

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

**LEA:** Columbia Elementary School District    **Contact (Name, Title, Email, Phone Number):** Clay Ross, Superintendent, [cross@columbiasd.com](mailto:cross@columbiasd.com), 5302231915    **LCAP Year:** 2014-2015 (Aug 19, 2014)

## 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
School Site Council is comprised of individuals representing our major subgroups. Site Council has been discussing monthly beginning in Sept 2013 reviewing/updating Single Plan, SARC, and serves as the DELAC committee and PAC	Site Council will write and approve LCAP to be submitted to the Board for Public Hearing and Action
Site Council authorized a survey of stakeholders emailed to 1025 contacts within the District 2/6/14. 16.09% of the surveys were submitted.	The survey provided clear distinction of prioritization of the 8 state priority areas
Local Bargaining Units are repeatedly invited to attend monthly Site Council Meetings to consult via Monday Updates from the Supt. beginning 2/11/14	Certificated staff (4) attended our most recent meeting 3/5/14 they participated in the discussion to rank the state priority areas
Site Council meets monthly and LCAP has been a monthly discussion item beginning in December 2013.	Now that the template is approved and accessible, we are making progress
LCAP, its process and status is routinely discussed at monthly Board meetings beginning in Sept 2013	Communication with stakeholders
Site council reviewed the results of the stakeholder survey and ranked the 8 priority areas 3/5/14	8 state priorities are now ranked from most to least important
Parents have been invited to attend monthly Site Council Meetings via monthly newsletters to participate in drafting LCAP	To this point, only Site Council parents have been attending
Board Members have attended trainings on LCAP sponsored by the Shasta COE via the attorney consotrium 4/9/14	A better informed Board
LCAP will now be on monthly 2/18/14 Board Agendas as Discussion/Report to communicate with transparency	A better informed public
Parents, bargaining units, board members were invited to monthly meetings to review, consult and update LCAP- agendas and attendance available upon request via newsletters and Monday Updated beginning 2/3/14	All stakeholder groups were invited to participate multiple times
March 5, 2014 8 state priority areas were discussed and ranked based on stakeholder survey results. Concern with declining enrollment and revenue were discussed and how to add additional programs or services with limited resources and declining enrollment	The intention is to align SPSA, SARC and LCAP for single focus on student achievement through building capacity for CCSS implementation across core subjects, provide additional interventions, opportunities to enrich, and provide staff professional development in Content areas and instructional delivery
Draft Goals available on website April 4, 2014	transparent communication with opportunities to voice concerns and/or suggestions
draft sections 1, 2, 3 available on website and updated after monthly meetings 4/11/14	transparent communication and opportunities to recommend changes or improvements
Supt notified public of opportunity to submit written comments at Site Council Meeting and Board Meeting held 4/22 at 3:30 and 5 pm respectively Draft LCAP shared and reviewed by Shasta COE on 4/25/14 Newsletter to parents, staff and students to submit written comments 4/25/14	Shasta COE staff made recommendations to streamline LCAP, changes to supplemental funding in section 3, clarified language, more descriptive language on what is new or improved for students
Public Hearing scheduled for 6/17/14 at 5pm. LCAP is scheduled to be approved by the Board at the 6/24/14 Board meeting	yet to be determined as the meeting has not yet taken place

**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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: CESD is frozen in year 2 Program Improvement. Only 50-60% of all students 3-8 are meeting the performance standards identified by the district in ELA/Math/Science and Social Studies. Metric: AYP/AMO/API- Dist 809, CES 825, MVMS 804 CELDT- 75% of EL making progress, Reclassification rate 0 for 3014-2014. CAASPP, Report Cards/Aeries, Aims Web, Illuminate, District Benchmarks, PLC notes, SBAC Formative and Summative Assessments, Intervention enrollment, Teacher assessments, progress monitoring.	1. By June 2017, Student Achievement scores on CAASPP will reflect continual improvement allowing CESD to attain Safe Harbor minimally, or growth in AYP allowing CESD to exit Program Improvement. By June 2017, 80% of All students 3-8 will be proficient/advanced in ELA/Math/Science/Social Studies reflected in CAASPP scores. Schools within CESD will utilize agreed upon Common Assessments and timelines at every grade level through administrating District Benchmark Assessments through AIMS Web/Illuminate. Teachers will regularly review data during PLC and provide reteaching and interventions as necessary to ensure student growth. Students K-8 will have equal access to interventions and staffing to provide those interventions. Students and teachers will utilize technology daily to access curriculum, receive instruction, demonstrate proficiency	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-wide	Students will regularly be assessed utilizing technology similar to that used on CAASPP. Students K-8 will have access to intervention 80%-100% of the time they are in school in the core subjects of ELA/math. Master schedules will be created at the elementary school allowing for more students to be seen during grade level interventions allowing for increased opportunities for enrichment and extension activities in class and in the learning center. Student achievement will improve. CAASPP results will reestablish a baseline for student achievement levels and	Students will be receiving instruction in Core academic areas. In addition, K-8 students will receive targeted interventions to help close the achievement gap. Student achievement will improve. Analyze CAASPP results to identify targeted increases of roughly 10% proficient/Advanced in Core areas assessed. Increase API by at least 1 point per year, increase percentage of EL students making progress by 10 %, monitor reclassification rate to accurately reclassify students as necessary.	Greater flexibility in general fund expenditure to provide greater access to pupils on level, beyond level and enrichment/extension activities for GATE like students. Student achievement will improve. Analyze CAASPP results to identify targeted increases of roughly 10% proficient/Advanced in Core areas assessed. Increase AI by at least 1 point per year, increase percentage of EL students making progress by 5%, monitor reclassification rate to accurately reclassify students as necessary.	4. Student Achievement 8. Other Student Outcomes 1. Basic Service	

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.)
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	with assignments, assessments while at school. CAASPP scores, district benchmarks and teacher assessments will be used to predict, monitor student achievement results to drive instruction, and schedule intervention. Although EL is not a significant subgroup, EL services will be provided daily, students will be assessed and redesignated as determined by yearly assessment results. Beginning Fall 2014 teachers will review data from SBAC Summative Assessments and Formative Tools to drive instruction.				identify targeted areas for improvement to exit PI. Increase API by at least on point ea year, increase percentage of EL students making progress by 10%, monitor reclassification rate to accurately reclassify students as necessary			
Need: Roughly 12.5% of our core curriculum is aligned to Common Core Academic Content and Performance Standards. Metric: Williams Report, SARC, Purchase orders, Pilot programs, new textbooks, supplemental materials, STEM participation	2. By June 2017 and annually beginning in 2015, CESD will participate with Shasta COE in the textbook selection process for ELA/Math in order to identify curriculum aligned substantially to CCSS for piloting or purchasing. If timelines and readiness allow, CESD will participate in Science and Social Studies textbook adoptions and opportunities to enhance Next Generation Science Standards, STEM, College and career opportunities. Documents such as the SARC, Williams Report will indicate sufficient access to materials with no unresolved complaints. Certificated staff will receive professional development in the core subjects of ELA/math as well as including PD for ELD and re designated English fluent students.	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-Wide		Students will utilize curriculum aligned to CCSS, with a clearly defined scope and sequence with a progression through the CCSS K-8. Students will receive instruction from well trained, highly qualified staff. Students will be more actively involved in learning they will be prepared by learning 21st century skills Student Achievement will improve. Annually increase by 12.5-25% of curriculum aligned to CCSS. All Certificated K-5 teachers will receive PD in the math Practices and lesson delivery for the new mathematics adoption.	Students will have access to ELA/math curriculum using available technology at school. Students will be more actively involved in learning they will be prepared by learning 21st century skills Student Achievement will improve. Annually increase by 12.5-25% of curriculum aligned to CCSS. Monitor legislation regarding 60811.3 and add to LCAP as necessary. PD will be provided for all 6-8 math teachers as will all teachers teaching ELA will be provided trainings and opportunities to participate in the ELA/ELD frameworks.	Access to all curriculum will be via technology ie. Chromebooks, iPads, labs or other tools yet to be determined both in school and in the home. Textbooks will be made available to those not having access to technology in the home. Students will be more actively involved in learning they will be prepared by learning 21st century skills. Student Achievement will improve. Annually increase by 12.5-25% of curriculum aligned to CCSS. Monitor legislation regarding 60811.3 and add to LCAP as necessary. ELA PD in 6-8 for all certificated staff teaching ELA.	2. Implementation of State Standards 7. Course Access 8. Other pupil outcomes
Need: There is limited opportunity currently for middle school students to learn about college and career opportunities beyond high school. Communication between home and school could be improved. Cafeteria account balance management, Kindergarten Readiness, Student support services (counseling/Interns) Metric: Parent Survey results were good, however parents indicated room for improvement with all of the above including access to lunch accounts via the web, website survey baseline suggest that events, calendars, links need to be updated regularly and streamlined for ease of use that Reach Higher Shasta, HSI Grant,	3. By June 2017, students in grades 7-8 will be exposed to a variety of opportunities to learn about college and career opportunities by participating in skills inventory, career days, high school counseling, Link Crew, Explore Test etc. Students at both campuses will have access to Credentialed counselors and interns for social/behavioral/emotional support. Schools will participate in effective two way home to school communication. Parents will have access to mange account balances for breakfast and lunch programs online. The District will subsidize the cost of the preschool to keep fees low, attendance high and better prepare students for kindergarten.	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-wide		Students will regularly be assessed utilizing technology similar to that used on CAASPP. Students K-8 will have access to intervention 80%-100% of the time they are in school in the core subjects of ELA/math. 5-8 students struggling will receive targeted instruction in areas of need to close the achievement gap. Beginning 2014, 3rd and 4th graders will participate in Student Ambassadors programs through their Student Council Roles to begin learning leadership and communication skills. 5th and 6th graders will have opportunities to become Jr. Link Crew members this will further engage them in school and expose them to leadership opportunities as well as career choices. 7th and 8th grade students will continue to have opportunities to be leaders	Students will have access to ELA/math curriculum using available technology at school. Continuuuing August 2015, 3rd and 4th graders will participate in Student Ambassadors programs through their Student Council Roles to begin learning leadership and communication skills. 5th and 6th graders will have opportunities to become Jr. Link Crew members this will further engage them in school and expose them to leadership opportunities as well as career choices. 7th and 8th grade students will continue to have	Greater access to targeted intervention to close the achievement gap and to ensure proficiency at high levels. Continuuuing August 2016, 3rd and 4th graders will participate in Student Ambassadors programs through their Student Council Roles to begin learning leadership and communication skills. 5th and 6th graders will have opportunities to become Jr. Link Crew members this will further engage them in school and expose them to leadership opportunities as well as career choices. 7th and 8th grade students will continue to have	8. Other Student Outcomes 1. Basic Service 6. Student Engagement 3. Parental Involvement

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.)
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					Link Crew members this will further engage them in school and expose them to leadership opportunities as well as career choices. 7th and 8th grade students will continue to have opportunities to be leaders on campus via Link Crew. They will also begin to participate in skill inventories and other opportunities to learn about college and career choices. Students will be more actively involved in school. Gather baseline data about capacity and efficiency of programs and opportunities	on campus via Link Crew. They will also begin to participate in skill inventories and other opportunities to learn about college and career choices. Students will be more actively involved in school. Increase capacity or efficiency by 10%	opportunities to be leaders on campus via Link Crew. They will also begin to participate in skill inventories and other opportunities to learn about college and career choices. Students will be more actively involved in school, they will be better prepared for college and career. Increase capacity by 5%	
Need: 100% of teaching staff are Highly Qualified however roughly 6% are misassigned. SCOE, CTC, Waivers Metric: SARC, County office, GbD teacher evaluation tool, Fully credentialed staff	4. Yearly, 100% of all certificated staff will be properly assigned to courses their credential authorize them to teach. Waivers will be used sparingly. Principals and HR will meet with Shasta COE/CDE to determine that teachers are appropriately assigned. Teachers will be evaluated and held accountable to an evaluation tool created by the Greatness by Design pilot program.	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-Wide		Students will receive instruction from teachers qualified to teach the subject matter. A pilot evaluation tool will be developed and tested by a committee of staff participating in the Greatness by Design. The new tool will be tested on roughly 50% of staff. The tool will be modified as needed based on effectiveness for our District needs. The tool will be negotiated during the year to become the new evaluation tool including student achievement data as a significant portion of the evaluation. Student Achievement will improve, they will be better prepared for college and career. Increase by 6% teachers appropriately assigned during first LCAP year and maintain at 100% each year thereafter. Maintain 100% fully credentialed teachers	Students will have teachers properly assigned teaching subject areas their credential allows them to teach. Student Achievement will improve, students will be better prepared for college and career. Increase by 6% teachers appropriately assigned during first LCAP year and maintain at 100% each year thereafter. Maintain 100% fully credentialed teachers	Teachers will receive effective feedback for their continual growth using the evaluation tool. Student achievement will be a significant portion of the evaluation holding teachers accountable for the achievement of their students. Student achievement will improve. Increase by 6% teachers appropriately assigned during first LCAP year and maintain at 100% each year thereafter. Maintain 100% fully credentialed teachers	1. Basic Services 4. Student Achievement
Need: Due to recent budget shortfalls, CESD has prioritized services and courses available to students. The current courses available cannot be reduced any further and still meet this priority area. Baseline all courses are	5. Through at least June 2017, CESD will continue to offer access to core subject area classes as well as access to PE K-8 and Music courses and exposure 3-8. Elementary classes will provide VAPA experiences with plays and performances throughout the year and Middle School	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-Wide		Struggling students will have access to three tiers of intervention in the core subjects of ELA/Math as appropriately identified and applicable through Ed Code and retention policies.	Struggling students will have access to three tiers of intervention in the core subjects of ELA/Math as appropriately identified and applicable through Ed Code and retention policies.	Struggling students will have access to three tiers of intervention in the core subjects of ELA/Math as appropriately identified and applicable through Ed Code and retention policies.	8. Other Pupil Outcomes 3. Parent Involvement 6. Pupil engagement 7. Course Access 2. Implementation of State standards

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.)
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accessible by all students except Spanish beginning in 7th grade Metric: Master Calendar, class rosters, Instructional minutes, bell schedules	Students will experience Drama and other performances in VAPA.				Students will receive a balanced curriculum with a clear scope and sequence in a variety of content areas. Students will be better prepared with the background in content areas to graduate high school and be prepared for college and career readiness. Summer Boot Camps will be offered for Elementary and Middle School students needing a boost in academics to succeed in the next grade level. Student Achievement will improve. Course offerings will be maintained.	Students will receive a balanced curriculum with a clear scope and sequence in a variety of content areas. Students will be better prepared with the background in content areas to graduate high school and be prepared for college and career readiness. Summer Boot Camps will be offered for Elementary and Middle School students needing a boost in academics to succeed in the next grade level. Student achievement will improve. Maintain course Access	Students will receive a balanced curriculum with a clear scope and sequence in a variety of content areas. Students will be better prepared with the background in content areas to graduate high school and be prepared for college and career readiness. Summer Boot Camps will be offered for Elementary and Middle School students needing a boost in academics to succeed in the next grade level. Student achievement will improve.	
Need: Pupil suspension rates less than 1% and zero expulsions as reported annually on the SARC and from CDE. Baseline- 95-98% satisfaction with facilities, safety, environment, relationships. All facilities in good repair according to FIT Metric: FIT , Parent Survey, SARC, CDE, Discipline reports, Award assemblies and other recognition	6. Through June 2017, CESD Schools will insure that proper discipline procedures are being implemented, enforcing alternatives to suspension when warranted and keeping suspension rates below 2% and maintaining an equitable distribution among subgroups. Schools within CESD will ensure that Best Practices for Student Discipline and documentation of school related discipline is being enforced and routinely reported to staff. The schools will incorporate positive recognition programs to encourage students to follow the rules. Schools will be safe, engaging, motivating and well maintained and in good repair	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-Wide		All students will be capable of receiving positive recognition for making good choices and adhering to the rules. Discipline data will be routinely reported at school staff meetings to identify problematic areas, behaviors and possible motivators. Schools will be safe, engaging and motivating. Students will have a strong desire to attend school in order to receive instruction using current, cutting edge technology better equipping them to meet the 21st Century skills for learning, STEM and skills for college and career readiness. Students will be more engaged in school. Suspension and expulsion rates will remain low Below 2%. Facilities will be maintained and in good repair, district will pursue modernization and possible school bond to replace facilities and update the schools	All students will be capable of receiving positive recognition for making good choices and adhering to the rules. Discipline data will be routinely reported at school staff meetings to identify problematic areas, behaviors and possible motivators. Schools will be safe, engaging and motivating. Students will have a strong desire to attend school in order to receive instruction using current, cutting edge technology better equipping them to meet the 21st Century skills for learning, STEM and skills for college and career readiness. Students will be more engaged in school. Suspension and expulsion rates will remain low. Below 2%. Facilities will be maintained and in good repair, district will pursue modernization and possible school bond to replace facilities and update the schools	All students will be capable of receiving positive recognition for making good choices and adhering to the rules. Discipline data will be routinely reported at school staff meetings to identify problematic areas, behaviors and possible motivators. Schools will be safe, engaging and motivating. Students will have a strong desire to attend school in order to receive instruction using current, cutting edge technology better equipping them to meet the 21st Century skills for learning, STEM and skills for college and career readiness. Students will be more engaged in school. Suspension and expulsion rates will remain low. Below 2%. Facilities will be maintained and in good repair, district will pursue modernization and possible school bond to replace facilities and update the schools	6. School Climate 3. Parental involvement
Need: School attendance rates at 96%, Chronic absenteeism is 3.33%, middle school dropout is 0%: as reported annually in SARC and Calpads. Metric: SARC, CalPADS, Aeries,	7. Through June 2017, Schools within CESD will continue to reward and recognize students for exceptional attendance, continue to utilize attendance letters and SARB to improve poor attendance, Truancy and Chronic	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-Wide		Attendance letters will be sent to parents in a timely fashion to possibly prevent habitual attendance issues. Implementation of systems for attendance clerks to	Students will be referred to SARB earlier increasing attendance rates by stricter enforcement of chronic absences or truancy. Implementation of systems	Schools will be safe, engaging and motivating. Students will have a strong desire to attend school in order to receive instruction using current, cutting edge	5. Pupil Engagement 6. School Climate 3. Parental involvement 8. Other pupil outcomes 4. Pupil Achievement

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
SARB, attendance awards, notes, binders for letters and documentation of communication, reports for truancy and chronic absence, Facilities report, middle school dropout rates	Absenteeism.				weekly update absence reports and send out notification letters for chronic absence and truancy, Staff will attempt to engage parents in phone calls or face to face meetings between letters 2 and 3. Students will have better attendance, chronic absenteeism will drop by 1%. Middle school dropout rate will remain at 0%	for attendance clerks to weekly update absence reports and send out notification letters for chronic absence and truancy, Staff will attempt to engage parents in phone calls or face to face meetings between letters 2 and 3. Students will have better attendance. Chronic Absenteeism will decrease by 1%. Middle school dropout rate will remain at 0%.	technology better equipping them to meet the 21st Century Skills required for college and or career readiness. Implementation of systems for attendance clerks to weekly update absence reports and send out notification letters for chronic absence and truancy, Staff will attempt to engage parents in phone calls or face to face meetings between letters 2 and 3. Students will have better attendance. Maintain low chronic absenteeism. Middle school dropout rate will remain at 0%.	
Need: Actively involved Parent Clubs at both sites. Actively involved parents for Title I, and exceptional needs. No Baseline Metric: Survey results, attendance sign ins at functions, PAC Board, Agendas, Treasury Reports, Board rosters, agendas/minutes, Parent/student/staff survey results	8. By August 2017, Parent clubs at the individual sites will identify opportunities to provide activities, fundraisers and events that are co-sponsored to a significant degree. Increased attendance at the annual Title I Parental Involvement night as well as parental input on SESR and GATE committee. Parents and students will indicate a connectedness to school via annual surveys	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-Wide		Alignment of Parent Club activities so that families will not be forced to make choices over which event to support. Parents will be more actively involved in school events improving the relationship between home and school. Students, parents and staff will be more connected to school. Gather baseline data about parental involvement and attendance at events	Students and parent will begin participating in events geared for both schools as one unit towards a shared vision. Parents will be more actively involved in school events improving the relationship between home and school. Students, parents and staff will be more connected to school. Increase parental involvement by 10%	Students will experience a greater feeling of connectedness with their school. Students, parents and staff will have a strong sense of pride in belonging to the greater school community. Parents will be more actively involved in school events improving the relationship between home and school. Students, parents and staff will be more connected to school. Increase parental involvement by 5%	3. Parental Involvement 5. Pupil Engagement 8. Other Pupil Outcomes 4. Pupil Achievement 1. Basic
Need: CESD is frozen in year 2 Program Improvement. Only 50-60% of all students 3-8 are meeting the performance standards identified by the district in ELA/Math/Science and Social Studies. Metric: AYP/AMO/API- Dist 809, CES 825, MVMS 804 CELDT- 75% of EL making progress, Reclassification rate 0 for 3014-2014. CAASPP, Report Cards/Aeries, Aims Web, Illuminate, District Benchmarks, PLC notes, SBAC Formative and Summative Assessments, Intervention enrollment, Teacher assessments, progress monitoring.	1. By June 2017, Student Achievement scores on CAASPP will reflect continual improvement allowing CESD to attain Safe Harbor minimally, or growth in AYP allowing CESD to exit Program Improvement. By June 2017, 80% of All students 3-8 will be proficient/advanced in ELA/Math/Science/Social Studies reflected in CAASPP scores. Schools within CESD will utilize agreed upon Common Assessments and timelines at every grade level through administrating District Benchmark Assessments through AIMS Web/Illuminate. Teachers will regularly review data during PLC and provide reteaching and interventions as necessary to ensure student growth. Students K-8 will have equal access to interventions and staffing to provide those interventions. Students and teachers will utilize	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-wide		Students will regularly be assessed utilizing technology similar to that used on CAASPP. Students K-8 will have access to intervention 80%-100% of the time they are in school in the core subjects of ELA/math. Master schedules will be created at the elementary school allowing for more students to be seen during grade level interventions allowing for increased opportunities for enrichment and extension activities in class and in the learning center. Student achievement will improve. CAASPP results will reestablish a	Students will be receiving instruction in Core academic areas. In addition, K-8 students will receive targeted interventions to help close the achievement gap. Student achievement will improve. Analyze CAASPP results to identify targeted increases of roughly 10% proficient/Advanced in Core areas assessed. Increase API by at least 1 point per year, increase percentage of EL students making progress by 10 %, monitor reclassification rate to accurately reclassify students as necessary.	Greater flexibility in general fund expenditure to provide greater access to pupils on level, beyond level and enrichment/extension activities for GATE like students. Student achievement will improve Analyze CAASPP results to identify targeted increases of roughly 10% proficient/Advanced in Core areas assessed. Increase Al by at least 1 point per year, increase percentage of EL students making progress, monitor reclassification rate to accurately reclassify students as necessary.	4. Student Achievement 8. Other Student Outcomes 1. Basic Service

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	technology daily to access curriculum, receive instruction, demonstrate proficiency with assignments, assessments while at school. CAASPP scores, district benchmarks and teacher assessments will be used to predict, monitor student achievement results to drive instruction, and schedule intervention. Although EL is not a significant subgroup, EL services will be provided daily, students will be assessed and redesignated as determined by yearly assessment results. Beginning Fall 2014 teachers will review data from SBAC Summative Assessments and Formative Tools to drive instruction.				baseline for student achievement levels and identify targeted areas for improvement to exit PI. Increase API by at least on point ea year, increase percentage of EL students making progress by 10 %, monitor reclassification rate to accurately reclassify students as necessary			
Need: There is limited opportunity currently for middle school students to learn about college and career opportunities beyond high school. Communication between home and school could be improved. Cafeteria account balance management, Kindergarten Readiness, Student support services (counseling/Interns) Metric: Parent Survey results were good, however parents indicated room for improvement with all of the above including access to lunch accounts via the web, website survey baseline suggest that events, calendars, links need to be updated regularly and streamlined for ease of use that Reach Higher Shasta, HSI Grant,	3. By June 2017, students in grades 7-8 will be exposed to a variety of opportunities to learn about college and career opportunities by participating in skills inventory, career days, high school counseling, Link Crew, Explore Test etc. Students at both campuses will have access to Credentialed counselors and interns for social/behavioral/emotional support. Schools will participate in effective two way home to school communication. Parents will have access to mange account balances for breakfast and lunch programs online. The District will subsidize the cost of the preschool to keep fees low, attendance high and better prepare students for kindergarten.	ALL, Socioeconomically Disadvantaged, Pupils with Disabilities	LEA-wide		Students will regularly be assessed utilizing technology similar to that used on CAASPP. Students K-8 will have access to intervention 80%-100% of the time they are in school in the core subjects of ELA/math. 5-8 students struggling will receive targeted instruction in areas of need to close the achievement gap. Beginning 2014, 3rd and 4th graders will participate in Student Ambassadors programs through their Student Council Roles to begin learning leadership and communication skills. 5th and 6th graders will have opportunities to become Jr. Link Crew members this will further engage them in school and expose them to leadership opportunities as well as career choices. 7th and 8th grade students will continue to have opportunities to be leaders on campus via Link Crew. They will also begin to participate in skill inventories and other opportunities to learn about college and career choices. Students will be more actively involved in school. Maintain Course offerings	Students will have access to ELA/math curriculum using available technology at school. Continuuug August 2015, 3rd and 4th graders will participate in Student Ambassadors programs through their Student Council Roles to begin learning leadership and communication skills. 5th and 6th graders will have opportunities to become Jr. Link Crew members this will further engage them in school and expose them to leadership opportunities as well as career choices. 7th and 8th grade students will continue to have opportunities to be leaders on campus via Link Crew. They will also begin to participate in skill inventories and other opportunities to learn about college and career choices. Students will be more actively involved in school.	Greater access to targeted intervention to close the achievement gap and to ensure proficiency at high levels. Continuuug August 2016, 3rd and 4th graders will participate in Student Ambassadors programs through their Student Council Roles to begin learning leadership and communication skills. 5th and 6th graders will have opportunities to become Jr. Link Crew members this will further engage them in school and expose them to leadership opportunities as well as career choices. 7th and 8th grade students will continue to have opportunities to be leaders on campus via Link Crew. They will also begin to participate in skill inventories and other opportunities to learn about college and career choices. Students will be more actively involved in school, they will be better prepared for college and career	8. Other Student Outcomes 1. Basic Service 6. Student Engagement 3. Parental Involvement
Need: Pupil suspension rates less than 1% and zero expulsions as	6. Through June 2017, CESD Schools will insure that proper discipline procedures are	ALL, Socioeconomically Disadvantaged, Pupils	LEA-Wide		All students will be capable of receiving positive recognition	All students will be capable of receiving positive recognition	All students will be capable of receiving positive recognition	6. School Climate 3. Parental involvement

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
reported annually on the SARC and from CDE. Baseline- 95-98% satisfaction with facilities, safety, environment, relationships. All facilities in good repair according to FIT Metric: FIT , Parent Survey, SARC, CDE, Discipline reports, Award assemblies and other recognition	being implemented, enforcing alternatives to suspension when warranted and keeping suspension rates below 2% and maintaining an equitable distribution among subgroups. Schools within CESD will ensure that Best Practices for Student Discipline and documentation of school related discipline is being enforced and routinely reported to staff. The schools will incorporate positive recognition programs to encourage students to follow the rules. Schools will be safe, engaging, motivating and well maintained and in good repair	with Disabilities			for making good choices and adhering to the rules. Discipline data will be routinely reported at school staff meetings to identify problematic areas, behaviors and possible motivators. Schools will be safe, engaging and motivating. Students will have a strong desire to attend school in order to receive instruction using current, cutting edge technology better equipping them to meet the 21st Century skills for learning, STEM and skills for college and career readiness. Students will be more engaged in school. Suspension and expulsion rates will remain low Below 2%. Facilities will be maintained and in good repair, district will pursue modernization and possible school bond to replace and update the schools	for making good choices and adhering to the rules. Discipline data will be routinely reported at school staff meetings to identify problematic areas, behaviors and possible motivators. Schools will be safe, engaging and motivating. Students will have a strong desire to attend school in order to receive instruction using current, cutting edge technology better equipping them to meet the 21st Century skills for learning, STEM and skills for college and career readiness. Students will be more engaged in school. Suspension and expulsion rates will remain low. Below 2%. Facilities will be maintained and in good repair, district will pursue modernization and possible school bond to replace and update the schools	for making good choices and adhering to the rules. Discipline data will be routinely reported at school staff meetings to identify problematic areas, behaviors and possible motivators. Schools will be safe, engaging and motivating. Students will have a strong desire to attend school in order to receive instruction using current, cutting edge technology better equipping them to meet the 21st Century skills for learning, STEM and skills for college and career readiness. Students will be more engaged in school. Suspension and expulsion rates will remain low. Below 2%. Facilities will be maintained and in good repair, district will pursue modernization and possible school bond to replace facilities and update the schools	

**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
<p>1. By June 2017, Student Achievement scores on CAASPP will reflect continual improvement allowing CESD to attain Safe Harbor minimally, or growth in AYP allowing CESD to exit Program Improvement. By June 2017, 80% of All students 3-8 will be proficient/advanced in ELA/Math/Science/Social Studies reflected in CAASPP scores. Schools within CESD will utilize agreed upon Common Assessments and timelines at every grade level through administrating District Benchmark Assessments through AIMS Web/Illuminate. Teachers will regularly review data during PLC and provide reteaching and interventions as necessary to ensure student growth. Students K-8 will have equal access to interventions and staffing to provide those interventions. Students and teachers will utilize technology daily to access curriculum, receive instruction, demonstrate proficiency with assignments, assessments while at school. CAASPP scores, district benchmarks and teacher assessments will be used to predict, monitor student achievement results to drive instruction, and schedule intervention. Although EL is not a significant subgroup, EL services will be provided daily, students will be assessed and redesignated as determined by yearly assessment results. Beginning Fall 2014 teachers will review data from SBAC Summative Assessments and Formative Tools to drive instruction.</p>	<p>4. Student Achievement 8. Other Student Outcomes 1. Basic Service</p>	<p>Extra Classroom Support Pupils with Disabilities Columbia to maintain/increase the ratio of adults to students and protect the service from budgetary cuts 2. Extra Classroom Support pupils with Disabilities Columbia Elem- same as year 1 3. Extra Classroom Support pupils with disabilities Columbia Elem- same as year 1</p>	<p>School Wide Columbia 2. School Wide CES 3. School Wide CES</p>		<p>2.25 FTE Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Special Education 43462 2.25 FTE Classified Paraprofessionals Benefits 3000-3999: Employee Benefits Special Education 9989 .75 FTE RSP Aide Salary 2000-2999: Classified Personnel Salaries Special Education 17600 .75 RSP Aide Benefits 3000-3999: Employee Benefits Special Education 4045 1.8 FTE Classified Paraprofessionals Mainstream Salary 2000-2999: Classified Personnel Salaries Special Education 38213 1.8 FTE Classified Paraprofessionals Mainstream Benefits 3000-3999: Employee Benefits Special Education 8782</p>	<p>2.25 FTE Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Special Education 33,750 2.25 FTE Classified Paraprofessionals Benefits 3000-3999: Employee Benefits Special Education 9,000 .75 FTE RSP Aide Salary 2000-2999: Classified Personnel Salaries Special Education 17,000 .75 FTE RSP Aide Benefits 3000-3999: Employee Benefits Special Education 4,000 3.5 FTE Classified Paraprofessionals Mainstream Salary 2000-2999: Classified Personnel Salaries Special Education 52,500 3.5 FTE Classified Paraprofessionals Mainstream Benefits 3000-3999: Employee Benefits Special Education 14,000</p>	<p>2.25 FTE Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Special Education 33,750 2.25 FTE Classified Paraprofessionals Benefits 3000-3999: Employee Benefits Special Education 9,000 .75 RSP Aide Salary 2000-2999: Classified Personnel Salaries Special Education 17,000 .75 RSP Aide Benefits 3000-3999: Employee Benefits Special Education 4,000 3.5 FTE Classified Paraprofessionals Mainstream Salary 2000-2999: Classified Personnel Salaries Special Education 52,500 3.5 FTE Classified Paraprofessionals Mainstream Benefits 3000-3999: Employee Benefits Special Education 14,000</p>
		<p>Extra Classroom Support Pupils with Disabilities MVMS- to increase/maintain the ratio of adults to students and to protect the positions from budgetary cuts 2. Extra Classroom Support Paraprofessionals MVMS- same as year 1 3. Extra Classroom Support Paraprofessionals MVMS- Same as year 1</p>	<p>School Wide MVMS 2. School Wide MVMS 3. School Wide MVMS</p>		<p>1.5 FTE Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Special Education 32219 1.5 FTE Classified Paraprofessionals Benefits 3000-3999: Employee Benefits Special Education 7261 .75 Classified Paraprofessional RSP Salary 2000-2999: Classified Personnel Salaries Special Education 18679 .75 Classified Paraprofessional RSP Benefits 3000-3999: Employee Benefits Special Education 4244</p>	<p>1.5 FTE Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Special Education 30,000 1.5 FTE Classified Paraprofessionals Benefits 3000-3999: Employee Benefits Special Education 8,000 .75 FTE Classified Paraprofessional Mainstream Salary 3000-3999: Employee Benefits Special Education 15,000 .75 FTE Classified Paraprofessional Mainstream Benefits 3000-3999: Employee Benefits Special Education 8,000</p>	<p>1.5 FTE Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Special Education 30,000 1.5 FTE Classified Paraprofessional Benefits 3000-3999: Employee Benefits Special Education 8,000 .75 FTE Classified Paraprofessional Mainstream Salary 2000-2999: Classified Personnel Salaries Special Education 15,000 .75 FTE Classified Paraprofessional Mainstream Benefits 3000-3999: Employee Benefits Special Education 8,000</p>
		<p>Shared Data Coordinator Elementary/Middle- to provide assistance to certificated staff in creating, administering, interpreting data and to use the results to drive instruction as we move forward with technology based assessments and prepare all students for success with SBAC/CAASPP.</p>	<p>LEA Wide</p>		<p>1.0 FTE Certificated Salary 1000-1999: Certificated Personnel Salaries Base 70616 1.0 FTE Certificated Benefits 3000-3999: Employee Benefits Base 19768</p>		
<p>2. By June 2017 and annually beginning in 2015, CESD will participate with Shasta COE in the textbook selection process for ELA/Math in order to identify curriculum aligned substantially to CCSS for piloting or purchasing. If timelines and readiness allow, CESD will participate in Science and Social Studies textbook adoptions and opportunities to enhance Next Generation Science Standards, STEM, College and career</p>	<p>2. Implementation of State Standards 7. Course Access 8. Other pupil outcomes</p>	<p>Purchase Math curriculum K-8 aligned to CCSS with content accessible via technology so that all student will have access to curriculum aligned to the CCSS and will be motivated to interact with lessons and be more involved in learning 2. Purchase ELA curriculum K-8 aligned to CCSS with content accessible via technology- same as year 1 3. Purchase Science curriculum K-8 aligned to CCSS with content accessible via technology</p>	<p>LEA Wide 2. LEA Wide 3. LEA Wide</p>		<p>Curriculum 4000-4999: Books And Supplies Base 54000 Staff Development 1000-1999: Certificated Personnel Salaries Base 10,000</p>	<p>Curriculum 4000-4999: Books And Supplies Base 95,000 Staff Development 5000-5999: Services And Other Operating Expenditures Base 10,000</p>	<p>Curriculum 4000-4999: Books And Supplies Base 50,000 Staff Development 5000-5999: Services And Other Operating Expenditures Base 10,000</p>

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
opportunities. Documents such as the SARC, Williams Report will indicate sufficient access to materials with no unresolved complaints. Certificated staff will receive professional development in the core subjects of ELA/math as well as including PD for ELD and re designated English fluent students.		Purchase Progress monitoring software/licence renewal to administer Benchmarks and other assessments to monitor student progress and the need/effectiveness of interventions 2. Purchase Progress Monitoring Software/licence Renewal- same as year 1 3. Purchase Aims Web to monitor progress of intervention students K-8 against national norms same as year 1	LEA Wide 2. LEA Wide 3. LEA Wide		Illuminate 3-8 5000-5999: Services And Other Operating Expenditures Base 4500 AimsWeb K-3 5000-5999: Services And Other Operating Expenditures Base 1,600 Renaissance Place Accelerated Reader, STAR ELA/Math 1-8 5000-5999: Services And Other Operating Expenditures Base 8,500	Illuminate 5000-5999: Services And Other Operating Expenditures Base 5,000 AimsWeb K-3 5000-5999: Services And Other Operating Expenditures Base 1,600 Renaissance Place, STAR Reading/math 5000-5999: Services And Other Operating Expenditures Base 8,500	Illuminate 5000-5999: Services And Other Operating Expenditures Base 5,000 Aims Web K-3 5000-5999: Services And Other Operating Expenditures Base 1,600 Renaissance, Place Accelerated Reader, STAR Reading 5000-5999: Services And Other Operating Expenditures Base 8,500
		Purchase Chromebooks to approach 1:1 ratio of students to computers 3-8 to more fully engage students in learning and to better prepare them with the skillset required for the 21st century 2. Purchase Chromebooks to approach 1:1 ratio of students to computers 3-8- same as year 1 3. Purchase Chromebooks to approach 1:1 ratio of students to computers 3-8 same as year 1	LEA Wide 2. LEA Wide 3. LEA Wide		Computers 4000-4999: Books And Supplies Lottery 30,000	Computers 4000-4999: Books And Supplies Lottery 30,000	Computers 4000-4999: Books And Supplies Lottery 30,000
3. By June 2017, students in grades 7-8 will be exposed to a variety of opportunities to learn about college and career opportunities by participating in skills inventory, career days, high school counseling, Link Crew, Explore Test etc. Students at both campuses will have access to Credentialed counselors and interns for social/behavioral/emotional support. Schools will participate in effective two way home to school communication. Parents will have access to mange account balances for breakfast and lunch programs online. The District will subsidize the cost of the preschool to keep fees low, attendance high and better prepare students for kindergarten.	8. Other Student Outcomes 1. Basic Service 6. Student Engagement 3. Parental Involvement	Student Support- for social, emotional, behavioral needs 2. Student Support- 50% increase from year 1	LEA Wide 2. LEA Wide		.4 FTE Certificated TOSA Salary 1000-1999: Certificated Personnel Salaries Base 27977 .4 FTE Certificated TOSA-Benefits 3000-3999: Employee Benefits Base 7509	1.0 FTE Certificated TOSA Salary 1000-1999: Certificated Personnel Salaries Base 70,000 1.0FTE Certificated TOSA Benefits 3000-3999: Employee Benefits Base 19,000	
		Improve communication between the home and school 2. Communication- same as year 1 3. Communication- Same as year 1	LEA Wide 2. LEA Wide 3. LEA Wide		Teacher Web pages Middle School 5000-5999: Services And Other Operating Expenditures Base 1,000 School/District Web pages 2000-2999: Classified Personnel Salaries Base 3,000 newsletters, calendars, school plans posted and updated on the website 0	Teacher Web Pages 5000-5999: Services And Other Operating Expenditures Base 1,000 School/District Web pages 5000-5999: Services And Other Operating Expenditures Base 3,000 Newsletters, Calendars, School plans posted and updated on the website 0	Teacher Web Pages 5000-5999: Services And Other Operating Expenditures Base 1,000 School/District Web pages 5000-5999: Services And Other Operating Expenditures Base 3,000 Newsletters, Calendars, School plans posted and updated on the website 0
		Online account management software for the cafeteria programs to increase communication, use and to prevent low balances in the school food service programs 2. Food Service- same as year 1 3. Food Service	LEA Wide 2. LEA Wide 3. LEA Wide		Account Management Software 7000-7439: Other Outgo Base 1,500	Account Management Software 7000-7439: Other Outgo Base 1,500	Account Management Software 7000-7439: Other Outgo Base 1,500
		Kindergarten Readiness- District support of our Pre-K programs to keep costs low and more affordable to those parents wishing to have their children participate in pre-k and to help with kindergarten enrollment and overall success of students entering kindergarten/TK 2. Kindergarten Readiness- same as year 1 3. Kindergarten Readiness	School Wide CES 2. School wide CES 3. School Wide CES		Preschool Encroachment 2000-2999: Classified Personnel Salaries Base 25,000	Preschool Encroachment 5000-5999: Services And Other Operating Expenditures Base 25,000	Preschool Encroachment 5000-5999: Services And Other Operating Expenditures Base 25,000

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
4. Yearly, 100% of all certificated staff will be properly assigned to courses their credential authorize them to teach. Waivers will be used sparingly. Principals and HR with meet with Shasta COE/CDE to determine that teachers are appropriately assigned. Teachers will be evaluated and held accountable to an evaluation tool created by the Greatness by Design pilot program.	1. Basic Services 4. Student Achievement	Greatness by Design Teacher evaluation project to develop an evaluation tool to improve feedback to teachers during the evaluation and to improve student achievement and teacher effectiveness- year 1 only	LEA Wide		Team Academies sub costs 1000-1999: Certificated Personnel Salaries Other 3,600 Team Academies travel 5000-5999: Services And Other Operating Expenditures Other 1,300 Staff Development- No cost as this will be provided by the GbD Team on a staff development day 1000-1999: Certificated Personnel Salaries Base 0 Intersession meetings sub costs 1000-1999: Certificated Personnel Salaries Other 7,200 Evaluator training non contract days 1000-1999: Certificated Personnel Salaries Other 12,600		
		Principals will review with HR when assigning teachers. HR will review with Shasta COE and CDE any requirements for credentialing in preparation for building the Master Calendar. 2. Principals meet with HR and consult with Shasta COE and CDE when building the Master Calendar- same as year 1 3. Principals meet with HR and consult with Shasta COE and CDE when building the Master Calendar- same as year 1	LEA Wide 2. LEA Wide 3. LEA Wide		No cost as this occurs during regularly scheduled working days and it is a service provided by Shasta COE/CDE at no cost	No Cost same as year 1	No cost same as year 1
5. Through at least June 2017, CESD will continue to offer access to core subject area classes as well as access to PE K-8 and Music courses and exposure 3-8. Elementary classes will provide VAPA experiences with plays and performances throughout the year and Middle School Students will experience Drama and other performances in VAPA.	8. Other Pupil Outcomes 3. Parent Involvement 6. Pupil engagement 7. Course Access 2. Implementation of State standards	Physical Education MVMS- staffing to ensure that students have access to a broad course of study and to ensure adequate time for elementary students to receive intervention services 2. Physical Education MVMS- same as year 1 3. Physical Education MVMS- Same as Year 1	School Wide MVMS 2. School Wide MVMS 3. School Wide MVMS		1.0 FTE PE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Base 66293 1.0 FTE PE Certificated Instructor Benefits 3000-3999: Employee Benefits Base 18156 .72 FTE Classified PE Aide Salary 2000-2999: Classified Personnel Salaries Base 18621 .72 FTE Classified PE Aide Benefits 3000-3999: Employee Benefits Base 4279 .3 FTE PE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Base 19888 .3 FTE PE Certificated Instructor Benefits 3000-3999: Employee Benefits Base 5435	1.0 FTE PE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Base 66,000 1.0 FTE PE Certificated Instructor Benefits 3000-3999: Employee Benefits Base 17,000 .6 FTE Classified PE Aide Salary 2000-2999: Classified Personnel Salaries Base 19,000 .6 FTE Classified PE Aide Benefits 3000-3999: Employee Benefits Base 4,000 .25 FTE PE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Base 19,000 .25 FTE PE Certificated Instructor Benefits 3000-3999: Employee Benefits Base 4,500	1.0 FTE PE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Base 66,000 1.0 FTE PE Certificated Instructor Benefits 3000-3999: Employee Benefits Base 17,000 .6 FTE Classified PE Aide Salary 2000-2999: Classified Personnel Salaries Base 19,000 .6 FTE Classified PE Aide Salary 3000-3999: Employee Benefits Base 4,000 .25 FTE PE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Base 19,000 .25 FTE PE Certificated Instructor Benefits 3000-3999: Employee Benefits Base 4,500
		Shared band/choir teacher MVMS/CES- staffing to ensure a broad course of access and to further engage students in school through music experiences beginning in 4th grade 2. Shared Band/Choir- same as year 1 3. Music Instructor Shared CES/MVMS- Same as Year 1	LEA Wide 2. LEA Wide 3. LEA Wide		1.0 FTE Certificated Music Instructor Salary 1000-1999: Certificated Personnel Salaries Base 67,293 1.0 FTE Certificated Music Instructor Benefits 3000-3999: Employee Benefits Base 18410	1.0 FTE Certificated Music Instructor Salary 1000-1999: Certificated Personnel Salaries Base 67,000 1.0 FTE Certificated Music Instructor Benefits 3000-3999: Employee Benefits Base 17,000	1.0 FTE Certificated Music Instructor Salary 1000-1999: Certificated Personnel Salaries Base 67,000 1.0 FTE Certificated Music Instructor Benefits 3000-3999: Employee Benefits Base 17,000

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
6. Through June 2017, CESD Schools will insure that proper discipline procedures are being implemented, enforcing alternatives to suspension when warranted and keeping suspension rates below 2% and maintaining an equitable distribution among subgroups. Schools within CESD will ensure that Best Practices for Student Discipline and documentation of school related discipline is being enforced and routinely reported to staff. The schools will incorporate positive recognition programs to encourage students to follow the rules. Schools will be safe, engaging, motivating and well maintained and in good repair	6. School Climate 3. Parental involvement	SWIS behavior management software to track discipline, report to staff, define problem behaviors, locations, time of day. 2. SWIS behavior management software to track discipline, report to staff, define problem behaviors, locations, time of day 3. SWIS behavior management software to track discipline, report to staff, define problem behaviors, locations and time of day	LEA Wide 2. LEA Wide 3. LEA Wide		SWIS- Online Behavior management Student information system 5000-5999: Services And Other Operating Expenditures Base 1,200	SWIS same as year 1 5000-5999: Services And Other Operating Expenditures Base 1,200	SWIS Same as year 1 5000-5999: Services And Other Operating Expenditures Base 1,200
7. Through June 2017, Schools within CESD will continue to reward and recognize students for exceptional attendance, continue to utilize attendance letters and SARB to improve poor attendance, Truancy and Chronic Absenteeism.	5. Pupil Engagement 6. School Climate 3. Parental involvement 8. Other pupil outcomes 4. Pupil Achievement	Attendance reporting updates to improve communication between the home and school for chronic absences, and truancy. Attendance will utilize attendance binders to document written and verbal communication with parents regarding student attendance 2. Attendance reporting- Same as year 1 3. Attendance reporting updates to improve communication between the home and school for chronic absences and truancy. Attendance will utilize binders to document written and verbal communication with parents regarding student attendance	LEA Wide 2. LEA Wide 3. LEA Wide		No Cost	No Cost	attendance same as year 1 no cost
		SARB- Schools in the District will continue to utilize SARB as a last resort to improve attendance 2. SARB- Same as year 1 3. SARB- Schools in the district will continue to utilize SARB as a last resort to improve attendance	LEA Wide 3. LEA Wide		Minimal Cost 5000-5999: Services And Other Operating Expenditures Base 1200	Minimal cost 5000-5999: Services And Other Operating Expenditures Base 1800	Minimal Cost 5000-5999: Services And Other Operating Expenditures Base 1800
8. By August 2017, Parent clubs at the individual sites will identify opportunities to provide activities, fundraisers and events that are co-sponsored to a significant degree. Increased attendance at the annual Title I Parental Involvement night as well as parental input on SESR and GATE committee. Parents and students will indicate a connectedness to school via	3. Parental Involvement 5. Pupil Engagement 8. Other Pupil Outcomes 4. Pupil Achievement 1. Basic	Parent groups will be afforded access to the campus for meetings and events 2. Parent groups-same as year 1 3. Parent groups will be afforded access to the campus for meetings and events	LEA Wide 2. LEA Wide 3. LEA Wide		No Cost	no cost	No Cost- same as year 1
		To a great extent, principals will attend parent club events 2. Principal attendance- same as year 1 3. To a great extent, principals will attend parent club events	LEA Wide 2. LEA Wide 3. LEA Wide		No Cost	no cost	No Cost same as year 1

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
		Parent clubs will enhance the schools through activities and fundraisers as well as contributing financial donations to the school 2. Parent club activities- same as year 1 3. Parent clubs will enhance the schools through activities and fundraisers as well as contributing financial donations to the school	LEA Wide 2. LEA Wide 3. LEA Wide		No Cost	no cost	no cost same as year 1

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)	Related State and Local Priorities (from Section 2)	All of the following Actions and Services are offered for Low-Income, English Learner, RFEF and Foster Youth Pupils	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>1. By June 2017, Student Achievement scores on CAASPP will reflect continual improvement allowing CESD to attain Safe Harbor minimally, or growth in AYP allowing CESD to exit Program Improvement. By June 2017, 80% of All students 3-8 will be proficient/advanced in ELA/Math/Science/Social Studies reflected in CAASPP scores. Schools within CESD will utilize agreed upon Common Assessments and timelines at every grade level through administrating District Benchmark Assessments through AIMS Web/Illuminate. Teachers will regularly review data during PLC and provide reteaching and interventions as necessary to ensure student growth. Students K-8 will have equal access to interventions and staffing to provide those interventions. Students and teachers will utilize technology daily to access curriculum, receive instruction, demonstrate proficiency with assignments, assessments while at school. CAASPP scores, district benchmarks and teacher assessments will be used to predict, monitor student achievement results to drive instruction, and schedule intervention. Although EL is not a significant subgroup, EL services will be provided daily, students will be assessed and redesignated as determined by yearly assessment results. Beginning Fall 2014 teachers will review data from SBAC Summative Assessments and Formative Tools to drive instruction.</p>	<p>4. Student Achievement 8. Other Student Outcomes 1. Basic Service</p>	<p>Kids First Learning Center Elementary 2. Kids First Learning Center Elementary 3. Kids First Learning Center Elementary</p>	<p>School Wide CES 2. School Wide CES 3. School Wide CES</p>		<p>.5 FTE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Title I 36351 .5 FTE Certificated Instructor Benefit 3000-3999: Employee Benefits Title I 9622 2.25 FTE Classified Paraprofessional Salary 2000-2999: Classified Personnel Salaries Title I 54900 2.25 FTE Classified Paraprofessional Salary 3000-3999: Employee Benefits Title I 12617</p>	<p>.5 FTE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Title I 34,000 .5 FTE Certificated Instructor Benefits 3000-3999: Employee Benefits Title I 9,000 2.25 FTE Classified Paraprofessional Salary 2000-2999: Classified Personnel Salaries Title I 55,000 2.25 FTE Classified Paraprofessional Benefits 3000-3999: Employee Benefits Title I 15,000</p>	<p>.5 FTE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Title I 34,000 .5 FTE Certificated Instructor Benefits 3000-3999: Employee Benefits Title I 9,000 2.25 FTE Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Title I 55,000 2.25 FTE Classified Paraprofessional Benefits 3000-3999: Employee Benefits Title I 15,000</p>
		<p>Kids First Learning Center Middle 2. Kids First Learning Center Middle 3. Kids First Learning Center Middle</p>	<p>School Wide MVMS 2. School Wide MVMS 3. School Wide MVMS</p>		<p>1.0 FTE Certificated instructor Salary 1000-1999: Certificated Personnel Salaries Supplemental 46015 1.0 FTE Certificated instructor Benefits 3000-3999: Employee Benefits Supplemental 15422 .69 FTE Classified Paraprofessional Salary 2000-2999: Classified Personnel Salaries Supplemental 12,840 .69 FTE Classified Paraprofessional Salary 3000-3999: Employee Benefits Supplemental 2951</p>	<p>1.0 FTE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Supplemental 55,000 1.0 FTE Certificated Instructor Benefits 3000-3999: Employee Benefits Supplemental 16,000 .69 FTE Classified Paraprofessional Salary 2000-2999: Classified Personnel Salaries Supplemental 12,840 .69 FTE Classified Paraprofessional Benefits 3000-3999: Employee Benefits Supplemental 3,200</p>	<p>1.0 FTE Certificated Instructor Salary 1000-1999: Certificated Personnel Salaries Supplemental 55,000 1.0 FTE Certificated Instructor Benefits 3000-3999: Employee Benefits Supplemental 16,000 .69 FTE Classified Paraprofessional Salary 2000-2999: Classified Personnel Salaries Supplemental 12,840 .69 FTE Classified Paraprofessional Benefits 3000-3999: Employee Benefits Supplemental 3,200</p>
		<p>SES, Choice Trans -PI 2. SES, Choice, Transportation 3. SES, Choice, Transportation</p>	<p>LEA Wide 2. LEA Wide 3. LEA Wide</p>		<p>Supplemental Education Services  School Choice 5000-5999: Services And Other Operating Expenditures Title I 18064 Transportation- Revenue Reserve Title I 23102</p>	<p>Supplemental Education Services 5000-5999: Services And Other Operating Expenditures Title I 23,000 School Choice 5000-5999: Services And Other Operating Expenditures Title I 12,000 Transportation 5000-5999: Services And Other Operating Expenditures Title I 5,000</p>	<p>Supplemental Education Services 5000-5999: Services And Other Operating Expenditures Title I 23,000 Choice 5000-5999: Services And Other Operating Expenditures Title I 12,000 Transportation 5000-5999: Services And Other Operating Expenditures Title I 5,000</p>
		<p>Intervention Services Documentation 2. Intervention Services Documentation 3. Intervention tracking documentation</p>	<p>LEA Wide 2. LEA Wide 3. LEA Wide</p>		<p>RtII Team Stipend 1000-1999: Certificated Personnel Salaries Base 3,500 SST Substitute Costs 1000-1999: Certificated Personnel Salaries Base 5,000</p>	<p>RtII Team Stipends 1000-1999: Certificated Personnel Salaries Supplemental 3,500 SST Substitute Costs 1000-1999: Certificated Personnel Salaries Supplemental 5,000</p>	<p>RtII Team Stipends 1000-1999: Certificated Personnel Salaries Supplemental 3,500 SST Substitute Costs 1000-1999: Certificated Personnel Salaries Supplemental 5,000</p>
		<p>Progress Monitoring software 2. Progress Monitoring Software 3. Progress Monitoring Software</p>	<p>LEA Wide 2. LEA Wide 3. LEA Wide</p>		<p>licencing and renewal for AIMS Web 30+ per grade level 5000-5999: Services And Other Operating Expenditures Lottery 5,200</p>	<p>Aims Web 30 Licences per grade level to track progress 5000-5999: Services And Other Operating Expenditures Supplemental 5,200</p>	<p>Aims Web additional licencing 30 per grade level for progress monitoring 1000-1999: Certificated Personnel Salaries Supplemental 5,200</p>
		<p>Summer Boot Camp 2. Summer Boot Camp 3. Summer Boot Camp</p>	<p>LEA Wide 2. LEA Wide 3. LEA Wide</p>		<p>75 hrs hourly rate Certificated cost 1000-1999: Certificated Personnel Salaries Supplemental 3,000</p>	<p>75 hrs hourly rate Cetificated cost 1000-1999: Certificated Personnel Salaries Supplemental 3,000</p>	<p>75 hrs hourly rate Certificated costs 1000-1999: Certificated Personnel Salaries Supplemental 3,000</p>
		<p>Saturday School- intervention poor grades make up schooling 2. Saturday School make up intervention</p>	<p>School Wide MVMS 2. School Wide MVMS 3. School Wide MVMS</p>		<p>150 Hrs hourly rate Certificated costs 1000-1999: Certificated Personnel Salaries Supplemental 6,000</p>	<p>150 hrs hourly rate Cetificated cost 1000-1999: Certificated Personnel Salaries Supplemental 6,000</p>	<p>150 Hrs Hourly rate Certificated costs 1000-1999: Certificated Personnel Salaries Supplemental 6,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	All of the following Actions and Services are offered for Low-Income, English Learner, RFEP and Foster Youth Pupils	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
		3. Saturday School make up intervention					
		Incompletes/After school intervention 2. Incompletes after school intervention 3. Incompletes intervention After School	School Wide MVMS 2. School Wide MVMS 3. School Wide MVMS		90 Hrs hourly rate Certificated costs 1000-1999: Certificated Personnel Salaries Supplemental 3,600	90 hrs hourly rate Cetificated costs 1000-1999: Certificated Personnel Salaries Supplemental 3,600	90 hrs Hourly rate Certificated costs 1000-1999: Certificated Personnel Salaries Supplemental 3,600
		PE Aides Elementary- 2 paraprofessional aides working less than a total of 12 hrs per day to provide daily instruction in PE curriculum provided by the certificated staff for the purpose of lowering class sizes so teachers and support paraprofessionals can provide research based small group Tier intervention/instruction/reteaching/enrichment 2. PE Aides Elementary- same as year 1 3. PE Aides Elementary Same as Year 1	School Wide CES 2. School Wide CES 3. School Wide CES		1.47 FTE PE Aides Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Supplemental 33771 1.47 FTE PE Aides Classified Paraprofessionals Benefits 3000-3999: Employee Benefits Supplemental 7,754	1.47 FTE PE Aides Classified Paraprofessional Salary 2000-2999: Classified Personnel Salaries Supplemental 34,000 1.47 FTE PE Aides Classified Paraprofessional Benefits 3000-3999: Employee Benefits Supplemental 7,000	1.47 FTE PE Aides Classified Paraprofessionals Salary 2000-2999: Classified Personnel Salaries Supplemental 34,000 1.47 FTE PE Aides Classified Paraprofessional Benefits 3000-3999: Employee Benefits Supplemental 7,000
3. By June 2017, students in grades 7-8 will be exposed to a variety of opportunities to learn about college and career opportunities by participating in skills inventory, career days, high school counseling, Link Crew, Explore Test etc. Students at both campuses will have access to Credentialed counselors and interns for social/behavioral/emotional support. Schools will participate in effective two way home to school communication. Parents will have access to mange account balances for breakfast and lunch programs online. The District will subsidize the cost of the preschool to keep fees low, attendance high and better prepare students for kindergarten.	8. Other Student Outcomes 1. Basic Service 6. Student Engagement 3. Parental Involvement	Student Support for social, emotional, behavioral needs 2. Student Support for emotional, behavioral and social needs same as year 1 3. Student Support for emotional, social and behavioral needs Same as year 1	LEA Wide 2. LEA Wide 3. LEA Wide		1.0 FTE Certificated Counselor Salary 1000-1999: Certificated Personnel Salaries Supplemental 70857 1.0 FTE Certificated Benefits 3000-3999: Employee Benefits Supplemental 18790	1.0 FTE Certificated Counselor Salary 1000-1999: Certificated Personnel Salaries Supplemental 71,000 1.0 FTE Certificated Salary Benefits 3000-3999: Employee Benefits Supplemental 18,000	1.0 FTE Certificated Counselor Salary 1000-1999: Certificated Personnel Salaries Supplemental 71,000 1.0 FTE Certificated Counselor Benefits 3000-3999: Employee Benefits Supplemental 18,000
6. Through June 2017, CESD Schools will insure that proper discipline procedures are being implemented, enforcing alternatives to suspension when warranted and keeping suspension rates below 2% and maintaining an equitable distribution among subgroups. Schools within CESD will ensure that Best Practices for Student Discipline and documentation of school related discipline is being enforced and routinely reported to staff. The schools will incorporate positive recognition programs to encourage students to follow the rules. Schools will be safe, engaging, motivating	6. School Climate 3. Parental involvement	Food Service 2. Food Service 3. Food Service	LEA Wide 2. LEA Wide 3. LEA Wide		Sponsorship Reduced Price Meals for Free 7000-7439: Other Outgo Supplemental 5,000	Sponsorship Reduced Price Meals for Free 7000-7439: Other Outgo Supplemental 5,000	Sponsorship Reduced Price Meals for Free 7000-7439: Other Outgo Supplemental 5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	All of the following Actions and Services are offered for Low-Income, English Learner, RFEP and Foster Youth Pupils	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
and well maintained and in good repair							

- 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.)

In 2014/2015 the District is estimated to receive \$183,479 in supplemental dollars related to low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496a. These funds will be expended to attain our goals as described in Section 3, Part B. It is our belief that the most effective way to provide opportunities to these pupils is through these initiatives.

Our percentage of unduplicated pupils is approximately 39%. We have chosen to provide services to these pupils through a districtwide spending plan that we believe is the most effective use for two reasons. First, integrating targeted services into our classroom structure would create an administrative cost burden. These funds would be better spent servicing pupils as a whole and the amount of the service the underprivileged pupils would receive would be comparable or increased. Second, isolation and segregation that targeted programs sometimes bring does a disservice to our underprivileged pupils. A blended environment has proven to be a more effective structure in our district and provides a more effective learning environment.

- 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.

For 2014-2015, the District calculates its minimum proportionality percentage (MPP) to be 3.41% based on the statewide gap funding of 28% and our estimated 38.6% unduplicated count of low income, English learner and foster youth students. The MPP % serves as the proxy measure of our plan increase and/or improved services to targeted students.

As outlined in Section 3, Part B, the District plans to spend \$226,000 derived from Supplemental Grant funding to increase and/or improve services for students. When compared with the LCFF base funding, these planned expenditures will meet the MPP % requirement of 3.41% (\$183,479 supp/ \$5,376,831 base). All services are planned to be delivered on a school wide or LEA wide basis as outlined in Section 3, Part B. We believe our planned delivery model to be the most effective to support our students in need.

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.