95% is maintained
- D. Increase in the number of parent participation in surveys by 10% a year until 95% is maintained.  
Increase in parent participation in the number of parents attending back to school nights, open houses, student events, field trips, parent conferences, Monday assemblies, school site council meetings by 2 events per family per year 95% or higher.
- E. Maintain >5 extracurricular activities per trimester per classroom.  
5% increase school wide in student participation in enrichment activities both in the classroom and during Lion's Den activities.
- F. The number of referrals and bus citations by the end of the 2nd trimester will reduce to 32 or lower.
- LES will maintain a student suspension rate of <4 per year.
- LES will maintain a 0 student rate of student expulsions.
- Results for parents and students survey question: "Student, staff, parent survey concerning students feeling respected, valued and appreciated by LES staff and other students will increase by 2% or higher until 95% is maintained.
- "I like to come to school" on the student survey will increase by 2 % or higher until 95% is maintained.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide funds to support targeted intervention support such as intervention tutoring	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 Benefitis 3000-3999: Employee Benefits Supplemental and Concentration 1500
Recognize and reward student progress and achievement	School Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Rewards 4000-4999: Books And Supplies Supplemental and Concentration 1000
Support options to explore new enrichment during and after school in Lion's Den	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LES will provide release time and/or hourly pay for professional development in strategies that support low income achievement	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 150
Continue implementing plan for foster youth outreach with the county foster liaison, social workers	School Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
Research, revise, and/or train in behavior interventions, systems, supports	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500
CAASP state testing goal setting 1:1	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	



LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. For the 2018-19 school year, 4% fewer students will perform below grade level proficiency as measured by the CAASPP results in ELA and Math.  
4% fewer students will perform below grade level proficiency in each subgroup over the previous year as measured by the CAASPP results in ELA and Math.  
Administer iReady Diagnostic Assessment 3 times a year. The number of students in each level in math and ELA will change by the following % each year after each 2nd trimester:  
The size of Tier 3 will reduce by at least 5% .  
The size of Tier 2 will reduce by at least 5%.  
The size of Tier 1 group will increase by 2.5%.
- B. With the campus safety survey, the average safety score will maintain at 95% or higher on the campus safety survey.
- C. Total average attendance will improve by 1% until to 95% is maintained
- D. Increase in the number of parent participation in surveys by 10% a year until 95% is maintained.  
Increase in parent participation in the number of parents attending back to school nights, open houses, student events, field trips, parent conferences, Monday assemblies, school site council meetings by 3 events per family per year 95% or higher.
- E. Maintain >5 extracurricular activities per trimester per classroom.  
5% increase school wide in student participation in enrichment activities both in the classroom and during Lion's Den activities.
- F. The number of referrals and bus citations by the end of the 2nd trimester will reduce to 30 or lower.
- LES will maintain a student suspension rate of <4 per year.
- LES will maintain a 0 student rate of student expulsions.
- Results for parents and students survey question: "Student, staff, parent survey concerning students feeling respected, valued and appreciated by LES staff and other students will increase by 2% or higher until 95% is maintained..
- "I like to come to school" on the student survey will increase by 2 % or higher until 95% is maintained.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide funds to support targeted intervention support such as intervention tutoring	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5000 Benefit 3000-3999: Employee Benefits Supplemental and Concentration 1500
Recognize and reward student progress and achievement	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Reward 4000-4999: Books And Supplies Supplemental and Concentration 1000
Support options to explore new enrichment during and after school in Lion's Den	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LES will provide release time and/or hourly pay for professional development in strategies that support low income achievement	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 500 Benefit 3000-3999: Employee Benefits Supplemental and Concentration 150
Continue implementing plan for foster youth outreach with the county foster liaison, social workers	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
Research, revise, and/or train in behavior interventions, systems, supports	School wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 500
CAASP state testing goal setting 1:1	Schoolwide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 3:	All students will receive instruction and support by highly qualified staff who receive on-going professional development.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	As part of the District's Local Educational Agency Plan/SSPA Plan annual strategic review process, data related to student outcomes was reviewed. Based on this process, the following significant needs were identified:  Need: Students have options to explore new opportunities (enrichment/extracurricular) Metric: Student and staff surveys  Need: Improve student, parent, and staff survey results Metric: LFA Communication, Quality Check survey  Need: Students are engaged confident learners Metric: ADA, Discipline Data, Student Survey
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Goal Applies to:	Schools: Lewiston Elementary School Applicable Pupil Subgroups: All Low-income sub group
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**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	PDSA (Plan, Do Study, Act) stakeholder survey results with a goal to increase 4% annually until a minimum of 95% is reached  A. Students have options to explore new opportunities (enrichment/extracurricular) Staff Survey "I have the tools (equipment, materials, supplies) that are required to do my job (Baseline 90%) "I have the training that is required to do my job" (Baseline 90%) Goal is to maintain 90% or above (Staff is small so each staff member represents 7%)  B. Improve student, parent, and staff survey results Parent Survey "LES is doing a good job teaching: reading, math, writing, spelling, science, history, computer skills, art, music, and PE." (Baseline 83%)  C. Students are engaged confident learners Student Survey "I can ask my teacher for help when I don't understand my work" (Baseline 96%) will maintain at 95% or higher.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional support staff will attend professional development to ensure uniformity and fidelity in teaching the common core. Classified staff will participate in countywide in-service day. Classified staff will receive training that improve their understanding and skills to work with students in the Low-income subgroup.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide continued in-service activities and trainings 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Benefits for staff 3000-3999: Employee Benefits Supplemental and Concentration 600 Classified salary to attend in-services 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000
Teachers will participate in in-service activities offered at the county and regional level that focus on instructional technique and assessments, Common Core materials and curriculum, technology integration and working with students in Low Income Subgroup.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Certificated salary to attend in-service outside of district 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 600 Provide continued in-service and trainings 1000-1999: Certificated Personnel Salaries Supplemental

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	and Concentration 1000
Provide online instructional professional development activities		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	On-line school software licenses (i.e. webinars, memberships) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	PDSA (Plan, Do Study, Act) stakeholder survey results with a goal to increase 4% annually until a minimum of 95% is reached  A. Staff Survey "I have the tools (equipment, materials, supplies) that are required to do my job." Goal is to maintain 90% or higher "I have the training that is required to do my job." Goal is to maintain 90% or higher.  B. Parent Survey "LES is doing a good job teaching: reading, math, writing, spelling, science, history, computer skills, art, music, and PE." will increase by 2% until 95% is maintained.  C. Student Survey "I can ask my teacher for help when I don't understand my work" will maintain at 95% or higher.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional support staff will attend professional development to ensure uniformity and fidelity in teaching the common core. Classified staff will participate in countywide in-service day. Classified staff will receive training that improve their understanding and skills to work with students in the Low-income subgroup.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 600
Teachers will participate in in-service activities offered at the county and regional level that focus on instructional technique and assessments, Common Core materials and curriculum, technology integration and working with students in Low Income Subgroup.	Schoolwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 600
Provide online instructional professional development activities	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	License 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>PDSA (Plan, Do Study, Act) stakeholder survey results with a goal to increase 4% annually until a minimum of 95% is reached</p> <p>A. Staff Survey                  "I have the tools (equipment, materials, supplies) that are required to do my job." Goal is to maintain 90% or higher                  "I have the training that is required to do my job" Goal is to maintain 90% or higher</p> <p>B. Parent Survey                  "LES is doing a good job teaching: reading, math, writing, spelling, science, history, computer skills, art, music, and PE." will increase by 2% until 95% is maintained.</p> <p>C. Student Survey                  "I can ask my teacher for help when I don't understand my work" will maintain at 95% or higher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instructional support staff will attend professional development to ensure uniformity and fidelity in teaching the common core. Classified staff will participate in countywide in-service day. Classified staff will receive training that improve their understanding and skills to work with students in the Low-income subgroup.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Salary 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1000 Benefits 2000-2999: Classified Personnel Salaries Supplemental and Concentration 600
Teachers will participate in in-service activities offered at the county and regional level that focus on instructional technique and assessments, Common Core materials and curriculum, technology integration and working with students in Low Income Subgroup.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 600
Provide online instructional professional development activities	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	License 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000

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

## Annual Update

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

### Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Lewiston Elementary School is committed to hiring and retaining highly qualified certificated staff.</p> <p>Lewiston ESD is committed to the implementation of California's new state standards in the instructional program for English language arts, writing, math, NGSS science, history social sciences, health education, physical education and fine arts by identifying District first year essential standards for each subject and then monitoring teacher progress in covering the essential standards, as well as the ongoing iReady assessment program. The materials will include a strong technology component, tools that provide instructional support and built in assessments.</p> <p>Lewiston Elementary School is committed to providing a safe school and maintained school.</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>                  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>                  Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: Lewiston Elementary School</p> <p>Applicable Pupil Subgroups: all low-income</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>A. The percent of highly qualified and correctly assigned teachers will remain at 100%.</p> <p>B. The percent of students who will have access to technology materials and instructional materials aligned to CCSS will remain at 100%.</p> <p>C. For the 2015-16 school year, the staff will review the Smarter Balance test results as they become available and determine growth objectives once a baseline has been established.</p> <p>D. For the 2014-15 school year, we surveyed 20% of LES staff, parents of LES students and LES students who gave an average score of 9.2 with on the campus safety survey. For 2015-16 school year the average score will rise to 9.3 on the campus safety survey.</p> <p>E. Measurable outcomes for students have been established for growth from the end of the previous years 2nd trimester to the end of the current years 2nd trimester: For new students who arrive in the first trimester their first iReady Diagnostic Assessment will serve as their initial assessment. Our measurable objective is the number of students in each level will change by the following % each year:                  The size of the Below Basic group will reduce by at least 15% .                  The size of the Basic group will reduce by at least 5%.                  The size of the Proficient group will increase by 5%.                  The size of the Advanced group will increase by 2.5%.</p> <p>F. 4% fewer students will perform below grade level proficiency in each subgroup over the previous year as measured by the CAASPP results in ELA and Math once a baseline is established.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. All teachers were fully credentialed for the 2015-2016 school year.</p> <p>B. We were able to meet this goal. Upon review of the math curriculum pilot in grades 6-8th, it was determined by teachers that it would not be a feasible program in a tri-combo classroom. It was decided that GO Math CCSS curriculum would be purchased for these students before June of this year. English-Language Arts CCSS curriculum is currently being reviewed by certificated teachers as of March 2016. LES will be purchasing new, updated curriculum before July 2016 for grades TK-8th.</p> <p>C. The baseline for CAASP testing was established (see below). These results will help our teachers plan and meet the students academic needs in order to attain grade level standards next year.</p> <p>D. With only 20% of staff, students and parents asked during the previous school year, that would equate to 2 staff members of 14, 9 students of 50 and 9 parents of 50. We did not feel that last year's measurement was statistically valid or accurate. This year we surveyed all students, all staff members, and all parents. The survey was anonymous. We determined that the verbal interviews that were administered last year may have provided an unplanned bias.</p> <p>Surveys received:                  Staff 64%, Parent 27%, Student 100%</p> <p>The results are as follows after the safety survey was administered:                  Staff: 100%                  Parents: 83%                  Students: 90%                  Overall: 91%                  TK-2: 88%                  3-5th: 91%                  6-8th: 92%</p> <p>These survey results give us a baseline to plan and meet staff, parent and student needs.</p> <p>E. We were able to assess all new students upon enrollment with iReady assessments to provide teacher's with beginning data and student needs and to provide specific intervention services as needed. We felt the metric language needed to be changed to reflect iReady metric language. We are changing the language to Tier 1, Tier 2, and Tier 3.</p> <p>Advanced/Proficient = Tier 1                  Basic = Tier 2                  Below Basic = Unmet</p> <p>The results of 2nd trimesters yearly growth is:                  MATH      2014-2015      2015-2016</p>

	<p>Tier 1: 46% 38%</p> <p>Tier 2: 41% 47%</p> <p>Tier 3: 13% 15%</p> <p>ELA 2014-2015 2015-2016</p> <p>Tier 1: 37% 49%</p> <p>Tier 2: 50% 29%</p> <p>Tier 3: 37% 49%</p> <p>We did not feel that we were getting valid results based on student motivation. We implemented a growth incentive to improve accuracy. We hope to have more valid results next year. One teacher was concerned over overall validity of iReady testing. We had a trainer come our and research was shared that iReady is .8 predictor of CAASP assessments.</p> <p>F. The baseline for CAASP testing this year was established for all subgroups at 18% student proficiency for English-language Arts and 22% student proficiency for Mathematics. This helps our teachers plan for next year to individually meet students academic needs.</p> <p>The baseline for CAASP testing this year for disadvantaged subgroup was 27% proficiency in ELA and 23% proficiency in Mathematics. This helps our teachers plan for next year to individually meet students needs in this subgroup.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to maintain 100% of teachers being fully credentialed for all subjects that they teach.	Credentialed Regular Classroom Teachers 1000-1999: Certificated Personnel Salaries Base \$271,073.00 Benefits for Certificated Teachers 3000-3999: Employee Benefits Base \$75,217.00	All teachers were fully credentialed for the 2015-16 school year. We feel it benefits our students when they learn from competent, highly-trained teachers.	Credentialed Regular Classroom Teachers 1000-1999: Certificated Personnel Salaries Base 308710 Benefits for Certificated Teachers 3000-3999: Employee Benefits Base 102000
Scope of Service: School Wide		Scope of Service: School wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
All students will have access to standards-aligned materials. For 2015-16 school year 100% of 1st-8th grade students will be assessed three times a year in ELA and Math using iReady assessment materials. 100% of 1st-8th grade students will receive instruction using iReady instructional and assessment. For K-2 100% students will receive iReady and Ready Common Core Reading and Math, CCSS Saxon Math, Houghton Mifflin Language Arts and Reading Counts. For 3-5 Students 100% will receive instruction using CCSS aligned Envisions Math, teacher prepared CCSS Reading and Language Arts primarily using Scholastic materials in-addition to the ready common core materials and iReady instruction and assessment for Reading and Math. For 6-8 100% of students will receive instruction using McDougal Littell Language Arts and Math materials, aligned with CCSS standards and Ready Common Core and	Replacement instructional materials for ELA and math. iReady for 50 students 4000-4999: Books And Supplies Base \$1,500.00	ELA state adopted curriculum is being reviewed and will be purchased before the end of the current school year. New Common Core Math materials was purchased for all grade levels. It was determined that CPM is not feasible to teach in a three grade classroom. Teachers opted to purchase GO math Common Core aligned materials which will be fully implemented next year.  The new math curriculum will help our students meet grade level state standards.  Teachers indicated that having Common Core ELA curriculum will provide more effective content for their students and will improve CAASP scores.  3-8 grade students participated in smarter balanced testing and will provide results to determine areas of need and growth for	Common Core ELA curriculum 4000-4999: Books And Supplies Base 4360



<p>iReady instruction and assessment. College Preparatory Math was piloted in the 6-8 classroom during the 2014-15 school year, but will only be used to prepare 8th grade students for Trinity High School.</p> <p>3-8 grade students will fully participate in the Smarter Balance Test each year.</p> <p>The iReady assessment for English Language Arts and Math will be given three times a year: beginning of the school year, end of the first trimester and end of the second trimester. Results of the iReady assessments will be used to determine needs for intervention, student progress and effectiveness of the instructional program. Results will be reviewed and discussed by teachers, intervention teachers, the School Site Council, students, parents and the Board of Trustees.</p>		<p>each student.</p> <p>iReady was given 3 times this year and used for intervention and advanced instruction. iReady research proves that it is .8 predictor of student CAASP results. This provides growth results and intervention areas for teacher instruction.</p>	
<p>Scope of Service: School Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>It is expected that ELA materials specifically designed to address CCSS will become available for district review during the 2015-16 school year. Purchase of new instructional materials may occur to be implemented in the 2016-17 school year. For the 2015-16 school year the classes will use the instructional materials listed in Goal 1.</p>	<p>New instructional materials and supplies 4000-4999: Books And Supplies Supplemental \$1,500.00</p>	<p>Staff is currently evaluating state adopted ELA curriculum for purchase before the end of the current school year. By adopting Common Core aligned curriculum, teachers will be able to teach the new standards more effectively to their students.</p> <p>The new ELA curriculum will help our students reach grade level state standards.</p>	<p>Common Core curriculum 4000-4999: Books And Supplies Supplemental 1500</p>
<p>Scope of Service: School Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>In 2014-15 the laptop computers in the 6-8 classroom were replaced with new laptop computers maintaining one laptop computer for each student. Lap top computers in the 3-5 and K-2 classrooms as well as the computers in the Lion's Den after school program and the smart boards in the 3-5 and 6-8 classrooms will be fully maintained. Maintain monthly Technology Meetings and technology in-service support for teachers.</p>	<p>Computer/Internet services provided by TCOE 5000-5999: Services And Other Operating Expenditures Supplemental \$8,298.00</p> <p>Replacement equipment 4000-4999: Books And Supplies Supplemental \$1,000.00</p>	<p>Laptops and smart boards were fully maintained this year. In-service support was given individually based on need by TCOE. This technology provided students and staff with the tools to learn 21st century learning and career skills.</p>	<p>Computer/Internet services provided by TCOE 5000-5999: Services And Other Operating Expenditures Supplemental 9059</p>

<p>Scope of Service</p> <p>School Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>School wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to monitor new video monitoring system, keep classrooms locked when students and staff are present and lock gates at night.</p>	<p>Maintain security system 5000-5999: Services And Other Operating Expenditures Supplemental \$380.00</p>	<p>Gates were locked each night and classrooms were locked on a daily basis. Video monitoring review procedures were established. Staff, parent and student surveys indicated 91% safety rating. By continuing to provide a safe campus, this is promoting positive school culture and enables staff and students to focus on meeting grade level state standards.</p>	
<p>Scope of Service</p> <p>School Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>School wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to maintain buildings and grounds in a safe and well maintained manner. Continue to address access areas to allow the campus to become more accessible for the handicapped.</p>	<p>Staff costs maintenance 2000-2999: Classified Personnel Salaries Base \$27,919.00</p> <p>Benefit costs 3000-3999: Employee Benefits Base \$409.00</p> <p>Materials and supplies for buildings and grounds 4000-4999: Books And Supplies Base \$5,500.00</p> <p>Maintenance and Operations expenses, including ADA accessibility expenses. 5000-5999: Services And Other Operating Expenditures Base \$53,429.00</p>	<p>Buildings and grounds were maintained and inspected on a monthly basis. Access areas for handicapped are being addressed continually throughout campus. Staff, parent and student surveys indicated 91% safety rating. By continuing to provide a safe campus, this is promoting positive school culture and enables staff and students to focus on meeting grade level state standards.</p>	<p>Staff costs maintenance 2000-2999: Classified Personnel Salaries Base 23000</p> <p>Maintenance Benefits 3000-3999: Employee Benefits Base 6249</p> <p>Materials and supplies for buildings and grounds 4000-4999: Books And Supplies Base 5500</p> <p>ADA accessibility expenses 5000-5999: Services And Other Operating Expenditures Other 1360</p>
<p>Scope of Service</p> <p>School Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>School wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>As CDE makes available to districts, CCSS standards and materials aligned to CCSS for history, health education, physical education and fine arts, essential standards will be completed with progress for all students, students in the low income sub group and students with exceptional needs being monitored after the first and second trimester. Students in the low income and students with exceptional needs will receive full access to all subjects in their regular classrooms, intervention program, enrichment classroom program and</p>	<p>Teacher release time or extra pay will be provided to develop the essential standards and benchmarks for history, health education, physical education and fine arts. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 600</p> <p>Teacher release time or extra pay will be provided to develop the essential standards and benchmarks for history, health education, physical education and fine arts. 3000-3999: Employee Benefits Supplemental and Concentration</p>	<p>CCSS curriculum has not been made available to districts in any area besides core subjects. Long range math pacing plans were completed this year based on previous new adoption. Staff will designate essential standards at the beginning of next year in order to monitor classroom instruction and student progress.</p> <p>Low income and exceptional needs students received full access to all subjects, interventions and enrichment. By meeting the needs of all students, we are providing instruction at student's</p>	<p>Teacher release time or extra pay will be provided to develop the essential standards and benchmarks for history, health education, physical education and fine arts. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 600</p>

enrichment Lion's Den fine arts program.		150	ability levels to meet state standards.		Teacher release time or extra pay will be provided to develop the essential standards and benchmarks for history, health education, physical education and fine arts. 3000-3999: Employee Benefits Supplemental and Concentration 150
Scope of Service	School Wide		Scope of Service	School wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We decided to purchase GO Math as the official adoption for grades 6-8. We also decided to change the amount and content of survey questions and the amount of people who were surveyed in an attempt to provide a more reliable and complete information. We changed the wording of this goal to provide a broader scope of our overall focus. Goal 1 is now incorporated into goal 1, 2.			

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

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

Original GOAL 2 from prior year LCAP:	LESD is committed to providing a comprehensive, engaging and relevant instructional program for students thereby creating an educational environment and culture where they feel safe and motivated to come to school; and parents feel welcome and are encouraged to actively participate in their child's education.  LESD is committed to providing high levels of student instructional engagement and motivation.	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 _ 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: Lewiston Elementary School Applicable Pupil Subgroups: all low- income	
Expected Annual Measurable Outcomes:	<p>A. For the 2015-16 school year the Monday morning assemblies will continue with teachers and principal reinforcing positive student effort and behavior with recognition of students in the following ways: student of the month and week from each classroom and students from each classroom for demonstrated character traits.</p> <p>B. For the 2014-2015 the number of referrals was 62 by the end of the 2nd trimester. For 2015-16 the number of referrals and bus citations by the end of the 2nd trimester will reduce by 5% to 59 or lower.</p> <p>C. For the 2014-2015 school year, the number of suspensions was 4. For the 2015-2016 school year, the number of suspensions will 0.</p> <p>D. LES will maintain a 0 student rate of student expulsions.</p> <p>E. 2014/2015 a survey of 20% of students, parents and staff rated LES an average of 8.6 out of 10 concerning students feeling respected, valued and appreciated by LES staff and other students. For 2015/2016 the students, parents and staff will rate LES at an average of 8.8 out of 10 or higher.</p> <p>F. Continuous Increase in student proficiency in ELA and math as measured by the CAASPP including low income sub group</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. There was not a proposed metric for this outcome proposed on the previous LCAP. In order to measure this action, the parent advisory committee has included it in the student surveys that were administered to all students. The results of the survey were: Overall: 82% TK- 2: 100% 3-5: 100% 6-8: 46%</p> <p>These results have indicated that we need to provide more leadership opportunities at these assemblies for our upper grade students. These assemblies promote positive student behavior and culture within the school.</p> <p>B. We were able to meet this goal. 14-15 62 referrals 15-16 40 referrals We were able to meet this goal. This data has helped our staff determine that discipline practices are not consistent on campus and training of all staff needs to occur per the school discipline plan.</p> <p>C. We were not able to meet this goal 14-15 4 suspensions 15-16 3 suspensions  We did not feel that 0 suspensions was an attainable goal as the school has averaged 4-6 suspensions over the past 5 years. This has helped deter future student behavior, keeping those students learning in their classrooms.</p> <p>D. We were able to meet this goal of 0 expulsions for the current school year and we plan on being able to continue meeting this goal in the future. This helps students not miss instruction in the classroom.</p> <p>E. With only 20% of staff, students and parents asked during the previous school year, that would equate to 2 staff members of 16, 9 students of 50 and 9 parents of 50. We did not feel that last year's measurement was statistically valid or accurate. This year we surveyed all students, all staff members, and all parents. The survey was anonymous. We felt that the verbal interviews that were administered last year may have provided an unplanned bias.</p> <p>Surveys received: Staff 64%, Parent 27%, Student 100%</p> <p>The results are as follows after surveys were administered: Staff: 100% Parents: 79% Students: 82% Overall: 87%</p>

	<p>TK-2: 96% 3-5th: 82% 6-8th: 69%</p> <p>This will serve as our baseline data. Our new goal for next year is students, parents, and staff will rate LES 83% concerning students feeling respected, valued, and appreciated by LES staff and other students. This will assist us in determining a positive trend or not in school culture.</p> <p>F. The baseline for CAASP testing this year was established for all students at 18% student proficiency for English-language Arts and 22% student proficiency for Mathematics. These results help teachers plan and intervene for positive student academic growth.</p> <p>The baseline for CAASP testing this year for disadvantaged subgroup was 27% proficiency in ELA and 23% proficiency in Mathematics. These results help teachers plan and intervene for positive student academic growth in this subgroup.</p>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>For the 2015-16 school year the Monday morning assemblies will continue with teachers and principal reinforcing positive student effort and behavior with recognition of students in the following ways: student of the month and week from each classroom and students from each classroom for demonstrated character traits.</p>	<p>Stipend Certificated Teacher Administrator 1000-1999: Certificated Personnel Salaries Base \$1,000.00</p> <p>Stipend Certificated Teacher Administrator 3000-3999: Employee Benefits Base \$250.00</p>	<p>Monday morning assemblies were held weekly and positive student behavior and actions were recognized. A baseline was established through student surveys. Staff, parents and students indicated that they like to be recognized and it is important for the whole school to start their week off on a positive note to promote positive school climate.</p>	<p>Stipend 1000-1999: Certificated Personnel Salaries Base 1000 stipend 3000-3999: Employee Benefits Base 250</p>
<p>Scope of Service: School Wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School Counseling services will continue to be provided students that are having difficulty.</p>	<p>Classified School Counseling MFCC Services Costs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,500.00</p>	<p>Schooling counseling services were provided to 15 students. Staff and parents provided feedback that they were seeing improvements in their child's behavior.</p>	<p>Classified School Counseling MFCC Services Costs 2000-2999: Classified Personnel Salaries Supplemental and Concentration 8110</p> <p>Classified School Counseling MFCC Services Costs 3000-3999: Employee Benefits Supplemental and Concentration 1910</p>
<p>Scope of Service: School Wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: School wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

<p><u>Other Subgroups: (Specify)</u></p> <p>During the 2015-16 school year the school will continue to offer monthly 30 minute in-service activities that provide specific Language Arts training to improving our students use and understanding of vocabulary, the use of adopted Common Core materials and working with students in the Low Income Sub Group.</p> <p>Teachers will also participate in in-service activities offered at the county and regional level that focus on instructional technique, Common Core materials and working with students in the Low Income Sub Group.</p>	<p>Certificated Intervention Coordinator 3% of Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1570</p> <p>Certificated Teachers Additional Salary for Attending In_Service Outside the District 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3000</p> <p>Certificated Intervention Coordinator 3% of salary. Certificated teachers additional salary for attending in-service outside the district 3000-3999: Employee Benefits Supplemental and Concentration 1300</p>	<p><u>Other Subgroups: (Specify)</u></p> <p>All staff participated in county wide professional development day. Teachers attended 1 PD training and then their scope of PD changed and iReady training was provided. Staff provided feedback that this training provided much needed information as it is the primary whole school benchmark assessment. Multiple teachers attended Kate Kinsela vocab. training as well as iReady results indicated a student need in the area of academic vocabulary on their iReadys cores.</p>	<p>Certificated Intervention Coordinator 3% of Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1640</p> <p>Certificated Teachers Additional Salary for Attending In_Service Outside the District 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 50</p> <p>Certificated Intervention Coordinator 3% of Salary 3000-3999: Employee Benefits Supplemental and Concentration 550</p>
<p>Scope of Service: School-Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will continue to receive in-service activities and have discussions that focus on improving student engagement and motivation for Low Income students.</p>	<p>Two in-service days a year will be devoted to improving engagement and motivation for low income students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 200</p> <p>Two in-service days a year will be devoted to improving engagement and motivation for low income students 3000-3999: Employee Benefits Supplemental and Concentration 50</p>	<p>Certificated staff did not agree on PD and iReady was provided by an outside trainer. Multiple staff members also attended Kate Kinsella and county professional development opportunities. Refer to previous actual action.</p>	<p>Two in-service days a year will be devoted to improving engagement and motivation for low income students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 300</p> <p>Two in-service days a year will be devoted to improving engagement and motivation for low income students 3000-3999: Employee Benefits Supplemental and Concentration 100</p>
<p>Scope of Service: School Wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For the 2015-16 school year, six, 30 minutes monthly in-service sessions will have been provided classified employees with the focus being on understanding and working with students in the low income sub group as well as vocabulary building and positive communication with students. In-addition, classified employees will attend the countywide in-service held in October which will focus on skills and strategies for working with students.</p>	<p>Classified additional salary to attend in-service 2000-2999: Classified Personnel Salaries Supplemental and Concentration 600</p> <p>Certificated Intervention Coordinator 3% of salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1570</p> <p>Certificated intervention coordinator 3% of salary. Classified salary to attend in-service 3000-3999: Employee Benefits Supplemental and Concentration 650</p>	<p>4 PD sessions were provided for classified staff. Classified attended county wide in-service day. Feedback from staff indicated that behavioral modification strategies have been effective when working with these students.</p>	<p>Classified additional salary to attend in-service 2000-2999: Classified Personnel Salaries Supplemental and Concentration 200</p> <p>Certificated Intervention Coordinator 3% of salary... see above</p> <p>Classified additional salary to attend in-service 3000-3999: Employee Benefits Supplemental and Concentration 50</p>
<p>Scope of Service: Schoolwide</p>		<p>Scope of Service: School wide</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The classified staff will continue to participate in in-service activities designed to improve the skills of classified staff to better understand and improve their skills in working with students in the low income sub group	Two classified in-service activities a year will focus on improving student engagement and small group activities for low income students 2000-2999: Classified Personnel Salaries Supplemental and Concentration 200  Two classified in-service activities a year will focus on improving student engagement and small group activities for low income students 3000-3999: Employee Benefits Supplemental and Concentration 50	4 PD sessions were provided for classified staff. Feedback from staff indicated that behavioral modification strategies have been effective when working with these students.	See above...
Scope of Service: School Wide  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: School wide  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We decided to measure the effectiveness of the Monday Morning assemblies through a student survey. We felt that middle school students needed to take on more leadership roles within the assemblies. We felt that it is not feasible to maintain 0 suspensions for a school year and have changed this measure to <4 suspensions for a school year. We decided to measure our student respect metric through surveys. We provided the opportunity to all students, parents and staff in an attempt to provide more reliable and complete data. Goal 2 is now goal 1, 2, 3.		

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

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

Original GOAL 3 from prior year LCAP:	LESD is committed to engaging parent involvement and participation of all students (including unduplicated and students will exceptional needs) in programs.  LESD is committed to engaging parental involvement in their child's education and in the school's decision making process.	Related State and/or Local Priorities: 1 2 3 <u>X</u> 4 5 _ 6 7 8  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Lewiston Elementary School Applicable Pupil Subgroups: All Low-income sub group		
Expected Annual Measurable Outcomes:	A. 2015-2016 will serve as baseline to review number of parents attending back to school nights, open houses, student events, field trips, parent conferences, Monday assemblies, school site council meetings.  B. School Attendance 2013/2014 total average attendance at the end of 2nd trimester was 92.32 % 2014/2015 total average attendance at the end of 2nd trimester was 94.78 % an improvement of 2.46 % over 2013/2014 2015/2016 total average attendance will improve to 95.0 %	Actual Annual Measurable Outcomes:	A. There was not a proposed metric for this goal. The parent advisory council decided to include it on the parent surveys. This will serve as the baseline. Surveys received: Parents 27% Results Parent survey: 96% attended at least 1 activity  B. We did not meet this goal this year.  14-15      15-16 94%      92% (as of March 29)
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain existing and new programs of communication, encouragement and invitations with parents and community members as a result of improved use of newspaper articles, the electronic sign board, Facebook, the school Web Site and increased student and school activities and events and parent committees.	District Secretary Communication Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500.00 Teachers Stipends for Student Events 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000.00 Classified Hourly Costs for Student Events 2000-2999: Classified Personnel Salaries Base \$1,000.00 District Secretary Communication Stipend 3000-3999: Employee Benefits Supplemental and Concentration \$450.00 Teachers Stipends for Student Events. Classified Hourly Costs for Student Events. 3000-3999: Employee Benefits Supplemental and Concentration \$300.00	We were able to communicate 4 newspaper articles covering LES activities this year. The sign board was updated regularly. The school website was updated regularly. 96% of parents attended at least 1 school event. Parent feedback indicated communication was positive and effective and have asked for Facebook to be added as Facebook was not utilized this year.	District Secretary Communication Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1500 Teachers Stipends for Student Events 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1000 Classified Hourly Costs for Student Events 2000-2999: Classified Personnel Salaries Base 1000 Stipends 3000-3999: Employee Benefits Supplemental and Concentration 750
Scope of Service	School Wide	Scope of Service	School wide
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
The Perfect Attendance Awards Program will continue with	Prizes and rewards for Perfect Attendance Program: No	Perfect attendance incentive was implemented this year on a	Prizes and rewards for Perfect Attendance Program 4000-



mid-monthly, monthly, and yearly incentives.		additional costs. 4000-4999: Books And Supplies Base 0	biweekly basis. Overall attendance went down as incentive was not effective. We are looking to improve and change it for next year. This information is important as students need to be in their classrooms for learning.	4999: Books And Supplies Base 300
Scope of Service	Schoolwide		Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There was not an established metric for measuring parent participation. We decided to include it on a parent survey. We would like to increase our parent participation goal to a minimum 2 events per year. We would like to utilize Facebook to communicate school events. We would like to redesign attendance incentive to provide class-wide goals on a daily basis and individual goals on a monthly basis. Goal 3 is now incorporated into goal 1, 2		

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

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

Original GOAL 4 from prior year LCAP:	<p>LESD is committed to ensuring all students have access to the state board academic and performance standards that encourage a years worth of growth for all students, including those who are at or above grade level, through enrichment opportunities.</p> <p>LESD is committed to ensuring all students have access to the state board adopted academic content and performance standards that encourage a years worth of growth for all students, including those who are at or above grade level, or are below grade level, are in the low income sub group.</p>	<p>Related State and/or Local Priorities:          1 _ 2 <u>X</u> 3 4 _ 5 6 7 <u>X</u> 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>																																																
Goal Applies to:	<p>Schools: Lewiston Elem. School</p> <p>Applicable Pupil Subgroups: all low-income</p>																																																	
Expected Annual Measurable Outcomes:	<p>A. Continue to provide an intervention and classroom instruction support program with the goal of a years worth of growth for students who are proficient or advanced and more than a years growth, catch-up growth, for those who are basic or below basic. The intervention program has a focus on both the short term re-teaching of core material as well as the long term upgrading of identified skills. Continue to provide a limited summer school program in the last week of July and first week of August for K-8 grade students. Our goal is that the number of students in each level will change by the following %:          The size of the Below Basic group will reduce by at least 15%.          The size of the Basic group will reduce by at least 5%.          The size of the Proficient group will increase by 5%.          The size of the Advanced group will increase by 2.5%.          The number of students in the Low Income Sub Group making at least one years growth will increase by 15%.</p> <p>B. Following the end of the 2nd trimester the Principal will survey each classroom teacher for an Enrichment Plan for their classroom as well as the % of implementation of their classroom Enrichment Plan. The Lion's Den Coordinator will also provide activity participation numbers that will provide a base number for the 2015-16 school year.</p> <p>C. The Intervention Coordinator will also analyze second trimester iReady Reading and Math results to determine a baseline for number of students who demonstrated a minimum of one years growth. 2015-16 will serve as a base year with an expected increase of 5% each year.</p> <p>D. The 2015-16 school year will serve as the base year with the goal being a 5% increase, school wide, in student participation in enrichment activities both in the classroom and during Lion's Den activities.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>A. We were able to assess all new students upon enrollment with iReady assessments to provide teacher's with beginning data and student needs and to provide specific intervention services as needed. We felt the metric language needed to be changed to reflect iReady metric language. We are changing the language to Tier 1, Tier 2, and Tier 3.</p> <p>Advanced/Proficient = Tier 1          Basic = Tier 2          Below Basic = Unmet</p> <p>The results of 2nd trimesters yearly growth is:</p> <table border="1"> <tr> <td>MATH</td> <td>2014-2015</td> <td>2015-2016</td> </tr> <tr> <td>Tier 1:</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Tier 2:</td> <td>41%</td> <td>47%</td> </tr> <tr> <td>Unmet:</td> <td>13%</td> <td>15%</td> </tr> </table> <table border="1"> <tr> <td>ELA</td> <td>2014-2015</td> <td>2015-2016</td> </tr> <tr> <td>Tier 1:</td> <td>37%</td> <td>49%</td> </tr> <tr> <td>Tier 2:</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Unmet:</td> <td>37%</td> <td>49%</td> </tr> </table> <p>B. Staff discussed the difficulty in establishing this as it was clear to staff members. It was decided that we would define enrichment and provide 5 or more each trimester next year.</p> <p>C. We were able to assess all new students upon enrollment with iReady assessments to provide teacher's with beginning data and student needs and to provide specific intervention services as needed. We felt the metric language needed to be changed to reflect iReady metric language. We are changing the language to Tier 1, Tier 2, and Tier 3.</p> <p>Advanced/Proficient = Tier 1          Basic = Tier 2          Below Basic = Unmet</p> <p>The results of 2nd trimesters yearly growth is:</p> <table border="1"> <tr> <td>MATH</td> <td>2014-2015</td> <td>2015-2016</td> </tr> <tr> <td>Tier 1:</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Tier 2:</td> <td>41%</td> <td>47%</td> </tr> <tr> <td>Unmet:</td> <td>13%</td> <td>15%</td> </tr> </table> <table border="1"> <tr> <td>ELA</td> <td>2014-2015</td> <td>2015-2016</td> </tr> <tr> <td>Tier 1:</td> <td>37%</td> <td>49%</td> </tr> <tr> <td>Tier 2:</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Unmet:</td> <td>37%</td> <td>49%</td> </tr> </table> <p>D. This metric was measured by the student surveys and evaluated by the district advisory council.</p>	MATH	2014-2015	2015-2016	Tier 1:	46%	38%	Tier 2:	41%	47%	Unmet:	13%	15%	ELA	2014-2015	2015-2016	Tier 1:	37%	49%	Tier 2:	50%	29%	Unmet:	37%	49%	MATH	2014-2015	2015-2016	Tier 1:	46%	38%	Tier 2:	41%	47%	Unmet:	13%	15%	ELA	2014-2015	2015-2016	Tier 1:	37%	49%	Tier 2:	50%	29%	Unmet:	37%	49%
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	Surveys received 100%  Results 15-16 Baseline 78%
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>At the beginning of the school year the classroom teachers and Lion's Den Coordinator will be developing and implementing an Enrichment Plan for their programs.</p> <p>Following the end of the 2nd trimester the Principal will survey each classroom teacher and Lion's Den for an Enrichment Plan for their program as well as the % of implementation of their Enrichment Plan. The 2015-16 school year will serve as the base year with the goal being a 5% increase, school wide, each year in the % of implementation of the classroom Enrichment Plans.</p>	<p>Continue the enrichment program initiated during the 2014-15 school year. Cost is for additional hourly pay for teachers, field-trips and presenters. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,800.00</p> <p>Continue the enrichment program initiated during the 2014-15 school year. Cost is for additional hourly pay for teachers, field-trips and presenters. 3000-3999: Employee Benefits Supplemental and Concentration \$1,400.00</p>	<p>The Lion's Den coordinator was able to coordinator various enrichment opportunities for after school students. Parent and student feedback indicated that the main reason they attend is to participate. 100% of students in Lion's Den participated in at least 1 enrichment opportunity during the year.</p> <p>Staff felt that the definition of enrichment and what their plans were measuring was not definitive and staff had to narrow down the definition as to what they wanted to hold themselves accountable for. This was accomplished and teachers will begin to track enrichment opportunities by trimester during the next school year.</p>	<p>Continue the enrichment program initiated during the 2014-15 school year. Cost is for additional hourly pay for teachers, field-trips and presenters. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4800</p> <p>Continue the enrichment program initiated during the 2014-15 school year. Cost is for additional hourly pay for teachers, field-trips and presenters. 3000-3999: Employee Benefits Supplemental and Concentration 1400</p>
<p>Scope of Service: School Wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The Lion's Den program will continue to provide assistance for homework as well as a full range of enrichment activities for all interested K-8 students. The Driskell Endowment will continue to support the after school music program as a Lion's Den enrichment activity.</p>	<p>Lions Den Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,355.00</p> <p>Lions Den Classified Salaries 2000-2999: Classified Personnel Salaries Other \$33,400.00</p> <p>Benefits for Lions Den Staff 3000-3999: Employee Benefits Other \$17,750.00</p> <p>Driskell Endowment Music Instructor. No cost. Paid through TCOE 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>Instructional Materials and Supplies Lion's Den 4000-4999: Books And Supplies Supplemental and Concentration \$1,553.00</p>	<p>Lion's Den provided numerous enrichment activities throughout the year. The music program ran until Thanksgiving. The music teacher took a leave of absence and a replacement hasn't been found. We feel it is important to provide enrichment activities to our students because it helps our students think creatively which helps them with the new state standards.</p>	<p>Lions Den Teacher Salary 1000-1999: Certificated Personnel Salaries Other 2710</p> <p>Lions Den Classified Salaries 2000-2999: Classified Personnel Salaries Other 35830</p> <p>Lions Den Staff 3000-3999: Employee Benefits Other 21187</p> <p>Instructional Materials and Supplies Lion's Den 4000-4999: Books And Supplies Other 320</p>
<p>Scope of Service: School Wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: School wide</p> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
In-addition, the school will be offering a late summer, 10 day, summer school program for all interested K-8 grade students. Enrichment activities will be included in the summer school program.	Summer School Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental 3,003 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental 910 Benefits 3000-3999: Employee Benefits Supplemental 1,000	LES plans on providing this as an opportunity to all students during the upcoming summer session. Feedback from parents and staff indicate that summer school helps transition their students back into a school mindset.	Summer School Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 3003 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 910 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 1000
Scope of Service: Schoolwide		Scope of Service: School wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to provide an intervention program with the goal of a years worth of growth for students who are proficient or advanced and more than a years growth, catch-up growth, for those who are basic or below basic. The intervention program has a focus on both the short term re-teaching of core material as well as the long term upgrading of identified skills. Continue to provide instructional aide support in each of the classrooms for core instruction.	Move certificated part-time intervention teacher to full-time. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 32,051 Classified Instructional Aides 2000-2999: Classified Personnel Salaries Title I 84,000 Move certificated part-time intervention teacher to full-time. 3000-3999: Employee Benefits Supplemental and Concentration 9,000 Classified Instructional Aides 3000-3999: Employee Benefits Base 25,000	We were able to provide numerous intervention opportunities for students K-8 through the school day. The students made good progress in these intervention classes and sessions as grade level teachers and grades attest to their positive academic growth. Unfortunately due to deficit spending, our intervention program will be suspended due to staff reductions of force and interventions will be transfer to the classroom teacher.	Move certificated part-time intervention teacher to full-time. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 32784 Classified Instructional Aides 2000-2999: Classified Personnel Salaries Title I 54100 Benefits 3000-3999: Employee Benefits Supplemental and Concentration 26100
Scope of Service: Schoolwide		Scope of Service: School wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to deficit spending and a goal of balancing the budget, the current intervention program will no longer be available for the next two years. Interventions for students will be provided within each student's classroom. Goal 4 is now goal 1, 2. There is no goal 4.		

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

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

Original GOAL 5 from prior year LCAP:	Ensuring all students have access to the state board adopted academic content and performance standards that encourage a years worth of growth for all students, including those who are below grade level, are in the low income sub group, as demonstrated by additional intervention instruction in core areas designed to move the students quickly back up to grade level.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Lewiston Elem. School Applicable Pupil Subgroups: all low-income		
Expected Annual Measurable Outcomes:	A Continue to provide an intervention and classroom instruction support program with the goal of a years worth of growth for students who are proficient or advanced and more than a years growth, catch-up growth, for those who are basic or below basic. The intervention program has a focus on both the short term re-teaching of core material as well as the long term upgrading of identified skills. Continue to provide a limited summer school program in the last week of July and first week of August for K-8 grade students. Our goal is that the number of students in each level will change by the following %: The size of the Below Basic group will reduce by at least 15%. The size of the Basic group will reduce by at least 5%. The size of the Proficient group will increase by 5%. The size of the Advanced group will increase by 2.5%. The number of students in the Low Income Sub Group making at least one years growth will increase by 15%.	Actual Annual Measurable Outcomes: A. We were able to assess all new students upon enrollment with iReady assessments to provide teacher's with beginning data and student needs and to provide specific intervention services as needed. We felt the metric language needed to be changed to reflect iReady metric language. We are changing the language to Tier 1, Tier 2, and Tier 3.  Advanced/Proficient = Tier 1 Basic = Tier 2 Below Basic = Unmet  The results of 2nd trimesters yearly growth is: MATH      2014-2015      2015-2016 Tier 1:    46%                    38% Tier 2:    41%                    47% Unmet:    13%                    15%  ELA        2014-2015      2015-2016 Tier 1:    37%                    49% Tier 2:    50%                    29% Unmet:    37%                    49%	
<b>LCAP Year: 2015-2016</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Scope of Service: School Wide  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Continue to provide an intervention program with the goal of a years worth of growth for students who are proficient or advanced and more than a years growth, catch-up growth, for those who are basic or below basic. The intervention program has a focus on both the short term re-teaching of core material as well as the long term upgrading of identified skills. Continue to provide instructional aide support in each of the classrooms for core instruction.  Move certificated part-time intervention teacher to full-time. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000.00 Classified Instructional Aides. 2000-2999: Classified Personnel Salaries Title I \$84,000.00 Move certificated part-time intervention teacher to full-time. 3000-3999: Employee Benefits Supplemental and Concentration \$9,000.00 Classified Instructional Aides. 3000-3999: Employee Benefits Base \$25,000.00	The intervention program identified students who were two or more grade levels behind and specifically provided instruction based on the student's individual needs. Reference previous annual update Goal 4 actual actions/services.  Scope of Service:  <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	See Goal 4.

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Continue to provide a limited summer school program in the last week of July and first week of August for K-8 grade students.		Summer School Teacher Stipend 1000-1999: Certificated Personnel Salaries Supplemental \$3,303.00 Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental \$910.00 Benefits 1000-1999: Certificated Personnel Salaries Supplemental \$1,000.00	Summer school will be provided as an opportunity for all students to attend. Reference previous annual update Goal 4 actual actions/services.		See Goal 4.
Scope of Service	School Wide		Scope of Service	School wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
		\$0.00			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This year, the intervention program provided valuable services and instruction to some of our most needy students. Due to deficit spending, this program will be at minimal suspended for 2016-17 and 2017-18 school years. Intervention services will be provided during classroom instruction. Summer school will continue. Goal 5 is now goal 1, 2. There is no goal 5.			

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

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

Original GOAL 6 from prior year LCAP:	Goal 10 has been moved to goal 4 for the 2016-17 LCAP Goal 7-10 incorporated into goal 1 - 5		Related State and/or Local Priorities: 1 _ 2 3 4 5 _ 6 _ 7 8  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	Applicable Pupil Subgroups: all low-income		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of Service	School Wide		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There is no goal 6			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$56,103
The district unduplicated pupil percentage = 85.80% for 2015-16. Since the district has an enrollment of unduplicated pupils well in excess of 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year, the district will expend supplemental and concentration grant funds on a district-wide basis.	

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.

13.34	%
The district unduplicated pupil percentage = 85.80% for 2015-16. Since the district has an enrollment of unduplicated pupils well in excess of 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year, the district will expend supplemental and concentration grant funds on a district-wide basis.	



**Section 4: Expenditure Summary**

<b>Total Expenditures by Funding Source</b>						
<b>Funding Source</b>	<b>2015-2016 Annual Update Budgeted</b>	<b>2015-2016 Annual Update Actual</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2016-2017-2018-19 Total</b>
All Funding Sources	831,600.00	665,342.00	637,949.00	607,751.00	558,551.00	1,804,251.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	487,297.00	452,369.00	498,498.00	510,938.00	450,798.00	1,460,234.00
Other	51,150.00	61,407.00	83,348.00	53,150.00	51,650.00	188,148.00
Supplemental	21,304.00	10,559.00	5,028.00	0.00	5,028.00	10,056.00
Supplemental and Concentration	103,849.00	86,907.00	51,075.00	43,663.00	51,075.00	145,813.00
Title I	168,000.00	54,100.00	0.00	0.00	0.00	0.00

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2015-2016 Annual Update Budgeted</b>	<b>2015-2016 Annual Update Actual</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2016-2017-2018-19 Total</b>
All Expenditure Types	831,600.00	665,342.00	637,949.00	607,751.00	558,551.00	1,804,251.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	355,525.00	356,547.00	230,606.00	230,606.00	230,606.00	691,818.00
2000-2999: Classified Personnel Salaries	234,439.00	124,650.00	154,985.00	163,185.00	155,585.00	473,755.00
3000-3999: Employee Benefits	166,976.00	161,696.00	131,470.00	130,970.00	130,870.00	393,310.00
4000-4999: Books And Supplies	11,053.00	11,980.00	15,500.00	15,500.00	15,500.00	46,500.00
5000-5999: Services And Other Operating Expenditures	62,107.00	10,469.00	73,190.00	58,028.00	24,490.00	155,708.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00	0.00	32,198.00	9,462.00	1,500.00	43,160.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2015-2016 Annual Update Budgeted</b>	<b>2015-2016 Annual Update Actual</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2016-2017-2018-19 Total</b>
All Expenditure Types	All Funding Sources	831,600.00	665,342.00	637,949.00	607,751.00	558,551.00	1,804,251.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	272,073.00	309,710.00	211,603.00	211,603.00	211,603.00	634,809.00
1000-1999: Certificated Personnel Salaries	Other	0.00	2,710.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	7,306.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	76,146.00	44,127.00	19,003.00	19,003.00	19,003.00	57,009.00
2000-2999: Classified Personnel Salaries	Base	28,919.00	24,000.00	119,675.00	119,675.00	119,675.00	359,025.00
2000-2999: Classified Personnel Salaries	Other	33,400.00	35,830.00	33,400.00	33,400.00	33,400.00	100,200.00
2000-2999: Classified Personnel Salaries	Supplemental	1,820.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	2,300.00	10,720.00	1,910.00	10,110.00	2,510.00	14,530.00
2000-2999: Classified Personnel Salaries	Title I	168,000.00	54,100.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	125,876.00	108,499.00	105,220.00	105,670.00	105,220.00	316,110.00
3000-3999: Employee Benefits	Other	17,750.00	21,187.00	17,750.00	17,750.00	17,750.00	53,250.00
3000-3999: Employee Benefits	Supplemental	1,000.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	22,350.00	32,010.00	8,500.00	7,550.00	7,900.00	23,950.00
4000-4999: Books And Supplies	Base	7,000.00	10,160.00	9,000.00	11,000.00	9,000.00	29,000.00
4000-4999: Books And Supplies	Other	0.00	320.00	500.00	0.00	500.00	1,000.00
4000-4999: Books And Supplies	Supplemental	2,500.00	1,500.00	3,000.00	0.00	3,000.00	6,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,553.00	0.00	3,000.00	4,500.00	3,000.00	10,500.00
5000-5999: Services And Other Operating Expenditures	Base	53,429.00	0.00	53,000.00	55,028.00	5,300.00	113,328.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	1,360.00	0.00	2,000.00	0.00	2,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	8,678.00	9,059.00	2,028.00	0.00	2,028.00	4,056.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	50.00	18,162.00	1,000.00	17,162.00	36,324.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	7,962.00	0.00	7,962.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	31,698.00	0.00	0.00	31,698.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	1,500.00	0.00	500.00	1,500.00	1,500.00	3,500.00

Total Expenditures by Goal				
Goal	Year 1	Year 2	Year 3	Year 1-3 Total
Goal 1	622,099.00	591,901.00	542,701.00	1,756,701.00
Goal 2	9,650.00	9,650.00	9,650.00	28,950.00
Goal 3	6,200.00	6,200.00	6,200.00	18,600.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

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

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

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

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

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

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

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

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

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

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

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

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

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