

**§ 15497. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA: Caliente Union School District**    **Contact: Kathleen S. Hansen, Superintendent/Principal, [khansen@calienteschooldistrict.org](mailto:khansen@calienteschooldistrict.org), 661-867-2301**

**LCAP Year: 2014-2017**

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

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

#### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li>• May 2013: Piute Mountain School was selected to take the Pilot Smarter Balanced Test -5<sup>th</sup> grade math, 6<sup>th</sup> grade ELA</li> <li>• Beginning May 2013: School Board was notified and continues to be kept abreast of all incoming information about Common Core Standards/Smarter Balance monthly</li> <li>• February 19, 2014: Surveyed students – 2 grade through 8<sup>th</sup> grade.</li> <li>• February 19, 2014: Surveyed Staff</li> <li>• February 19, 2014: Mailed out parent surveys with returned addressed envelop</li> <li>• March 1, 2014: Posted information on district and school website Common Core information</li> <li>• April 23 and 24, 2014: Parent/community meetings</li> <li>• April 28, 2014: School Site Council, acting as the DAC, had a LCFF/LCAP meeting</li> <li>• February 3, 11, 18, and March 3 2014: 4 day LCAP training for the Superintendent/Principal</li> <li>• May 19, 2014: LCAP meeting KCSOS – CDE LCAP approval manual – presented</li> <li>• June 10, 2014: Board Meeting and Public Hearing – 6:30 p.m. – Piute Mountain School – Budget and LCAP presented</li> <li>• June 18, 2014: Special Board Meeting for approval of Budget and LCAP</li> </ul>	<ul style="list-style-type: none"> <li>• One family refused to allow their student to participate in the Pilot and then enrolled their students in home schooling. The students that did take the test found that they liked the fact that they were able to write in their own answers and they liked how there were different ways to answer questions.</li> <li>• School Board is in support of the changes from Standardized State Standards to Common Core State Standards.</li> <li>• Students’ survey revealed that they felt safe at school. They were split about being excited to go to school.</li> <li>• Staff survey revealed that they felt safe at school, but did not feel they were a part of the decision planning in the district. The staff communicated that more workshops/in-services/collaborations will increase their effectiveness in working with students.</li> <li>• Parents want to be more informed. They want math textbooks to come home with students. Small group of parents concerned about CCSS.</li> <li>• Point in time, no responses</li> <li>• Parents are concerned about the government having too much control, data mining, and does the Common Core play into the AP and GED testing. Lack of sufficient funds to be competitive with neighboring districts for hiring and retaining teachers.</li> <li>• SSC shared negative input from community members about CCSS and government control. They felt positive toward CCSS after the informational meeting and seeing the Smarter Balance Practice Test. Direction from all surveys appear in the goals and action steps of this LCAP.</li> <li>• LCAP training to achieve a better understanding about the process of completing the LCAP.</li> <li>• Readjustment of LCAP information for the approval process</li> <li>• Public concerns are CCSS</li> <li>• Point in time, no responses</li> </ul>

## **Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### **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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Student absenteeism. Data collected over past three years' attendance indicates absenteeism is at 8% A need to increase parents'	<b>Goal #1</b> The District's students will improve from 8% absent rate to 5% absent rate by 2017 as measured by attend. logs	All	All		7% absent rate	6.5% absent rate	5% absent rate	#4, #5, #6, #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
awareness of student's absenteeism.								
Broad band width currently 1 T1 line. Technology support available once a month	<b>Goal #2</b> District will increase their present level T1 line by the addition of 2 more lines, total 3 T1 lines.	All	All		<ul style="list-style-type: none"> <li>Band width increase</li> <li>Adding 2 T 1 lines</li> <li>Contracting MOU for IT</li> </ul>	<ul style="list-style-type: none"> <li>Contracting MOU for IT one more day a month</li> </ul>	<ul style="list-style-type: none"> <li>Contracting MOU for IT</li> <li>IT will maintain and upgrade equipment</li> </ul>	#1, #4, #5, #7
There is currently no security system on either site.	<b>Goal #3</b> The District's two campuses will be equipped with security cameras and	All	All		<ul style="list-style-type: none"> <li>Wireless – monitored by district</li> <li>Security alarm system,</li> <li>IP, High Definition-12</li> </ul>	<ul style="list-style-type: none"> <li>IT will maintain wireless and security system at Piute</li> <li>Piute Mtn. will upgrade 3 outdoor</li> </ul>	<ul style="list-style-type: none"> <li>Both sites will be fully equip with security cameras and alarm system</li> </ul>	#1, #6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	alarm systems by 2017.				cameras, and 16 channel DVR will be in place at Piute Mountain School site by 2014	security cameras by 2016 <ul style="list-style-type: none"> <li>• Caliente El. Will receive IP, High Definition – 3 Cameras and 8 channel – DVR and Wireless</li> <li>• District will monitor both sites</li> </ul>		
Based on Administrative observation and APS implementation of CCSS is minimum	<b>Goal # 4</b> CCSS will be fully implemented by 2017 as measured by	All	All		Partial implementation of CCSS	Substantial implementation of CCSS	Fully implementation of CCSS	#1, #2, #4



Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	administration observations and APS.							
Currently parental involvement and engagement is at 20% as measured by sign-in sheets from: Back to School/Orientation Night, Fall Festival, Outdoor Recreation Day, Spring Festival, Fundraisers, PTC, Classroom and campus volunteering, and	<b>Goal # 5</b> Parental participation and engagement will be at 50% by 2017 as measured by participation logs.	All	All		30% participation of parents/volunteers.	40% participation of parents/volunteers.	50% participation of parents/volunteers.	#3, #4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
SSC involvement								
Students are currently at Basic to Far Below Basic in Math and ELA as measured by CST scores for 2012-2013.	<b>Goal # 6</b> 65% of students will be proficient or advanced and 60% of SED sub group will be proficient or advanced as measured by local Benchmark, other curriculum base measurements, and SBAC	All	All		55% of all students will be proficient or advanced and 50% of SED sub group will be proficient or advanced on local assessments. SBAC base line will be established this year.	60% of all students will be proficient or advanced and 55% of SED sub group will be proficient or advanced on state (SBAC) and local assessments.	65% of all students will be proficient or advanced and 60% of SED sub group will be proficient or advanced on state (SBAC) and local assessments.	#1, #2, #4, #5, #7, #8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	when available.							
Salaries for certificated teachers are \$7,000-\$12,000 lower than competitive districts. The District retained 2 teachers out of 5 in 2013-2014. One was an intern. Teacher Retention rate will increase.	<b>Goal # 7</b> Increase Certificated salary schedule to a more competitive salary schedule by 2017 to recruit and retain highly qualified teachers.	All	All		Certificated salaries will be increased above 2013-2014 salary schedule	Certificated salaries will be increased above 2014-2015 salary schedule	Certificated salaries will be increased above 2015-2016 salary schedule	#1, #4, #6

### **Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal #1</b> The District's students will improve from 8% absent rate to 5% absent rate by 2017 as measured by attendance logs.	#4, #5, #8, #6	<ul style="list-style-type: none"> <li>Advertise and recognize on site and local paper regular attendance through trophy, trips, luncheon and awards.</li> <li>PBIS program advertise and recognize on site and local paper class with highest Positive Behavior through trophy, trips, luncheon, and awards.</li> <li>ASB/FNL Club-teaching students right ways to have safe fun – Drug and tobacco awareness.</li> </ul>	Lea-wide		<u>Attendance: - \$100 LCFF</u> <ul style="list-style-type: none"> <li>Materials</li> <li>Awards</li> <li>Incentive party</li> </ul> <u>PBIS:\$100 LCFF</u> <ul style="list-style-type: none"> <li>Materials</li> <li>Awards</li> <li>Incentive party</li> </ul> <u>ASB/FNL LCFF</u> <ul style="list-style-type: none"> <li>Advisor -\$1,000</li> </ul>	<u>Attendance: - \$200 LCFF</u> <ul style="list-style-type: none"> <li>Materials</li> <li>Awards</li> <li>Incentive party</li> <li>Incentive trip</li> </ul> <u>PBIS:\$200 LCFF</u> <ul style="list-style-type: none"> <li>Materials</li> <li>Awards</li> <li>Incentive party</li> <li>Incentive trip</li> </ul> <u>ASB/FNL LCFF</u> <ul style="list-style-type: none"> <li>Advisor -\$1,000</li> </ul> Trip to Museum of Tolerance	<u>Attendance: - \$200 LCFF</u> <ul style="list-style-type: none"> <li>Materials</li> <li>Awards</li> <li>Incentive party</li> <li>Incentive trip</li> <li>Incentive Luncheon</li> </ul> <u>PBIS:\$200 LCFF</u> <ul style="list-style-type: none"> <li>Materials</li> <li>Awards</li> <li>Incentive party</li> <li>Incentive trip</li> <li>Incentive luncheon</li> </ul> <u>ASB/FNL LCFF</u> <ul style="list-style-type: none"> <li>Advisor -\$1,000</li> </ul>
<b>Goal #2</b> District will increase their present level T1	#1, #4, #5, #7	<ul style="list-style-type: none"> <li>Installation of 2 more T 1 lines to Piute</li> </ul>	LEA - wide		<ul style="list-style-type: none"> <li>Contract KCSOS for 3 T 1 lines - \$4,000</li> </ul>	<ul style="list-style-type: none"> <li>Contract KCSOS for 3 T 1 lines - \$4,000</li> </ul>	<ul style="list-style-type: none"> <li>Contract KCSOS for 3 T 1 lines - \$4,000</li> </ul>

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
line by the addition of 2 more lines, totally 3 T1 lines.		Mountain School and added support from KCSOS <ul style="list-style-type: none"> <li>Contract MOU for IT personnel yearly</li> </ul>			LCFF <ul style="list-style-type: none"> <li>Web hosting KCSOS – annual \$500 LCFF</li> <li>Ed Tech – KCSOS-\$1,500 LCFF</li> <li>Contract MOU for IT 3 days a month-\$7,000 LCFF</li> </ul>	LCFF <ul style="list-style-type: none"> <li>Web hosting KCSOS – annual \$500 LCFF</li> <li>Ed Tech – KCSOS-\$1,500 LCFF</li> <li>Update equipment</li> <li>Contract MOU for IT 4 days a month \$9,000 LCFF</li> </ul>	LCFF <ul style="list-style-type: none"> <li>Web hosting KCSOS – annual \$500 LCFF</li> <li>Ed Tech – KCSOS-\$1,500 LCFF</li> <li>Update equipment</li> <li>Contract MOU for IT 4 days a month \$9,000 LCFF</li> </ul>
<b>Goal #3</b> The District's two campuses will be equipped with security cameras and alarm systems by 2017.	#1, #6	<ul style="list-style-type: none"> <li>Purchase of security cameras and alarm system</li> <li>Monitored by district</li> </ul>	LEA-wide		<ul style="list-style-type: none"> <li>Security camera and alarm system – purchased by Caliente Educational Foundation-\$1,500 LCFF</li> <li>Installation services donated-\$300 LCFF</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining and upgrading system at Piute Mtn.-\$500 LCFF</li> <li>Purchasing 3 cameras and alarm system for Caliente Elementary-\$1,500 LCFF</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining and upgrading both campuses. -\$500 LCFF</li> </ul>
<b>Goal #4</b> CCSS will be fully implemented by 2017 as measured by administration observations and APS.	#1, #2, #4	<ul style="list-style-type: none"> <li>Common core training for ELA and Math</li> <li>PLC bi-monthly</li> <li>Staff Development</li> <li>Adoption of Math and ELA</li> <li>Quarterly Benchmark,</li> </ul>	LEA-wide		<ul style="list-style-type: none"> <li>CCSS KCSOS Workshops –\$300 Common Core</li> <li>PLC – Staff training materials – \$100 LCFF</li> <li>Adoption of Math-</li> </ul>	<ul style="list-style-type: none"> <li>CCSS KCSOS Workshops –\$300 LCFF</li> <li>PLC – Staff training materials –\$100 LCFF</li> <li>Evaluation of ELA</li> </ul>	<ul style="list-style-type: none"> <li>CCSS KCSOS Workshops –\$300 LCFF</li> <li>PLC – Staff training materials –\$100 LCFF</li> <li>Adoption of ELA-</li> </ul>

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>APS and district level assessments</p> <ul style="list-style-type: none"> <li>• Staff will read book together each year</li> <li>• Paraprofessionals for combination classrooms.</li> <li>• BTSA Program</li> <li>• Intern Program</li> <li>• New Computers and tablets for teachers</li> </ul>			<p>\$10,000 Common Core</p> <ul style="list-style-type: none"> <li>• Quarterly Benchmark, APS and district level assessments</li> <li>• Purchase staff book- \$26.95 each – <u>Teaching with Poverty in Mind</u>: Total \$135 LCFF</li> <li>• Staff \$50,000 LCFF</li> <li>• BTSA –\$4,000 LCFF</li> <li>• Intern Program- \$4,000 LCFF</li> <li>• 6 desk top computers and monitors - \$4,000 LCFF</li> <li>• 7 Tablets - \$5,000 LCFF</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Benchmark, APS and district level assessments LCFF</li> <li>• Purchase staff book- \$26.95 each– <u>Engaging Students with Poverty in Mind</u>: Total \$135 LCFF</li> <li>• Staff \$50,000 LCFF</li> <li>• BTSA –\$4,000 LCFF</li> <li>• Intern Program- \$4,000 LCFF</li> </ul>	<p>\$10,000</p> <ul style="list-style-type: none"> <li>• Quarterly Benchmark, APS and district level assessments LCFF</li> <li>• Purchase staff book-\$30.95 – <u>Turning High Poverty Schools into High Performing Schools</u>: \$155 LCFF</li> <li>• Staff \$50,000 LCFF</li> <li>• BTSA-\$4,000 LCFF</li> <li>• Intern Program- \$4,000 LCFF</li> </ul>



Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal # 5</b> Parental participation and engagement will be at 50% by 2017 as measured by participation logs.	#3, #5	<ul style="list-style-type: none"> <li>• Back to School Night/Orientation – Informational workshop for parents</li> <li>• School Site Council</li> <li>• PTC</li> <li>• Room parents</li> <li>• Weekly classroom helpers</li> <li>• Read Live Natural volunteers</li> <li>• Fundraisers</li> <li>• Parent Project class</li> <li>• Outdoor Rec. Day</li> <li>• Fall festival</li> <li>• Whiz Kids</li> <li>• Spring Festival</li> <li>• Talent Show</li> </ul>	LEA-wide		<ul style="list-style-type: none"> <li>• Parental Booklet – How to be Involved - \$3.67 - each \$110 LCFF</li> <li>• Teacher Booklet – Getting Parents Involved - \$3.67 each - Total \$110 LCFF</li> <li>• Student Planners - \$2.50 each - total \$125 LCFF</li> <li>• Parent Project – no cost</li> <li>• Award cost, Event, Ribbons, Trophies - \$100 LCFF</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Booklet - \$3.67 each - \$110 LCFF</li> <li>• Teacher Booklet – Getting Parents Involved - \$3.67 each Total \$110 LCFF</li> <li>• Student Planners - \$2.50 each - Total \$125 LCFF</li> <li>• Parent Project – no cost</li> <li>• Award cost, Event Ribbons, Trophies - \$100 LCFF</li> </ul>	<ul style="list-style-type: none"> <li>• Parental Booklet - \$3.67 Each - \$110 LCFF</li> <li>• Teacher Booklet – Getting Parents Involved - \$3.67 each Total \$110 LCFF</li> <li>• Student Planners - \$2.50 each - Total \$125 LCFF</li> <li>• Parent Project – no cost</li> <li>• Award cost, Event Ribbons, Trophies - \$100 LCFF</li> </ul>
<b>Goal # 6</b> 65% of students will be proficient or advanced and 60% of SED sub group will be proficient or advanced as measured by local Benchmark, other curriculum base	#1, #2, #4, #5,	<ul style="list-style-type: none"> <li>• KEDS Program will be available for Kindergartners to stay all day at school attending a rich classroom environment. Pre – Kindergartners may attend this afternoon class Monday-</li> </ul>	LEA-wide		<ul style="list-style-type: none"> <li>• KEDS – Teacher - \$4,700 LCFF</li> <li>• Museum field Trip \$200 LCFF</li> <li>• Destiny Software - \$ 2,200 LCFF</li> <li>• Microsoft License - \$710.00 LCFF</li> <li>• Computer software - \$700</li> </ul>	<ul style="list-style-type: none"> <li>• KEDS – \$4,800 LCFF</li> <li>• Museum Field Trip \$200 LCFF</li> <li>• Destiny Software - \$300.00 LCFF</li> <li>• Microsoft License – \$725 LCFF</li> <li>• 5 more student computers -</li> </ul>	<ul style="list-style-type: none"> <li>• KEDS –Teacher \$4,900 LCFF</li> <li>• Museum Field Trip \$200 LCFF</li> <li>• Destiny Software - \$310 LCFF</li> <li>• Microsoft License - \$740 LCFF</li> <li>• 5 more student computers -\$3,500</li> </ul>

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
measurements, and SBAC when available.		<p>Thursday. Students may afternoon ride bus home.</p> <ul style="list-style-type: none"> <li>Benchmark testing will be given at the end of every quarter. Teachers will score results and admin will graph results and present to teachers and board members for review. Teachers will formulate strategies for students that score low on the benchmark testing. Parents will be notified about progress of student/s. Students will be referred to RTI services as needed.</li> <li>District curriculum based testing</li> <li>Museum field trip</li> <li>New Student computers</li> <li>Destiny software</li> </ul>			<p>LCFF</p> <ul style="list-style-type: none"> <li>Math homework club-transportation, Teacher - \$3,000 LCFF</li> </ul>	<p>\$3,400 LCFF</p> <ul style="list-style-type: none"> <li>Computer software - \$700 LCFF</li> <li>Math homework club-Transportation, Teacher - \$3,000 LCFF</li> </ul>	<p>LCFF</p> <ul style="list-style-type: none"> <li>Computer software - \$700 LCFF</li> <li>Math homework club-Transportation, Teacher - \$3,000 LCFF</li> </ul>

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> <li>• Microsoft License</li> <li>• Computer software</li> <li>• RTI grouping</li> <li>• Homework club for math tutoring</li> </ul>					
<b>Goal # 7</b> Increase Certificated salary schedule to a more competitive salary schedule by 2017 to recruit and retain highly qualified teachers.		Board approved incremental increase in salary for certificated staff	LEA - wide		<ul style="list-style-type: none"> <li>• Board approved salary increase - \$25,000 LCFF</li> </ul>	<ul style="list-style-type: none"> <li>• Board approved salary increase - \$5,000 LCFF</li> </ul>	<ul style="list-style-type: none"> <li>• Board approved salary increase - \$5,000 LCFF</li> </ul>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All goals in 3A apply to all students including low income pupils.		For low income pupils: All actions from 3A apply					
All goals in 3A apply to all students including English Learners.		For English learners: N/A there are no English Language Learners in the district.					
All goals in 3A apply to all students including Foster Youth.		For foster youth: All actions from 3A apply					
All goals in 3A apply to all students including redesignated fluent English proficient pupils.		For redesignated fluent English proficient pupils: N/A there are no redesignated fluent English Language students					

- C. Describe the LEA’s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The district’s increase in funds in the LCAP year for supplemental and concentration purposes is \$4,576. The district is utilizing \$43,880 for supplemental and concentration programs to meet the goals set in section 2 to implement the actions set in section 3. The district has 62.5% of the student population that qualify under either low income, foster youth and EL categories. The district believes that the most effective use of LCFF supplemental and concentration grant funds would be used to enhance intervention services to these students and offer the programs on a districtwide basis.

- D. 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). 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). 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.

The minimum proportionality percentage for the LCAP year is 8.87%. The district will provide services for the unduplicated students over those programs offered to all students by more than 8.87% in the actions and programs set in section 3. These services include: providing computers, tablets, teacher books, parent books, student planners, awards, KEDS, museum trips, math labs, professional development, Math and English Language Arts instructional materials, Homework Club, PBIS program, and funds to insure recruitment and retention of teachers.



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