

Introduction:

LEA: Los Molinos Unified School District **Contact (Name, Title, Email, Phone Number):** Charles C. Ward, Superintendent, cward@lmusd.net, 530.384.7826 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Parents, community members, local bargaining units, and other stakeholder groups have been engaged and involved in developing, reviewing, and supporting the implementation of the LCAP through various means including SSC, and DELAC.</p>	<p>Recommendations, development, and review of the LCAP.</p>
<p>Data from various sources are presented annually to advisory committees and this same information will be included in annual updates to the LCAP. Data sources include, but are not limited to:</p>	<p>Recommendations, development, and review of the LCAP. Use of multiple data sources will be used to continue recommendations for the ongoing development and refinement of the LCAP.</p>

CELDT scores, benchmark testing results, State Test results, school discipline summary data (number of referrals, suspensions, etc.), survey data relating to school climate and culture (YouthTruth, Healthy Kids Survey), attendance rates, A-G completion rates, post-secondary persistence rates (using Cal-PASS data), ACT, SAT, PSAT, EAP, FFA State Degrees, and AP Scores.

Los Molinos staff and Board are updated in Board meetings, staff meetings, and professional development activities.

Los Molinos High School students have been involved as part of the preparation for a WASC visit during 2015-16 and were invited to the May, 2016 LCAP Meeting.

DELAC urged the District to hire an additional English Learner teacher when possible. As a result of DELAC input, an additional full-time EL aide is being added for the 2016-17 school year.

Annual Update:

Stakeholder data analysis observations included the need for additional support for EL students is indicated, particularly for long-term English learners at Los Molinos High School.

Stakeholders indicated that since some of the existing computers were used in the 1-1 initiative for grades 6-12, there is a need for additional mobile carts and/or classroom mini-labs of computers for grades K-5.

Stakeholders indicated the need for improved progress monitoring/interim assessments regarding the common core standards, as well as intervention materials/programs to assist students in meeting the standards.

Stakeholders noted the emphasis on student support services and encouraged the District to continue these efforts.

Stakeholders suggested that new curriculum needs to be evaluated in part based on quality of online learning materials that are part of the curriculum in order to maximize the benefits of 1-1 computing.

Annual Update:

In staffing for 2016-17, an additional 3.83 hours/day EL aide for Los Molinos High School is proposed, based on data showing that a disproportionate number of "D" and "F" grades are earned by EL and R-FEP students. The DELAC Committee urges additional outreach efforts to connect with parents of EL students, particularly at LMHS.

Additional computers to be purchased for grades K-5, as well as new switches and a new connection to improve network performance.

The District is currently exploring various programs that will meet the need for interim assessments and intervention.

The Student Support Specialist was increased from 0.8 FTE to 1.0 FTE during the 2015-16 school year and will remain a full-time position in 2016-17.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>LMUSD is committed to on-going analysis of student performance data and to using this information as the basis for a continuous-improvement process to align instruction to standards, utilize high-yield teaching strategies, provide targeted interventions and supports, and to differentiate instruction as needed to ensure that all students experience academic success.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Improve achievement for all students (includes English learners, foster youth, and low-SES students). Los Molinos is a small, rural, unified school district serving a population with over 70% of students qualifying for free/reduced meals. Our students have a strong need for education that prepares them for the world of work and postsecondary education. District academic needs include:</p> <p>Common Core Standardized Testing - baseline 2015 SBAC scores indicate that in the aggregate, LMUSD scores are comparable to both Tehama County and State averages in both ELA and mathematics. Specifically, in ELA grades 3, 4, 5, 7, and 8 were slightly above county and state averages. A need for improvement exists for grades 6 and 11. In mathematics, a need for improvement exists in grades 4 and 11, with the remainder of the grades at or above county and state averages.</p> <p>Interim Standards-Based Assessments - the District has a need to identify, purchase, and train staff in the use of a comprehensive interim assessment system. This process is currently underway.</p> <p>CELDT Test - CELDT testing indicated continued need for increased support to meet the AMAO criteria.</p> <p>ACT Explore - ACT Explore tests reveal that LMUSD students need additional support in meeting college readiness standards. The district also needs to continue to work toward 100% participation in ACT testing. Incentive programs funded by boosters will assist in this effort.</p> <p>PSAT - PSAT Explore tests reveal that LMUSD students need additional support in meeting college readiness standards. The district also needs to continue to work toward 100% participation in PSAT testing. Incentive programs funded by boosters will assist in this effort.</p> <p>SAT - SAT scores reveal that LMUSD students need additional support in meeting college readiness standards. While there has been improvement over the last seven years, the district recognizes the need to improve the percentage of students fully ready to access four-year college-level work as they begin postsecondary education.</p> <p>EAP - While college attendance rates continue to improve, the District recognizes the need to assist students in being fully ready for non-remedial college level work upon graduation from LMHS.</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Increase achievement as measured by SBACs for all grade levels and subgroups.
 Increase "a-g" completion for all LMHS graduates.
 Increase number of students passing EAP for all 11th grade students.
 Increase attendance for extended school day academic programs.
 Increase AP enrollment by LMHS students.
 Once the assessment instrument is identified, establish baseline data for interim assessments.
 Monitoring and increasing reclassification rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LMHS will continue to offer classes so that all students have the opportunity to graduated ready for college or career. The District will fund and support the AVID program at Los Molinos High School. In addition the District is piloting a school-wide approach to AVID at Los Molinos Elementary and Vina Elementary Schools.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries- AVID Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30384 Certificated AVID Benefit 3000-3999: Employee Benefits Supplemental and Concentration 8715 Annual Dues For AVID 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 11000 Avid Student - College Readiness 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2960 AVID Teacher Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4000 AVID Student Supplies 4000-4999: Books And Supplies Supplemental and Concentration 600 Certificated AP Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 27297 Certificated AP Benefits 3000-3999: Employee Benefits Supplemental and Concentration 8308 Certificated CDS - Targeted Interventions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 67358 CDS Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 18859
The District will continue to fund an EL coordinator (1.0 FTE) and has hired an additional 0.5 FTE EL teacher for the 2015-16 school year. In addition, the District will provide technical support and professional development.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 83162 EL Coordinator Benefits 3000-3999: Employee Benefits

<p>For the 2016-17 school year, the District proposed to hire an additional 0.5 FTE EL instructional aide (paraprofessional).</p>		<p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental 21595 EL Instructional Aide - High School (2) 0.5 FTE 2000-2999: Classified Personnel Salaries Supplemental 24812 EL Classified Benefits 3000-3999: Employee Benefits Supplemental 5458 EL Technical Support - Rosetta Stone, Imagine Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental 11151 EL Classroom materials 4000-4999: Books And Supplies Supplemental 3500 EL Teacher -High School 0.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental 25105 EL Teacher Benefits 3000-3999: Employee Benefits Supplemental 9167 EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase achievement as measured by SBACs for all grade levels and subgroups. Increase "a-g" completion for all LMHS graduates. Increase number of students passing EAP for all 11th grade students. Increase attendance for extended school day academic programs. Increase AP enrollment by LMHS students. Once the assessment instrument is identified, establish baseline data for interim assessments.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>LMHS will continue to offer classes so that all students have the opportunity to graduated ready for college or career. The District will fund and support the AVID program at Los Molinos High School. In addition the District is piloting a school-wide approach to AVID at Los Molinos Elementary and Vina Elementary Schools. In the summer of 2016, a large District team will be attending the AVID Summer Institute, and Los Molinos Elementary will implement the AVID Elementary Program formally in the 2016-17 school year.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries- AVID Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30687 Certificated AVID Benefit 3000-3999: Employee Benefits Supplemental and Concentration 8802 Annual Dues For AVID 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 11000 Avid Student - College Readiness 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2960 AVID Teacher Professional Development 5800: Professional/Consulting Services And Operating Expenditures</p>

			<p>Supplemental and Concentration 4000</p> <p>AVID Student Supplies 4000-4999: Books And Supplies Supplemental and Concentration 600</p> <p>Certificated AP Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 27569</p> <p>Certificated AP Benefits 3000-3999: Employee Benefits Supplemental and Concentration 8391</p> <p>Certificated CDS - Targeted Interventions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 68032</p> <p>CDS Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 19047</p>
<p>The District will continue to fund an EL coordinator (1.0 FTE) and has hired an additional 0.5 FTE EL teacher for the 2015-16 school year. In addition, the District will provide technical support and professional development. In 2016-17, the District proposes to hire an additional 0.5 FTE EL Paraprofessional Instructional Aide.</p>	<p>District-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 83162</p> <p>EL Coordinator Benefits 3000-3999: Employee Benefits Supplemental 21595</p> <p>EL Instructional Aide - High School 0.5 FTE 2000-2999: Classified Personnel Salaries Supplemental 25060</p> <p>EL Classified Benefits 3000-3999: Employee Benefits Supplemental 5512</p> <p>EL Technical Support - Rosetta Stone, Imagine Learning 5000-5999: Services And Other Operating Expenditures Supplemental 11151</p> <p>EL Classroom materials 4000-4999: Books And Supplies Supplemental 3500</p> <p>EL Teacher -High School 0.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental 25481</p> <p>EL Teacher Benefits 3000-3999: Employee Benefits Supplemental 19618</p> <p>EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase achievement as measured by SBACs for all grade levels and subgroups. Increase "a-g" completion for all LMHS graduates. Increase number of students passing EAP for all 11th grade students. Increase attendance for extended school day academic programs. Increase AP enrollment by LMHS students. Once the assessment instrument is identified, establish baseline data for interim assessments.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LMHS will continue to offer classes so that all students have the opportunity to graduated ready for college or career. The District will fund and support the AVID program at Los Molinos High School. In addition the District is piloting a school-wide approach to AVID at Los Molinos Elementary and Vina Elementary Schools. In the summer of 2016, a large District team will be attending the AVID Summer Institute, and Los Molinos Elementary will implement the AVID Elementary Program formally in the 2016-17 school year.	District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries- AVID Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30999 Certificated AVID Benefit 3000-3999: Employee Benefits Supplemental and Concentration 8890 Annual Dues For AVID 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 11000 Avid Student - College Readiness 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2960 AVID Teacher Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4000 AVID Student Supplies 4000-4999: Books And Supplies Supplemental and Concentration 600 Certificated AP Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 27845 Certificated AP Benefits 3000-3999: Employee Benefits Supplemental and Concentration 8474 Certificated CDS - Targeted Interventions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 68712 CDS Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 19238
The District will continue to fund an EL coordinator (1.0 FTE) and has hired an additional 0.5 FTE EL teacher for the 2015-16 school year. In addition, the District will provide technical support and professional development. In 2016-17, the District proposes to hire an additional	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Certificated EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 83162 EL Coordinator Benefits 3000-3999: Employee Benefits Supplemental 21595

<p>0.5 FTE EL Paraprofessional Instructional Aide.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>EL Instructional Aide - High School 0.5 FTE 2000-2999: Classified Personnel Salaries Supplemental 25310</p> <p>EL Classified Benefits 3000-3999: Employee Benefits Supplemental 5566</p> <p>EL Technical Support - Rosetta Stone, Imagine Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental 11151</p> <p>EL Classroom materials 4000-4999: Books And Supplies Supplemental 3500</p> <p>EL Teacher -High School 0.5 FTE 1000-1999: Certificated Personnel Salaries Supplemental 25863</p> <p>EL Teacher Benefits 3000-3999: Employee Benefits Supplemental 20206</p> <p>EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>High standards and a rigorous curriculum are only effective and only equitable to all students if there is a comprehensive system of student supports available. LMUSD will continue to maintain staffing including an academic counselor, social worker, and a psychologist. In addition, programs such as after-school tutoring, "no-F" study hall at LMHS, Saturday school, will provide extended learning time to students.</p> <p>In addition, the District will provide opportunities for engagement in athletic and creative endeavors outside the school day.</p> <p>A comprehensive system of Positive Behavior Intervention and Supports is being developed and implemented for all schools.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>		
<p>Identified Need :</p>	<p>Maintain and expand a comprehensive system of student supports (academic, social/emotional, behavioral) for all students.</p> <p>Attendance Data - the district currently maintains attendance rates of approximately 95% at all schools except the CDS program.</p> <p>Discipline referral data (number of suspensions, etc.) - the District recognizes the need to keep students in school where learning takes place as opposed to suspending them. The district has eliminated suspension for simple "class disruption" and has implemented a district-wide system of positive behavioral intervention and supports to address this goal.</p> <p>Number of students served by individual and/or group counseling. The district recognizes that a large proportion of our population have experienced trauma and present problems in areas such as self-regulation, grief, and anger management.</p> <p>Number of referrals to outside agencies. The District recognizes that many of our families require the support of outside agencies in order to provide home environments conducive to student success.</p> <p>D/F Rates - The District recognizes that the D/F rate reflects levels of student engagement. Moreover, for high school students, a single "D" in an a-g class will prevent the student from being deemed "a-g" complete and thus fully ready for college or university.</p>			
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL</p>	<p>-----</p> <p>Applicable Pupil Subgroups: ALL</p>	
<p>LCAP Year 1: 2016-17</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain current low levels of chronic absenteeism. The District will maintain attendance rates of at least 95% for all schools.</p> <p>Decrease number of student suspension days. With the continued implementation of PBIS, the District expects to see continued reduction in the number of days of suspension and referral to CDS.</p> <p>Results of surveys such as YouthTruth will demonstrate a positive school climate and culture and increased levels of student engagement.</p> <p>Decrease the number of students earning Ds or Fs for grades 6-12.</p> <p>Maintain current low level of drop-out rate.</p>			
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>	
<p>High standards and a rigorous curriculum are only effective and only equitable to all students if there is a</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: -----</p>	<p>Certificated Salaries- Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and</p>	

<p>comprehensive system of student supports available. LMUSD will continue to maintain staffing including an academic counselor, student support specialist, and a psychologist. In addition, programs such as after-school tutoring, "no-F" study hall at LMHS, and Saturday school will provide extended learning time to students.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Concentration 76122</p> <p>Certificated Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 21196</p> <p>Certificated - Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 36936</p> <p>Certificated Psychologist Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9424</p> <p>Certificated - Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 45053</p> <p>Certificated Psychologist Benefits 3000-3999: Employee Benefits Supplemental and Concentration 10901</p> <p>Classified Salaries - Student Success 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27813</p> <p>Student Success Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14890</p>
<p>.A comprehensive system of Positive Behavior Intervention and Support has been implemented for all schools. Additional professional development support to be provided. In addition, student support services, including counseling, nursing, EL support, and instructional aides are utilized to reduce the achievement gap and support the success of a sub-groups of students.</p>	<p>All schools</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>Classified Salaries - Communications & Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 49516</p> <p>Communications Support Benefits 3000-3999: Employee Benefits Supplemental and Concentration 25857</p> <p>Classified EL Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 16982</p> <p>EL Instructional Aides Benefits 3000-3999: Employee Benefits Supplemental and Concentration 3736</p> <p>Classified Salaries - LVN/Health Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27911</p> <p>LVN/Health Aide Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16140</p> <p>Instructional Aides - All Students 2000-2999: Classified Personnel Salaries Supplemental and Concentration 51435</p> <p>Instructional Aides Benefits 3000-3999: Employee Benefits Supplemental and Concentration 17031</p>
		<ul style="list-style-type: none"> <input type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	

		_ Other Subgroups: (Specify)	
The District will provide opportunities for engagement in athletic and creative endeavors outside the school day. The District will provide stipends for extra-curricular activities.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Stipendss- Athletic Coaching 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 68751 Certificated Extra Duty Co-Curricular Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56484 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14308 Classified Athletic Coaching Stipends 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11700

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Maintain current low levels of chronic absenteeism. The District will maintain attendance rates of at least 95% for all schools. Decrease number of student suspension days. With the continued implementation of PBIS, the District expects to see continued reduction in the number of days of suspension and referral to CDS. Results of surveys such as YouthTruth will demonstrate a positive school climate and culture and increased levels of student engagement. Decrease the number of students earning Ds or Fs for grades 6-12. Maintain current low level of drop-out rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
High standards and a rigorous curriculum are only effective and only equitable to all students if there is a comprehensive system of student supports available. LMUSD will continue to maintain staffing including an academic counselor, student support specialist, and a psychologist. In addition, programs such as after-school tutoring, "no-F" study hall at LMHS, Saturday school, will provide extended learning time to students.	All schools.	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries- Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 76883 Certificated - Academic Counselor Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 21407 Certificated - Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40335 Certificated Psychologist Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9518 Certificated - Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 45503 Certificated Psychologist Benefits 3000-3999: Employee Benefits Supplemental and Concentration 11010 Classified Salaries - Student Success 2000-2999: Classified

			Personnel Salaries Supplemental and Concentration 27813 Student Success Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14890
.A comprehensive system of Positive Behavior Intervention and Support has been implemented for all schools. Additional professional development support to be provided. In addition, student support services, including counseling, nursing, EL support, and instructional aides are utilized to reduce the achievement gap and support the success of a sub-groups of students.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Salaries - Communications & Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 49516 Communications Support Benefits 3000-3999: Employee Benefits Supplemental and Concentration 25857 Classified EL Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 16982 EL Instructional Aides Benefits 3000-3999: Employee Benefits Supplemental and Concentration 3736 Classified Salaries - LVN/Health Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27911 LVN/Health Aide Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16140 Instructional Aides- All Students 2000-2999: Classified Personnel Salaries Supplemental and Concentration 51435 Instructional Aides Benefits 3000-3999: Employee Benefits Supplemental and Concentration 17031
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The District will provide opportunities for engagement in athletic and creative endeavors outside the school day. The District will provide stipends for extra-curricular activities.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Extra Duty Athletic Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 68751 Certificated Extra Duty Co-Curricular Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56484 Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14308 Classified Athletic Coaching 2000-2999: Classified Personnel

		Salaries Supplemental and Concentration 11700	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Maintain current low levels of chronic absenteeism. The District will maintain attendance rates of at least 95% for all schools. Decrease number of student suspension days. With the continued implementation of PBIS, the District expects to see continued reduction in the number of days of suspension and referral to CDS. Results of surveys such as YouthTruth will demonstrate a positive school climate and culture and increased levels of student engagement. Decrease the number of students earning Ds or Fs for grades 6-12. Maintain current low level of drop-out rate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
High standards and a rigorous curriculum are only effective and only equitable to all students if there is a comprehensive system of student supports available. LMUSD will continue to maintain staffing including an academic counselor, student support specialist, and a psychologist. In addition, programs such as after-school tutoring, "no-F" study hall at LMHS, Saturday school, will provide extended learning time to students.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries- Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 77653 Certificated Salaries- Academic Counselor Benefits 3000-3999: Employee Benefits Supplemental and Concentration 21622 Certificated - Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40738 Certificated Psychologist Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9613 Certificated - Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 45958 Certificated Psychologist Benefits 3000-3999: Employee Benefits Supplemental and Concentration 11120 Classified Salaries - Student Success 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27813 Student Success Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14890
.A comprehensive system of Positive Behavior Intervention and Support has been implemented for all schools. Additional professional development support to be provided. In addition, student support services, including counseling, nursing, EL support, and instructional aides are utilized to reduce the achievement gap and support the success of a sub-groups of students.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Salaries - Communications & Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 49516 Communications Support Benefits 3000-3999: Employee Benefits Supplemental and Concentration 25857 Classified EL Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 16982 EL Instructional Aides Benefits 3000-3999: Employee Benefits Supplemental and Concentration 3736

			<p>Classified Salaries - LVN/Health Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27911</p> <p>LVN/Health Aide Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16140</p> <p>Instructional Aides - All Students 2000-2999: Classified Personnel Salaries Supplemental and Concentration 51435</p> <p>Instructional Aides Benefits 3000-3999: Employee Benefits Supplemental and Concentration 17031</p>
<p>The District will provide opportunities for engagement in athletic and creative endeavors outside the school day. The District will provide stipends for extra-curricular activities.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Extra Duty Athletic Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 68751</p> <p>Certificated Extra Duty Co-Curricular Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56484</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14308</p> <p>Classified Athletic Coaching 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11700</p>

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

<p>GOAL 3:</p>	<p>LMHS will continue to offer classes so that all students have the opportunity to graduate ready for college or career.</p> <p>Utilizing multiple measures, the District will seek continuous improvement as measured by the metrics indicated.</p> <p>Programs such as AVID, FFA, FHA-Hero, will be maintained, as will high-quality vocational offerings such as agricultural mechanics, animal science, and plant science/horticulture.</p> <p>District-wide, an emphasis on literacy and mathematics will ensure that students enter high school ready for a rigorous course of study.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Increase the number of students graduating "college or career ready."</p> <p>The District recognizes the need to show improved college and career readiness as measured by ACT Explore, PSAT, SAT, and ACT tests.</p> <p>The District recognizes that increasing the number of students completing career pathways is a measure of career readiness.</p> <p>The District recognizes that the number of agriculture students earning FFA State Degrees is a strong indicator of career readiness and intends to further increase this completion rate.</p> <p>The District maintains that the number of college credits earned in high school is an indication of both student engagement and college readiness.</p> <p>The District recognizes that scores of three or above on Advanced Placement tests is the standard measurement of the success of these classes and the readiness of students to succeed in postsecondary education.</p>	
<p>Goal Applies to:</p>	<p>Schools: Los Molinos High School</p> <p>Applicable Pupil Subgroups:</p>	<p>ALL</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- Increase number of Juniors taking the PSAT to 100%
- Increase number of Seniors taking the ACT or SAT.
- Increase scores on ACT or SAT.
- Increase the completion of career pathways.
- Increase "A-G" completion rates.
- Increase number of FFA State Degrees (as ratio to number of FFA members).
- All Juniors (100%) to participate Early Assessment Program (EAP)
- Increase number of college credits earned in high school or by AP.
- Increase number of 3+ Scores on Advanced Placement tests.
- Increase number of students accepted to four-year colleges.
- Monitor and maintain high graduation rates for all subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>LMHS will continue to offer classes so that all students have the opportunity to graduate ready for college or career.</p> <p>The District maintains program such as AVID, FFA and FHA Hero. Additionally quality vocational offerings such as agricultural mechanics, animal science and plant science/horticulture are among other classes offered.</p>	<p>High School</p>	<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>High School</u></p>	<p>Certificated Salaries- Career Tech/ROP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 48085</p> <p>Certificated Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 11450</p> <p>ROP Supplies 4000-4999: Books And Supplies Supplemental and Concentration 8950</p> <p>Voc- Ed Supplies 4000-4999: Books And Supplies Supplementary Programs - Specialized Secondary 9366</p> <p>Voc-Ed Travel & Services 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary 8843</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Increase number of Juniors taking the PSAT to 100%
- Increase number of Seniors taking the ACT or SAT.
- Increase scores on ACT or SAT.
- Increase the completion of career pathways.
- Increase "A-G" completion rates.
- Increase number of FFA State Degrees (as ratio to number of FFA members).
- All Juniors (100%) to participate Early Assessment Program (EAP)
- Increase number of college credits earned in high school or by AP.
- Increase number of 3+ Scores on Advanced Placement tests.
- Increase number of students accepted to four-year colleges.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>LMHS will continue to offer classes so that all students have the opportunity to graduate ready for college or career.</p> <p>The District maintains program such as AVID, FFA and FHA Hero. Additionally quality vocational offerings such as agricultural mechanics, animal science and plant science/horticulture are among other classes offered.</p>	<p>High School</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Salaries- Career Tech/ROP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 48568</p> <p>Certificated Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 11564</p> <p>ROP Supplies 4000-4999: Books And Supplies Supplemental and Concentration 8950</p> <p>Voc- Ed Supplies 4000-4999: Books And Supplies Supplementary Programs - Specialized Secondary 9366</p> <p>Voc-Ed Travel & Services 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary 8843</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Increase number of Juniors taking the PSAT to 100%
- Increase number of Seniors taking the ACT or SAT.
- Increase scores on ACT or SAT.
- Increase the completion of career pathways.
- Increase "A-G" completion rates.
- Increase number of FFA State Degrees (as ratio to number of FFA members).
- All Juniors (100%) to participate Early Assessment Program (EAP)
- Increase number of college credits earned in high school or by AP.
- Increase number of 3+ Scores on Advanced Placement tests.
- Increase number of students accepted to four-year colleges.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>LMHS will continue to offer classes so that all students have the opportunity to graduate ready for college or career.</p> <p>The District maintains program such as AVID, FFA and FHA Hero. Additionally quality vocational offerings such as agricultural mechanics, animal science and plant science/horticulture are among other classes offered.</p>	<p>High School</p>	<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>High School</u></p>	<p>Certificated Salaries- Career Tech/ROP 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 48568</p> <hr/> <p>Certificated Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 11564</p> <hr/> <p>ROP Supplies 4000-4999: Books And Supplies Supplemental and Concentration 8950</p> <hr/> <p>Voc- Ed Supplies 4000-4999: Books And Supplies Supplementary Programs - Specialized Secondary 9366</p> <hr/> <p>Voc-Ed Travel & Services 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary 8843</p>

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

GOAL 4:	<p>Full implementation means that in the coming years, all curriculum will be aligned to the CCSS. This will mean the replacement of ELA, Math, Science, and Social Science curriculum in the coming years. The District is beginning this process with the adoption of new math curriculum for 2014-15.</p> <p>Teachers will continue to participate in staff-development regarding the content of the new standards as well as effective teaching strategies specific to the higher-order thinking skills embedded in the CCSS.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
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Identified Need :	<p>The District continues to transition to full implementation of the Common Core.</p> <p>The need continues to align and articulate core subject areas grades K-12.</p> <p>The District needs to continue acquiring high-quality curricular materials.</p>
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Goal Applies to:	<p>Schools: ALL</p> <p>Applicable Pupil Subgroups: ALL</p>
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Continue to purchase of CCSS-aligned materials and providing staff development for implementation as measured by fiscal records such as purchase orders.</p> <p>To achieve 100% sufficiency of common core aligned materials.</p> <p>The District will increase the number of teachers fully trained in new common core curriculum and associated teaching strategies.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Common Core textbook purchases.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Textbooks 4000-4999: Books And Supplies Lottery 17725
Teachers will continue to participate in staff-development regarding the content of the new standards as well as effective teaching strategies specific to the higher-order thinking skills embedded in the CCSS.	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Professional Development 5000-5999: Services And Other Operating Expenditures Title II 20211 Materials for Staff Development 4000-4999: Books And

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Supplies Title II 2500
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Continue to purchase of CCSS-aligned materials and providing staff development for implementation as measured by fiscal records such as purchase orders. To achieve 100% sufficiency of common core aligned materials. The District will increase the number of teachers fully trained in new common core curriculum and associated teaching strategies.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue Common Core textbook purchases.	All schools	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Textbooks 4000-4999: Books And Supplies Lottery 17725
Teachers will continue to participate in staff-development regarding the content of the new standards as well as effective teaching strategies specific to the higher-order thinking skills embedded in the CCSS.	All schools	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Professional Development 5000-5999: Services And Other Operating Expenditures Title II 20211 Materials for Staff Development 4000-4999: Books And Supplies Title II 2500

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to purchase of CCSS-aligned materials and providing staff development for implementation as measured by fiscal records such as purchase orders. To achieve 100% sufficiency of common core aligned materials. The District will increase the number of teachers fully trained in new common core curriculum and associated teaching strategies.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue Common Core textbook purchases.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Textbooks 4000-4999: Books And Supplies Lottery 17725</p>
<p>Teachers will continue to participate in staff-development regarding the content of the new standards as well as effective teaching strategies specific to the higher-order thinking skills embedded in the CCSS.</p>	<p>All schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title II 20211 Materials for Staff Development 4000-4999: Books And Supplies Title II 2500</p>

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

GOAL 5:	LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, while maintaining 1-1 computing for grades 6-12. Teachers will continue to receive training concerning the use of Google Apps for Education, as well as numerous technology-based instructional programs. District will implement AERIES as the student data management system, with additional modules for connecting with parents and for developing, administering, and analyzing standards-based assessments. (AERIES Analytics).	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Increase access and integration of technology to support student learning understanding that ongoing replacement will be necessary. Adoption of Common-Core aligned curriculum must consider instructional technology supports and materials. The District has the need to utilize a comprehensive system of student achievement data monitoring aligned with CALPADS. To ensure that younger students have access to technology and technology-based learning, the District will continue to purchase mobile labs and establish mini-labs of computers in k-5 classrooms.
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Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	All students in grades 6-12 to have a ChromeBook or similar device. Students in grades K-5 to have access with mini-labs in classrooms and full-size labs for class use. Accurate student achievement and demographic information in CALPADS.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, with the goal of achieving 1-1 computing for grades 6-12.	All schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Services Provided 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 80477 Aeries Maintenance & Support 5000-5999: Services And Other Operating Expenditures Base 5510 Computer Hardware & Software Supplies 4000-4999: Books And Supplies Supplemental and Concentration 12534 Computer Hardware & Software Supplies 4000-4999: Books And Supplies Federal Funds 27466 Computer Based Instructional Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 14500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All students in grades 6-12 to have a ChromeBook or similar device. Students in grades K-5 to have access with mini-labs in classrooms and full-size labs for class use. Accurate student achievement and demographic information in CALPADS.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, with the goal of achieving 1-1 computing for grades 6-12.	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Services Provided 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 80477 Aeries Maintenance & Support 5000-5999: Services And Other Operating Expenditures Base 5510 Computer Hardware & Software Supplies 4000-4999: Books And Supplies Supplemental and Concentration 12534 Computer Hardware & Software Supplies 4000-4999: Books And Supplies Federal Funds 27466 Computer Based Instructional Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 14500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All students in grades 6-12 to have a ChromeBook or similar device. Students in grades K-5 to have access with mini-labs in classrooms and full-size labs for class use. Accurate student achievement and demographic information in CALPADS.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, with the goal of achieving 1-1 computing for grades 6-12.	All schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Services Provided 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 80477 Aeries Maintenance & Support 5000-5999: Services And Other Operating Expenditures Base 5510 Computer Hardware & Software Supplies 4000-4999: Books And Supplies Supplemental and Concentration 12534 Computer Hardware & Software Supplies 4000-4999: Books And Supplies Federal Funds 27466 Computer Based Instructional Programs 5000-5999: Services And Other Operating Expenditures Supplemental and

			Concentration 14500
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	LMUSD will continue to provide home-to-school transportation in safe, well-maintained, and legally compliant vehicles.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
	LMUSD will continue to maintain facilities in that are safe and conducive to a positive learning environment.	
	LMUSD will continue to pursue funding for modernization of current facilities and for the construction of new facilities	

Identified Need :	Because LMUSD serves a population of over 70% free/reduced meal eligible students, the district will provide facilities, food, and transportation services that are sufficient and well-maintained to ensure a healthy and safe environment.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Students will attend schools that are clean and well-maintained, will have transportation that is safe and reliable.</p> <p>FIT reports will be utilized to identify facility needs with the goal of all facilities scoring "good" or "excellent."</p> <p>Food Service Audits and Inspections will be satisfactory and show high participation rates in the breakfast and lunch programs.</p> <p>The District will continue to utilize "Provision 2" so that ALL students will have access to a free breakfast and lunch.</p> <p>Bus Inspections will show that all district buses are in excellent condition.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LMUSD will continue to provide home-to-school transportation in safe, well-maintained, and legally compliant vehicles.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Salaries - Transportation 2000-2999: Classified Personnel Salaries Base 84663 Classified Benefits 3000-3999: Employee Benefits Base 25053 Transportation materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 36000 Repairs to Vehicles 5000-5999: Services And Other Operating Expenditures Base 20000 Professional Services 5000-5999: Services And Other Operating Expenditures Base 6000
LMUSD will continue to maintain facilities in that are safe and conducive to a positive learning environment.	District wide	<input checked="" type="checkbox"/> All OR:	Classified Salaries 2000-2999: Classified Personnel Salaries Base 178886

		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Classified Statutory Deductions 3000-3999: Employee Benefits Base 59884 Maintenance & Custodial Supplies 4000-4999: Books And Supplies Base 36500 Repairs to Buildings & Equipment 5000-5999: Services And Other Operating Expenditures Base 77145
LMHSD will continue to pursue funding for modernization of current facilities and for the construction of new facilities	District wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Consultants & Architects 5800: Professional/Consulting Services And Operating Expenditures Other 5000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Students will attend schools that are clean and well-maintained, will have transportation that is safe and reliable. FIT reports will be utilized to identify facility needs with the goal of all facilities scoring "good" or "excellent." Food Service Audits and Inspections will be satisfactory and show high participation rates in the breakfast and lunch programs. The District will continue to utilize "Provision 2" so that ALL students will have access to a free breakfast and lunch. Bus Inspections will show that all district buses are in excellent condition.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LMUSD will continue to provide home-to-school transportation in safe, well-maintained, and legally compliant vehicles.	District wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Classified Salaries - Transportation 2000-2999: Classified Personnel Salaries Base 84663 Classified Benefits 3000-3999: Employee Benefits Base 25053 Transportation materials and supplies 3000-3999: Employee Benefits Supplemental and Concentration 36000 Repairs to Vehicles 5000-5999: Services And Other Operating Expenditures Base 20000 Professional Services 5000-5999: Services And Other Operating Expenditures Base 6000
LMUSD will continue to maintain facilities in that are safe and conducive to a positive learning environment.	District wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: 	Classified Salaries 2000-2999: Classified Personnel Salaries

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Base 178886 Classified Statutory Deductions 3000-3999: Employee Benefits Base 59884 Maintenance & Custodial Supplies 4000-4999: Books And Supplies Base 36500 Repairs to Buildings & Equipment 5000-5999: Services And Other Operating Expenditures Base 77145
LMHSD will continue to pursue funding for modernization of current facilities and for the construction of new facilities	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Consultants & Architects 5000-5999: Services And Other Operating Expenditures Other 5000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students will attend schools that are clean and well-maintained, will have transportation that is safe and reliable. FIT reports will be utilized to identify facility needs with the goal of all facilities scoring "good" or "excellent." Food Service Audits and Inspections will be satisfactory and show high participation rates in the breakfast and lunch programs. The District will continue to utilize "Provision 2" so that ALL students will have access to a free breakfast and lunch. Bus Inspections will show that all district buses are in excellent condition.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LMUSD will continue to provide home-to-school transportation in safe, well-maintained, and legally compliant vehicles.	District wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Salaries - Transportation 2000-2999: Classified Personnel Salaries Base 84663 Classified Benefits 3000-3999: Employee Benefits Base 25053 Transportation materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 36000 Repairs to Vehicles 5000-5999: Services And Other Operating Expenditures Base 20000 Professional Services 5000-5999: Services And Other Operating Expenditures Base 6000
LMUSD will continue to maintain facilities in that are	District	<input checked="" type="checkbox"/> All	Classified Salaries 2000-2999: Classified Personnel Salaries

safe and conducive to a positive learning environment.	wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Base 178886 Classified Statutory Deductions 3000-3999: Employee Benefits Base 59884 Maintenance & Custodial Supplies 4000-4999: Books And Supplies Base 36500 Repairs to Buildings & Equipment 5000-5999: Services And Other Operating Expenditures Base 77145
LMHSD will continue to pursue funding for modernization of current facilities and for the construction of new facilities	District wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Consultants & Architects 5800: Professional/Consulting Services And Operating Expenditures Other 5000

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	LMUSD is committed to on-going analysis of student performance data and to using this information as the basis for a continuous-improvement process to align instruction to standards, utilize high-yield teaching strategies, provide targeted interventions and supports, and to differentiate instruction as needed to ensure that all students experience academic success.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Increase achievement as measured by SBAC4t by 5% Increase "a-g" completion by 5% Increase number of students passing EAP by 5% Increase attendance for extended school day academic programs by 5% Increase AP enrollment by 5% Increase number of students RFEP by 5%	Actual Annual Measurable Outcomes:	See attached data summary.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
LMHS will continue to offer classes so that all students have the opportunity to graduated ready for college or career. The District will fund and support the AVID program at Los Molinos High School. In addition the District is piloting a school-wide approach to AVID at Los Molinos Elementary and Vina Elementary Schools.	Certificated Salaries- AVID Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 37395 Certificated Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 4544 Annual Dues For AVID 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3485 Testing Materials 4000-4999: Books And Supplies Supplemental and	LMHS offered classes so that all students had the opportunity to graduate ready for college or career. The District funded and supported the AVID program at Los Molinos High School. In addition the District piloted a school-wide approach to AVID at Los Molinos Elementary and Vina Elementary Schools.	Certificated Salaries - AVID Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30384 Certificated AVID Benefits 3000-3999: Employee Benefits Supplemental and Concentration 8715 AP Human Geography Textbooks 4000-4999: Books And Supplies Supplemental and Concentration 6269 Annual Dues for AVID 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4094 AVID Student - College Readiness

	<p>Concentration 310</p>		<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 11766</p> <p>AVID Teacher Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000</p> <p>Certificated Salaries - AP Classes 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 27027</p> <p>Certificated AP Benefits 3000-3999: Employee Benefits Supplemental and Concentration 8226</p> <p>Certificated CDS - Targeted Interventions. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 66692</p> <p>CDS Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 18763</p>
<p>Scope of Service Los Molinos High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Los Molinos High School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will continue to fund an EL coordinator (1.0 FTE) and has hired an additional 0.5 FTE EL teacher for the 2015-16 school year. In addition, the District will provide technical support and professional development.</p>	<p>EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 77807 EL Coordinator Benefits 3000-3999: Employee Benefits Supplemental and Concentration 19454 Professional Development 5800: Professional/Consulting Services And Operating Expenditures EL Technical Support/Software 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1113</p>	<p>The District funded an EL coordinator (1.0 FTE) and hired an additional 0.5 FTE EL teacher for the 2015-16 school year. In addition, the District provided technical support and professional development. This action will continue due to data analysis indicating continued need for EL and R-FEP support.</p>	<p>EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental 83162 EL Coordinator Benefits 3000-3999: Employee Benefits Supplemental 21595 EL Technical Support- Rosetta Stone License 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3339 EL Teacher High School 0.5 Fte 1000-1999: Certificated Personnel Salaries Supplemental 25106 EL Teacher Benefits 3000-3999: Employee Benefits Supplemental 8423 EL Textbooks 4000-4999: Books And Supplies Supplemental 20532</p>
<p>Scope of Service: District-wide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district plans to hire an additional EL aide to support EL and R-FEP students at LMHS. In addition, LMHS will conduct school-wide benchmark testing in the area of reading. Elementary schools will continue to implement benchmark testing in core subject areas.</p>		

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

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

Original GOAL 2 from prior year LCAP:	<p>High standards and a rigorous curriculum are only effective and only equitable to all students if there is a comprehensive system of student supports available. LMUSD will continue to maintain staffing including an academic counselor, social worker, and a psychologist. In addition, programs such as after-school tutoring, "no-F" study hall at LMHS, Saturday school, will provide extended learning time to students.</p> <p>In addition, the District will provide opportunities for engagement in athletic and creative endeavors outside the school day.</p> <p>A comprehensive system of Positive Behavior Intervention and Supports is being developed and implemented for all schools.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Improve attendance by 1%; maintain current low levels of chronic absenteeism. Decrease number of student suspension days by 5% Decrease the number of students earning Ds or Fs by 5% Maintain current low level of drop-out rate.	Actual Annual Measurable Outcomes:	See attached data summary.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
High standards and a rigorous curriculum are only effective and only equitable to all students if there is a comprehensive system of student supports available. LMUSD will continue to maintain staffing including an academic counselor, student specialist, and a psychologist. In addition, programs such as after-school tutoring, "no-F" study hall at LMHS, Saturday school, will provide extended learning time to students.	Certificated Salaries- Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 71401 Certificated Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 17710	High standards and a rigorous curriculum are only effective and only equitable to all students if there is a comprehensive system of student supports available. LMUSD continued to maintain staffing including an academic counselor, psychologist and student success specialist. In addition, programs such as after-school tutoring, "no-F" study hall at LMHS, Saturday school, provided extended learning time to students.	Certificated Salaries- Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 75369 Certificated Benefits- Academic Counselor 3000-3999: Employee Benefits Supplemental and Concentration 20987 Certificated- Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 36571 Certificated Psychologist Benefits 3000-3999: Employee Benefits Supplemental and Concentration 9331

			<p>Certificated Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 44607</p> <p>Psychologist Benefits 3000-3999: Employee Benefits Supplemental and Concentration 10794</p> <p>Classified Salaries- Student Success Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27813</p> <p>Student Success Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14890</p>																																
<table border="1"> <tr> <td data-bbox="96 597 243 675">Scope of Service</td> <td data-bbox="243 597 569 675">District Wide</td> </tr> <tr> <td colspan="2" data-bbox="96 675 569 740"><u>X</u> All</td> </tr> <tr> <td colspan="2" data-bbox="96 740 569 773">OR:</td> </tr> <tr> <td colspan="2" data-bbox="96 773 569 821">_ Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="96 821 569 870">_ English Learners</td> </tr> <tr> <td colspan="2" data-bbox="96 870 569 919">_ Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="96 919 569 967">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="96 967 569 984">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	District Wide	<u>X</u> All		OR:		_ Low Income pupils		_ English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 597 1178 675">Scope of Service</td> <td data-bbox="1178 597 1514 675">District Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 675 1514 740"><u>X</u> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 740 1514 773">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 773 1514 821">_ Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="1031 821 1514 870">_ English Learners</td> </tr> <tr> <td colspan="2" data-bbox="1031 870 1514 919">_ Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="1031 919 1514 967">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="1031 967 1514 984">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	District Wide	<u>X</u> All		OR:		_ Low Income pupils		_ English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)		
Scope of Service	District Wide																																		
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<p>In addition, the District will provide opportunities for engagement in athletic and creative endeavors outside the school day.</p>	<p>Certificated Salaries- Psychologist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 77693</p> <p>Certificated Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 5884</p>	<p>The District provided opportunities for engagement in athletic and creative endeavors outside the school day. The District provided coaching stipends for extra-curricular and co-curricular activities.</p> <p>The District provided Instructional Assistants for continued support.</p>	<p>Certificated Extra Duty Athletic Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 68751</p> <p>Certificated Extra Duty Co-Curricular Stipends 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56484</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental and Concentration 14308</p> <p>Classified Athletic Coaching 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11700</p>																																

			<p>Instructional Aides- Title I 2000-2999: Classified Personnel Salaries Title I 105308</p> <p>Instructional Aides Title I Benefits 3000-3999: Employee Benefits Title I 39842</p> <p>Instructional Aides Special Education 2000-2999: Classified Personnel Salaries Special Education 86906</p> <p>Instructional Aides Special Education Benefits 3000-3999: Employee Benefits Special Education 10303</p> <p>Instructional Assistants- All Students 2000-2999: Classified Personnel Salaries Supplemental and Concentration 30692</p> <p>Instructional Assistants Benefits 3000-3999: Employee Benefits Supplemental and Concentration 12366</p>
<p>Scope of Service</p> <p>All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>A comprehensive system of Positive Behavior Intervention and Supports is being developed and implemented for all schools.</p>	<p>Classified Salaries - Student Success 2000-2999: Classified Personnel Salaries Federal Funds 17003</p> <p>Classified Statutory Deductions 3000-3999: Employee Benefits Federal Funds 1692</p>	<p>A comprehensive system of Positive Behavior Intervention and Support has been implemented for all schools.</p> <p>The Los Molinos Elementary Principal conducted an extensive action research analysis about the implementation and effectiveness of the PBIS program.</p>	<p>Classified Salaries- Communications Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 49516</p> <p>Communications Support Benefits 3000-3999: Employee Benefits Supplemental and Concentration 25857</p> <p>Classified Salaries- Instructional Aides</p>

			<p>EL 2000-2999: Classified Personnel Salaries Supplemental and Concentration 16982</p> <p>Classified Salaries - LVN/Health Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 27911</p> <p>Health Aide Benefits 3000-3999: Employee Benefits Supplemental and Concentration 16140</p>
<p>Scope of Service All schools.</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide coaching stipends, Instructional Assistants</p>	<p>Certificated Salaries- Athletic Coaching 1000-1999: Certificated Personnel Salaries Base 62751</p> <p>Certificated Statutory Deductions 3000-3999: Employee Benefits Base 7624</p> <p>Classified Salaries- Athletic Coaching 2000-2999: Classified Personnel Salaries Base 19119</p> <p>Classified Statutory Deductions 3000-3999: Employee Benefits Base 1472</p> <p>Certificated Salaries- Co-Curricular 1000-1999: Certificated Personnel Salaries Base 56484</p> <p>Certificated Statutory Benefits 3000-3999: Employee Benefits Base 6277</p> <p>Classified Salaries- EL Aides 2000-</p>	<p>Moved services and expenses above to appropriate action above.</p>	

	2999: Classified Personnel Salaries Supplemental and Concentration 24386 Classified Statutory Benefits 3000-3999: Employee Benefits Supplemental and Concentration 6182		
Scope of Service: All Schools <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The implementation of PBIS continues. Findings indicate that PBIS requires ongoing support and professional development for practices to become deeply embedded. The District will continue to pursue staff development and devote professional learning time to deepen the practice and competency in this area. During the 2015-16 school year, Los Molinos High School completed their WASC self-study and a visiting WASC committee spent time evaluating the school. One of the stand-out programs identified by the WASC committee as being responsible for the success of the school was the broad-range of student support services.		

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

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

<p>Original GOAL 3 from prior year LCAP:</p>	<p>LMHS will continue to offer classes so that all students have the opportunity to graduate ready for college or career.</p> <p>Utilizing multiple measures, the District will seek continuous improvement as measured by the metrics indicated.</p> <p>Programs such as AVID, FFA, FHA-Hero, will be maintained, as will high-quality vocational offerings such as agricultural mechanics, animal science, and plant science/horticulture.</p> <p>District-wide, an emphasis on literacy and mathematics will ensure that students enter high school ready for a rigorous course of study.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: Los Molinos High School</p> <p>Applicable Pupil Subgroups: ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase number of Juniors taking the PSAT to 100%</p> <p>Increase number of Seniors taking the ACT or SAT by 5%</p> <p>Increase scores on ACT or SAT by 5%</p> <p>Increase the completion of career pathways by 5%</p> <p>Increase "A-G" completion rates by 5%</p> <p>Increase number of FFA State Degrees (as ratio to number of FFA members) by 5%</p> <p>All Juniors (100%) to participate Early Assessment Program (EAP)</p> <p>Increase number of college credits earned in high school or by AP by 5%</p> <p>Increase number of 3+ Scores on Advanced Placement tests by 5%</p> <p>Increase number of students accepted to four-year colleges by 5%</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>See attached data summary.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<p>LMHS will continue to offer classes so that all students have the opportunity to graduate ready for college or</p>	<p>Budgeted Expenditures</p> <p>Cost incorporated in other goals and actions.</p>	<p>LMHH offered classes so that all students had the opportunity to graduate ready for college or career.</p>	<p>Estimated Actual Annual Expenditures</p> <p>Certificated ROP Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>

<p>career.</p>		<p>Programs such as AVID, FFA, FHA-Hero, were maintained, as were high-quality vocational offerings such as agricultural mechanics, animal science, and plant science/horticulture.</p>	<p>48085 ROP Benefits 3000-3999: Employee Benefits Supplemental and Concentration 11450 ROP Supplies 4000-4999: Books And Supplies Supplemental and Concentration 8950 Voc-Ed Supplies 4000-4999: Books And Supplies Supplementary Programs - Specialized Secondary 9366 Voc-Ed Travel & Services 5000-5999: Services And Other Operating Expenditures Supplementary Programs - Specialized Secondary 8843</p>
<p>Scope of Service High School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service High School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Interested Students</p>	
<p>Programs such as AVID, FFA, FHA-Hero, will be maintained, as will high-quality vocational offerings such as agricultural mechanics, animal science, and plant science/horticulture.</p>	<p>Certificated Salaries- Career Tech/ROP 1000-1999: Certificated Personnel Salaries Base 93044 Certificated Statutory Deductions 3000-3999: Employee Benefits Base 25992</p>	<p>See above actions.</p>	
<p>Scope of Service High School.</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service High School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Interested Students</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to the receipt of grants, Career/Technical Education classes will purchase new, updated equipment. In the welding program, the focus is shifting from old-fashioned hand welding to computer-controlled machines; students will be learning the industry-standard programming language for such industrial machines. For the agriculture program, due to fundraising and grants, a new state-of-the-art commercial greenhouse will be added during the summer of 2016. The impetus for changes and improvements to the Career/Technical Education program came primarily through the agricultural advisory committee. Members of that committee include agricultural business owners who have stressed the need to move in the direction of modern computer-aided manufacturing as there is a local need for workers with these skills, and the jobs in this area pay considerably more than minimum wage.		

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

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

Original GOAL 4 from prior year LCAP:	Full implementation means that in the coming years, all curriculum will be aligned to the CCSS. This will mean the replacement of ELA, Math, Science, and Social Science curriculum in the coming years. The District is beginning this process with the adoption of new math curriculum for 2014-15. Teachers will continue to participate in staff-development regarding the content of the new standards as well as effective teaching strategies specific to the higher-order thinking skills embedded in the CCSS.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Continue to purchase of CCSS-aligned materials and providing staff development for implementation. 100% of LMHS students will have common core aligned curricular materials within five years.	Actual Annual Measurable Outcomes:	See attached data summary.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Textbook purchases to include social science, math, and adoption of new ELA materials.	Math Textbooks - CPM 4000-4999: Books And Supplies Supplemental and Concentration 16007	At the elementary grade levels, textbook purchases included some additional history and science, additional ELA materials, additional math materials, and Reading Mastery materials. At the high school level, CCSS-aligned textbook purchases included social science curriculum and ELD materials. In addition, materials for the new character-based English class were purchased.	Elementary Social Science Textbooks Social Science 4000-4999: Books And Supplies Lottery 49805 Common Core Staff Development - Teacher Salaries 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 9600 Common Core Staff Development Teacher Benefits 3000-3999: Employee Benefits Common Core Standards Implementation Funds 1372 Common Core Professional Development Materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds 4587

<table border="1"> <tr> <td>Scope of Service</td> <td>All schools</td> </tr> </table>	Scope of Service	All schools		<table border="1"> <tr> <td>Scope of Service</td> <td>All Schools</td> </tr> </table>	Scope of Service	All Schools	
Scope of Service	All schools						
Scope of Service	All Schools						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>Teachers will continue to participate in staff-development regarding the content of the new standards as well as effective teaching strategies specific to the higher-order thinking skills embedded in the CCSS.</p>	<p>PD expenses Title II</p>	<p>Teachers attended staff development activities regarding CCSS, primarily at the Tehama County Department of Education.</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>All schools</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	All schools		<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service		
Scope of Service	All schools						
Scope of Service							
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>For the 2016-17 school year, planned expenditures will include a full purchase of ELA materials and English Learner Development. At the elementary level. At this time, planned curriculum purchase for the high school include new materials for Spanish classes. Also, the move toward computer-assisted manufacturing means that curriculum regarding the industry-standard programming language for such devices will be purchased. Lastly, the continued implementation of new curriculum will necessitate ongoing staff development.</p>						

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

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

<p>Original GOAL 5 from prior year LCAP:</p>	<p>LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, with the goal of achieving 1-1 computing for grades 7-12 by the 2015-16 school year.</p> <p>Teachers will continue to receive training concerning the use of Google Apps for Education, as well as numerous technology-based instructional programs, such as Lexia, Rosetta Stone, and Imagine Learning</p> <p>District will implement AERIES as the student data management system, with additional modules for connecting with parents and for developing, administering, and analyzing standards-based assessments. (AERIES Analytics).</p> <p>Adoption of Common-Core aligned curriculum must consider instructional technology supports and materials.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL</p> <p>Applicable Pupil Subgroups: ALL</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>All students in grades 7-12 to have a ChromeBook or similar device.</p> <p>Students in grades K-6 to have access with mini-labs in classrooms and full-size labs for class use.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>See attached data summary.</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
<p>LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, with the goal of achieving 1-1 computing for grades 7-12 by the 2015-16 school year.</p>	<p>Budgeted Expenditures</p> <p>Classified Salaries - Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 54894</p> <p>Classified Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 19266</p> <p>Technical Support Services - Google Apps 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4645</p> <p>Materials & Supplies - Imagine Learning 5800:</p>	<p>Actual Actions/Services</p> <p>The District now contracts with the Tehama County Department of Education for Technology services and support.</p> <p>The District purchased sufficient ChromeBooks and similar devices such that the goal of 1-1 computing for grades 7-12 has been achieved. In addition, the District purchased additional mobile labs for use in grades K-6.</p>	<p>Estimated Actual Annual Expenditures</p> <p>Professional Services Provided 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 70000</p> <p>Aeries maintenance & support 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5510</p> <p>Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration 34220</p> <p>Chromebooks 4000-4999: Books And Supplies Federal Funds 25972</p> <p>Technology & Software inventory 4000-4999: Books And Supplies</p>

	<p>Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8197</p>		<p>Supplemental and Concentration 26507</p> <p>Professional Development Data Management-Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3098</p> <p>Staff Development 5000-5999: Services And Other Operating Expenditures Title II 14040</p> <p>School Improvement Network Software for Principals & Teachers 5800: Professional/Consulting Services And Operating Expenditures Title II 5995</p>
<p>Scope of Service All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will continue to receive training concerning the use of Google Apps for Education, as well as numerous technology-based instructional programs, such as Lexia, Rosetta Stone, and Imagine Learning</p>	<p>Cost included in other goals and professional development activities.</p>	<p>The District provided professional development opportunities as well as on-site support for teachers to utilize the new technology. Cost is included in other services.</p>	
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
District will implement AERIES as the student data management system, with additional modules for connecting with parents and for developing, administering, and analyzing standards-based assessments. (AERIES Analytics).	Software & Data Management - Aeries 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 31000 Professional Development in Aeries 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4400	Moved action/expense. Cost is included in other services.					
<table border="0" style="width: 100%;"> <tr> <td style="border-right: 1px dashed black; width: 15%; padding-right: 5px;">Scope of Service</td> <td style="padding-left: 5px;">District wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide		<table border="0" style="width: 100%;"> <tr> <td style="border-right: 1px dashed black; width: 15%; padding-right: 5px;">Scope of Service</td> <td style="padding-left: 5px;">District wide</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
Adoption of Common-Core aligned curriculum must consider instructional technology supports and materials.	Materials & Supplies - Chromebooks 4000-4999: Books And Supplies Common Core Standards Implementation Funds 49918	All curriculum being considered is examined in light of technology. Virtually all new curriculum materials include online support and supplemental materials. Cost is included in other services.					
<table border="0" style="width: 100%;"> <tr> <td style="border-right: 1px dashed black; width: 15%; padding-right: 5px;">Scope of Service</td> <td style="padding-left: 5px;">District wide</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	Scope of Service	District wide		<table border="0" style="width: 100%;"> <tr> <td style="border-right: 1px dashed black; width: 15%; padding-right: 5px;">Scope of Service</td> <td style="padding-left: 5px;">District wide</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1-1 computing will require ongoing financial support to deal with loss, damage, and devices reaching end-of-life. Network infrastructure was found to be insufficient at Los Molinos High School and upgrades are being implemented. Ongoing staff-development regarding the increased use of instructional technology is becoming necessary. Lastly, the District is reviewing current subscriptions to online-learning services and searching for the higher quality and more cost-effective solutions. In particular, the District is searching for high-quality online learning to support improving reading comprehension and academic vocabulary for grades 7-12.		

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

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Original GOAL 6 from prior year LCAP:	LMUSD will continue to provide home-to-school transportation in safe, well-maintained, and legally compliant vehicles.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _	
	LMUSD will continue to maintain facilities in that are safe and conducive to a positive learning environment.	COE only: 9 _ 10 _	
	LMHSD will continue to pursue funding for modernization of current facilities and for the construction of new facilities	Local : Specify	
Goal Applies to:	Schools: All	-----	
	Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	Students will attend schools that are clean and well-maintained, will have transportation that is safe and reliable. FIT reports will be utilized to identify needs.	Actual Annual Measurable Outcomes:	See attached data summary.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
LMUSD will continue to provide home-to-school transportation in safe, well-maintained, and legally compliant vehicles.	Classified Salaries -Transportation 2000-2999: Classified Personnel Salaries Supplemental and Concentration 96054	LMUSD continued to provide home-to-school transportation in safe, well-maintained, and legally compliant vehicles.	Classified Salaries - Transportation 2000-2999: Classified Personnel Salaries Base 84663
	Classified Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 44278		Classified Benefits - Transportation 3000-3999: Employee Benefits Base 25053
	Materials & Supplies 4000-4999: Books And Supplies Supplemental and Concentration 51721		Transportation materials and supplies 4000-4999: Books And Supplies Base 32,263
	Repairs to Vehicles & Equipment 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 24956		Repairs to Vehicles 5000-5999: Services And Other Operating Expenditures Base 27053

Scope of Service	All schools		Scope of Service	All schools	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>LMUSD will continue to maintain facilities in that are safe and conducive to a positive learning environment.</p>		<p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 101296</p> <p>Classified Statutory Deductions 3000-3999: Employee Benefits Supplemental and Concentration 44291</p> <p>Materials & Supplies 4000-4999: Books And Supplies Base 18000</p> <p>Repairs to Buildings & Equipment 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 23754</p> <p>Repairs to Buildings & Equipment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 77145</p>	<p>LMUSD continued to maintain facilities in that are safe and conducive to a positive learning environment.</p>		<p>Classified Salaries Maintenance/Custodial 2000-2999: Classified Personnel Salaries Base 178886</p> <p>Classified Benefits - Maintenance/Custodial 3000-3999: Employee Benefits Base 59844</p> <p>Maintenance/Custodial Suplies 4000-4999: Books And Supplies Base 60690</p> <p>Repairs to Buildings & Equipment 5000-5999: Services And Other Operating Expenditures Base 111350</p>
Scope of Service	District wide		Scope of Service	District wide	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		

proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
LMHSD will continue to pursue funding for modernization of current facilities and for the construction of new facilities		Consultants & Architects 5800: Professional/Consulting Services And Operating Expenditures Other 14100	LMHSD continued to pursue funding for modernization of current facilities and for the construction of new facilities. The District is in the process of submitting for new construction eligibility for the purpose of building a multi-purpose gym/cafeteria/performance space at Los Molinos Elementary. No additional cost.		
Scope of Service	District wide		Scope of Service	District wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The average age of District facilities and the continued delay of modernization funding has necessitated substantial increases in maintenance costs. Areas of particular concern have been leaking roofs and deteriorating and leaking underground pipes. The District is in the process of proposing increasing maintenance staffing by 0.5 FTE for the 2016-17 school year. Also, the District's efforts to provide athletic and field trip opportunities to students has at times been limited by the availability of bus drivers. As a result, the District is proposing to hire an additional 0.5 FTE bus driver for the specific purposes of driving for field trips and athletic events.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$1150047
<p>The Los Molinos Unified School District educates over 569 students in Transitional Kindergarten through twelfth grade. Currently, over 80% of students qualify as Low income, English learners, and identified foster youth. This demographic distribution across the district supports the conclusion that services or actions directed in support of students be distributed District and School wide. Activities to support student success and achievement include:</p> <ul style="list-style-type: none"> Counseling services Student support services (Student support specialist, part-time psychologist for non- special education services). High School subjects lab Increased EL services, including additional 0.5 FTE EL teacher Community Day School for grades 7-12 Transportation After school activities Athletics (middle school and high school) Career/Technical Education Elective courses Additional Nursing Services Field Trips Senior seminar (includes support for college applications and financial aid) AVID - includes elective classes, college visitations, professional development 	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

26.8	%
1	

LMUSD has budgeted to spend \$1,150,396 in Supplemental and Concentration funds as follows:

- Purchase computer-based curriculum for English Learners
- Purchase additional computers for use by EL students
- Hire an additional 0.5 FTE EL teacher
- Provide an after-school tutorial/study hall for high school students
- Support the AVID program that aims to increase college attendance by low-income students.
- Support Career/Technical Education
- After school activities
- Support the AVID program at all schools
- Support the AVID program at the high school including professional development, curriculum, and college visitation field trips
- Online learning subscriptions including Rosetta Stone, Imagine Learning (for EL students), Lexia, etc.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	1,322,744.00	2,077,723.00	1,767,365.00	1,785,722.00	1,790,674.00	5,343,761.00
Base	290,763.00	579,802.00	493,641.00	493,641.00	493,641.00	1,480,923.00
Common Core Standards Implementation Funds	49,918.00	15,559.00	0.00	0.00	0.00	0.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Federal Funds	18,695.00	25,972.00	27,466.00	27,466.00	27,466.00	82,398.00
Lottery	0.00	49,805.00	17,725.00	17,725.00	17,725.00	53,175.00
Other	14,100.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
Special Education	0.00	97,209.00	0.00	0.00	0.00	0.00
Supplemental	0.00	162,157.00	188,950.00	200,079.00	201,353.00	590,382.00
Supplemental and Concentration	949,268.00	963,825.00	993,663.00	1,000,891.00	1,004,569.00	2,999,123.00
Supplementary Programs - Specialized Secondary	0.00	18,209.00	18,209.00	18,209.00	18,209.00	54,627.00
Title I	0.00	145,150.00	0.00	0.00	0.00	0.00
Title II	0.00	20,035.00	22,711.00	22,711.00	22,711.00	68,133.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	1,322,744.00	2,077,723.00	1,767,365.00	1,785,722.00	1,790,674.00	5,343,761.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	476,575.00	571,838.00	564,737.00	571,455.00	584,346.00	1,720,538.00
2000-2999: Classified Personnel Salaries	312,752.00	620,377.00	473,718.00	473,966.00	474,216.00	1,421,900.00
3000-3999: Employee Benefits	204,666.00	338,259.00	301,972.00	349,363.00	305,174.00	956,509.00
4000-4999: Books And Supplies	135,956.00	279,161.00	155,141.00	119,141.00	155,141.00	429,423.00
5000-5999: Services And Other Operating Expenditures	58,868.00	167,384.00	152,209.00	251,797.00	239,646.00	643,652.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	133,927.00	100,704.00	119,588.00	20,000.00	32,151.00	171,739.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	1,322,744.0	2,077,723.0	1,767,365.0	1,785,722.0	1,790,674.0	5,343,761.0
		0	0	0	0	0	0

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	212,279.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	9,600.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	108,268.00	108,267.00	108,643.00	109,025.00	325,935.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	264,296.00	453,970.00	456,470.00	462,812.00	475,321.00	1,394,603.00
2000-2999: Classified Personnel Salaries	Base	19,119.00	263,549.00	263,549.00	263,549.00	263,549.00	790,647.00
2000-2999: Classified Personnel Salaries	Federal Funds	17,003.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	86,906.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	24,812.00	25,060.00	25,310.00	75,182.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	276,630.00	164,614.00	185,357.00	185,357.00	185,357.00	556,071.00
2000-2999: Classified Personnel Salaries	Title I	0.00	105,308.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	41,365.00	84,897.00	84,937.00	84,937.00	84,937.00	254,811.00
3000-3999: Employee Benefits	Common Core Standards Implementation Funds	0.00	1,372.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Federal Funds	1,692.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Special Education	0.00	10,303.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	30,018.00	36,220.00	46,725.00	47,367.00	130,312.00
3000-3999: Employee Benefits	Supplemental and Concentration	161,609.00	171,827.00	180,815.00	217,701.00	172,870.00	571,386.00
3000-3999: Employee Benefits	Title I	0.00	39,842.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
4000-4999: Books And Supplies	Base	18,000.00	92,953.00	36,500.00	36,500.00	36,500.00	109,500.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	49,918.00	4,587.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Federal Funds	0.00	25,972.00	27,466.00	27,466.00	27,466.00	82,398.00
4000-4999: Books And Supplies	Lottery	0.00	49,805.00	17,725.00	17,725.00	17,725.00	53,175.00
4000-4999: Books And Supplies	Supplemental	0.00	20,532.00	3,500.00	3,500.00	3,500.00	10,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	68,038.00	75,946.00	58,084.00	22,084.00	58,084.00	138,252.00
4000-4999: Books And Supplies	Supplementary Programs - Specialized Secondary	0.00	9,366.00	9,366.00	9,366.00	9,366.00	28,098.00
4000-4999: Books And Supplies	Title II	0.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	138,403.00	108,655.00	108,655.00	108,655.00	325,965.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	5,000.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	11,151.00	0.00	11,151.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	58,868.00	6,098.00	14,500.00	97,937.00	101,937.00	214,374.00
5000-5999: Services And Other Operating Expenditures	Supplementary Programs - Specialized Secondary	0.00	8,843.00	8,843.00	8,843.00	8,843.00	26,529.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	14,040.00	20,211.00	20,211.00	20,211.00	60,633.00
5700-5799: Transfers Of Direct Costs	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Other	14,100.00	0.00	5,000.00	0.00	5,000.00	10,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	3,339.00	16,151.00	5,000.00	16,151.00	37,302.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	119,827.00	91,370.00	98,437.00	15,000.00	11,000.00	124,437.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	5,995.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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

Data Summary for LCAP

1. Number of students assigned to D/F "Opportunity School" at LMHS in each three-week period, 2015-16:

a. Sept 8	43
b. Oct 9	45
c. Oct 30	37
d. Nov 30	33
e. Jan 22	33
f. Feb 26	34

2. Attendance Rates

2014-15 Attendance Rates

Los Molinos Elementary	93.85%
Vina Elementary	96.78%
Los Molinos High	94.76%
Los Molinos Community Day	74.62%

3. Discipline Data

2014-15 Discipline Referrals resulting in Suspension or Expulsion

Los Molinos Elementary	21	(31 full days)
Vina Elementary	1	(1 day)
Los Molinos High	48	(81 full days)
Los Molinos Community Day	9	(16 full days)

4. D/F Rates at LMHS

2014-15 D/F Rates

	D's	F's
Los Molinos High	14.75%	7.25%

5. AVID Participation Rates and College Acceptance Rates of AVID Students

- a. 9th Grade -21 / 10th - 18 / 11th - 10 / 12th – 19
- b. 8 Seniors Accepted into 4 yr
- c. 19 accepted to 2 yr

6. Students seen by Student Support Services staff for social-emotional counseling:

- a. Megan Weiss
 - i. LMHS – 52
 - ii. LME – 18
- b. Jerry Curtis-Walker
 - i. CDS – 9
 - ii. LME – 71
 - iii. VES – 25
 - iv. LMHS – 6

7. Number of students earning FFA State Degrees

a. 2014-15: 12

b. 2015-16: 9

8. A-G Completion Data

2010-2011 A-G Completers					
A-G Completer	Missing 1 Class	Missing 2 Classes	Missing more than 2 Classes	Took Correct Classes But earned D's	Total Seniors *
14 35.00%	5 12.50%	3 7.50%	18 45.00%	8 20.00%	40
	2 B/C of D 3 B/C class not taken	3 B/C of D's	3 B/C of D's 15 B/C classes not taken		
* 40 Seniors and 38 Received Diploma, 1 received Certificate of Completion due to CAHSEE ELA and 1 received Certificate of Completion due to SPED					
Most common shortages are from Foreign Language and Visual Performing Arts					
2011-2012 A-G Completers					
On Track A-G Completers	Missing 1 Class	Missing 2 Classes	Missing more than 2 Classes	Took Correct Classes But earned D's	Total Seniors *
26 49.06%	4 7.55%	1 1.89%	22 41.51%	7 13.21%	53
	2 B/C of D's 2 B/C Class not taken	1 B/C Classes not Taken	5 B/C of D's 17 Classes Not Taken		
Most common shortages are from Foreign Language and Visual Performing Arts					
2011-2012 Data is as 1/6, ended up graduating 49 Students (all with Diplomas)					
2012-2013 A-G Completers					
On Track A-G Completers	Missing 1 Class	Missing 2 Classes	Missing more than 2 Classes	Took Correct Classes But earned D's	Total Seniors *
13 38.23%	3 8.82%	3 8.82%	15 44.12%	5 14.70%	34
	2 B/C of D's 1 B/C Class not taken	3 B/C D's			
Most Common Shortages are Foreign Language & Visual Performing Art Based on courses enrolled in 10/9 - students must pass all classes currently enrolled in					
2011-2012 A-G Completers - JUNIORS					
On Track A-G Completers	Missing 1 Class	Missing more than 2 Classes	Total Juniors		
21 43.75%	9 18.75%	18 37.50%	48		
	(D or failed one Class)	Due to D's/F's & not taking correct classes			
* There are 2 students we are waiting for official records, so possibly 23 completers and 16 with 2 or more classes remaining					
2013-2014 A-G Completers					
On Track A-G Completers	Missing 1 Class	Missing 2 Classes	Missing more than 2 Classes	Took Correct Classes But earned D's	Total Seniors *
21 48.84%	2 4.65%	4 9.30%	16 37.21%	7 16.28%	43
	2 B/C of D's	1 B/C D's 1 B/C of F. Lang	7 B/C of D's 3 B/C of F. Lang		
	1 sped certificate of completion diploma				
2014-2015 A-G Completers					
On Track A-G Completers	Missing 1 Class	Missing 2 Classes	Missing more than 2 Classes	Took Correct Classes But earned D's	Total Seniors *
11 32.35%	3 8.82%	3 8.82%	17 50.00%	16 47.06%	34
	2 B/C of D's	3 B/C D's	5 B/C of D's 3 B/C of F. Lang		

2015-2016 A-G Completers					
On Track A-G Completers	Missing 1 Class	Missing 2 Classes	Missing more than 2 Classes	Took Correct Classes But earned D's	Total Seniors *
7 18.92%	6 16.22%	2 5.41%	22 59.46%	12 32.43%	37
	4 B/C of D's 2 B/C of Missing Spanish	2 B/C D's			

9. Graduation Plans

2016 - Post Secondary Ed Plans			
Srs Accepted to a 4 yr	Sr Planning to attend 2 yr	military	Work
9	30	4	2

10. PSAT Participation

2014
38 Students Took PSAT
2015
36 Students Took PSAT
2016
46 students took PSAT
32 juniors
12 sophomores
1 freshman

11. ACT Participation

	11th grade	12th grade	Total
2014	38	6	44
2015	40	12	52
2016	36	2	38

12. SAT Participation

	11th grade	12th grade	Total
2014	11	15	26
2015	0	19	19
2016	0	9	9

13. EAP Data

Class of 2013 - EAP Eligible			
	Math	English	
	0/35 Exempt	6/41 Exempt	
	11/35 Conditional	4/41 Conditional	
	31.00%	25.00%	
Class of 2014 - EAP Eligible			
	Math	English	
	3 Exempt	7 Exempt	5 Conditional on one/Exempt on Other
	10 Conditional	7 Conditional	2 Conditional on Both
	38.24%	41.18%	
Class of 2015 - EAP Eligible			
	Math	English	
Class of 2016 - EAP Eligible			
	Math	English	
	1 Exempt	2 Exempt	1 Exempt on Both
	4 Conditional	10 Conditional	1 Exempt on ELA & Conditional on other
			2 Conditional on both
Class of 2017 - EAP			
	36 Juniors will all take in May		

14. Advanced Placement Data

AP Enrollment - Number of Students in Courses	9th	10th	11th	12th	Total
2013-14	0	1	4	5	10
		2.13%	10.81%	11.90%	6.06%
* 1 AP Psychology Course with 11 Students					
1 student passed with a 3 - all others were 1 & 2's					
	9th	10th	11th	12th	Total

2014-2015		0	2	17	12	31
			5.00%	43.59%	35.29%	19.14%
* 4 Ap Courses						
Ap Spanish = 17 students						
	3-5's, 2-4's, 7-3's, 3-2's					
AP English Literature = 11 Students						
	1-5, 1-4, 3-3's, 3-2's, 3-1's					
AP Statistics = 7 Students						
	2-2's, 5-1's					
AP Psychology = 12 Students						
	0-5, 2-4's, 2-3's, 0-2's, 8-1's					
	9th	10th	11th	12th	Total	
2015-16		0	3	11	14	28
			6.00%	28.21%	37.84%	16.67%
* 3 AP Courses						
AP Spanish = 10 Students						
AP Human Geography = 11 students & 10 will take test						
AP Statistics = 7 Students						
Scores will post in July						

15. CTE Completion Data

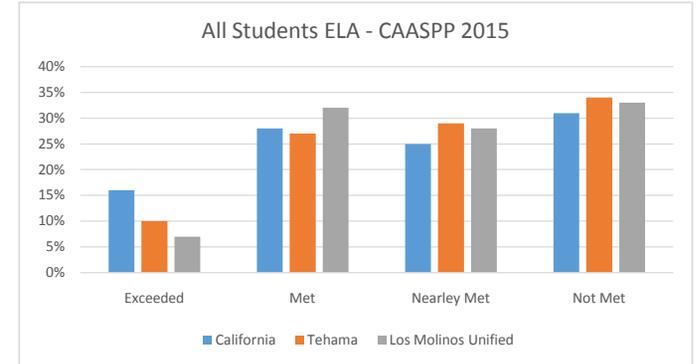
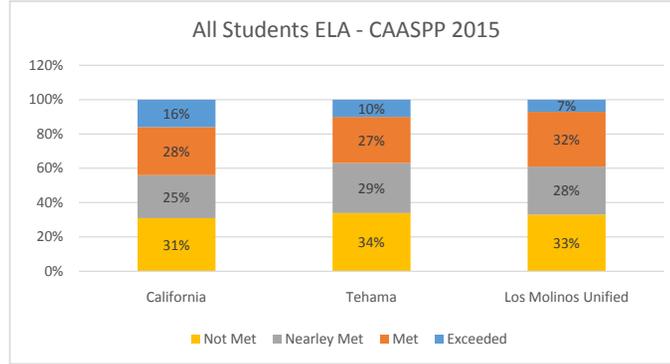
CTE Completer Data	
2014-15	
9 Total Completers	
4 - Ornamental Horticulture	
3 Welding & Materials Joining	
2 - Animal Science	

16. AVID Participation Data

AVID Enrollment	9th grade	10th grade	11th grade	12 grade	Total
2014-2015	20	12	12	17	61
	40.82%	30.00%	30.77%	50.00%	37.65%
2013-2014	12	5	13	21	51
	30.77%	10.64%	35.14%	50.00%	30.91%

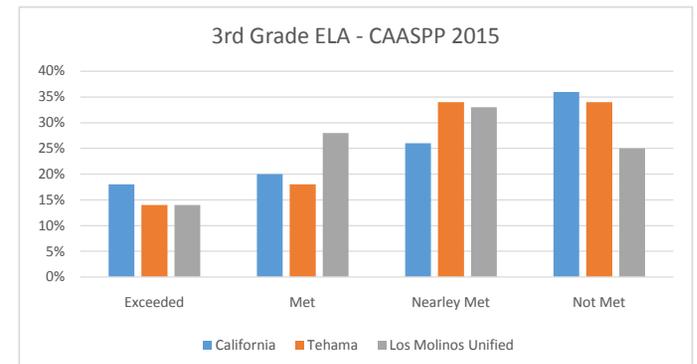
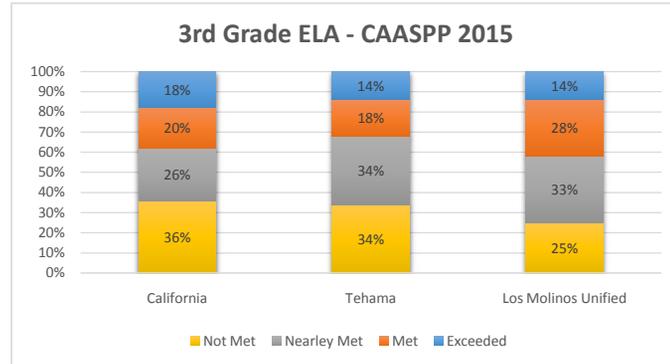
All Students ELA - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	16%	10%	7%
Met	28%	27%	32%
Nearley Met	25%	29%	28%
Not Met	31%	34%	33%
Students Tested	3204421	5495	297



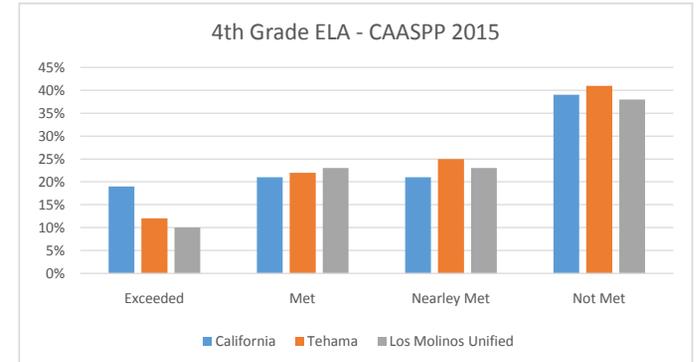
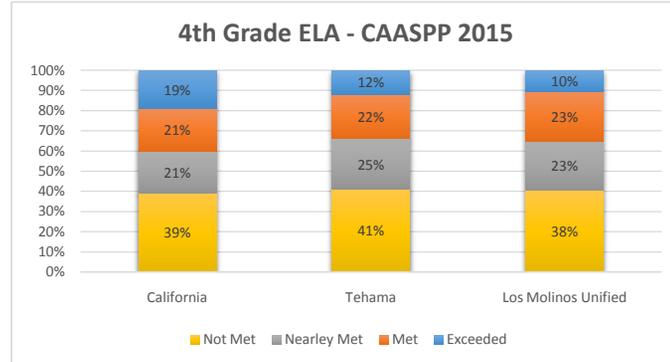
3rd Grade ELA - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	18%	14%	14%
Met	20%	18%	28%
Nearley Met	26%	34%	33%
Not Met	36%	34%	25%
Students Tested	475228	886	37



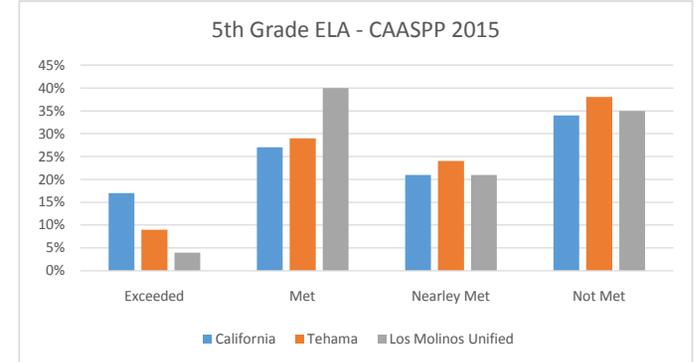
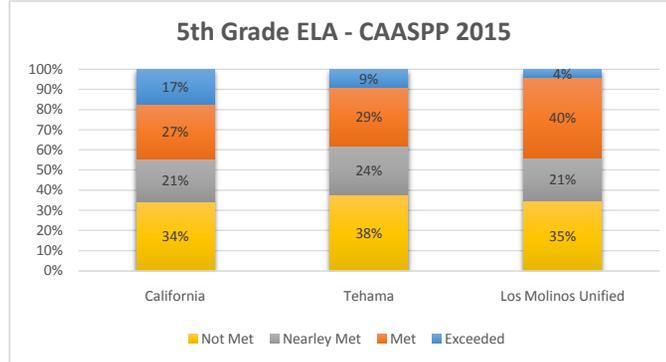
4th Grade ELA - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	19%	12%	10%
Met	21%	22%	23%
Nearley Met	21%	25%	23%
Not Met	39%	41%	38%
Students Tested	465425	856	40



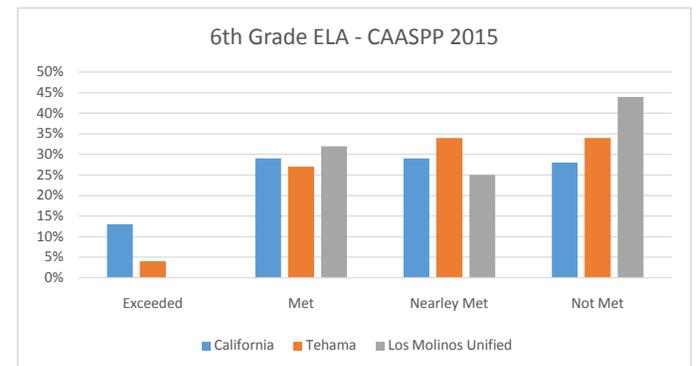
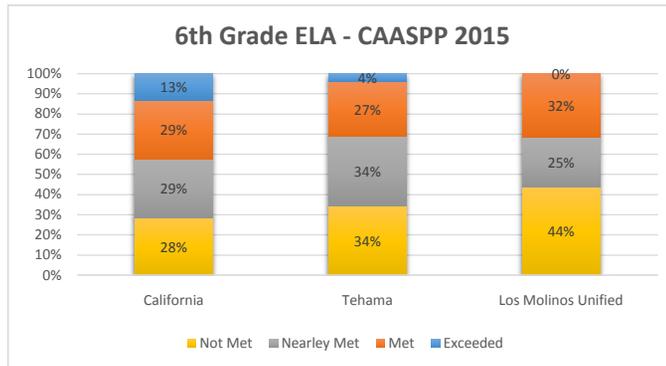
5th Grade ELA - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	17%	9%	4%
Met	27%	29%	40%
Nearley Met	21%	24%	21%
Not Met	34%	38%	35%
Students Tested	462675	836	52



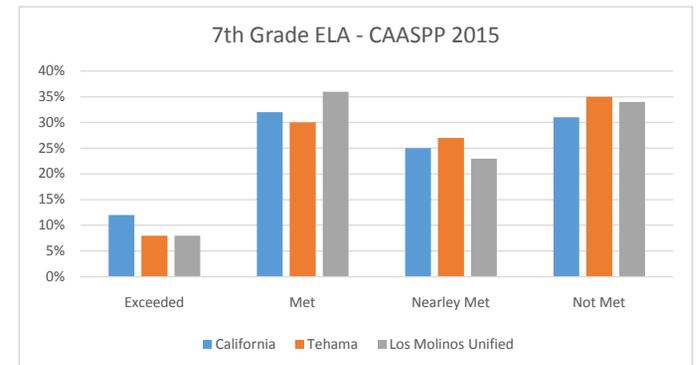
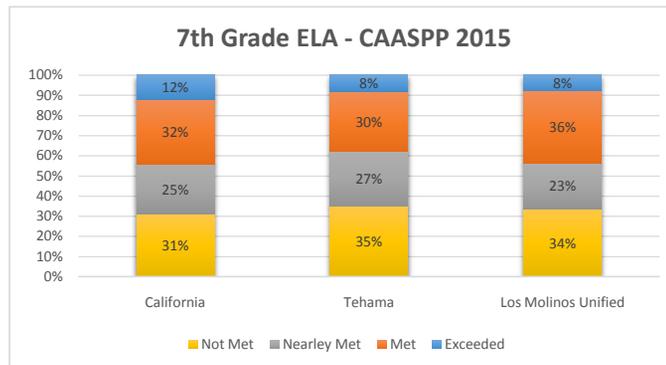
6th Grade ELA - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	13%	4%	0%
Met	29%	27%	32%
Nearley Met	29%	34%	25%
Not Met	28%	34%	44%
Students Tested	459401	790	36



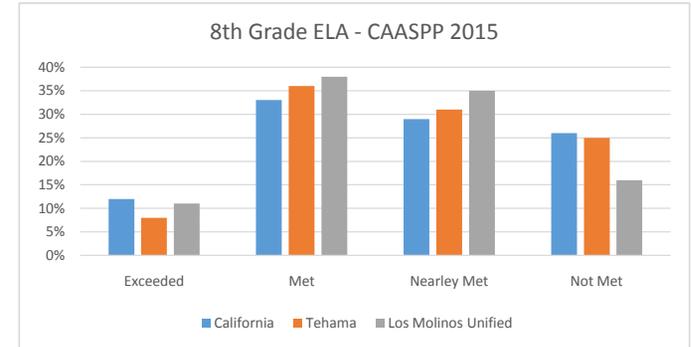
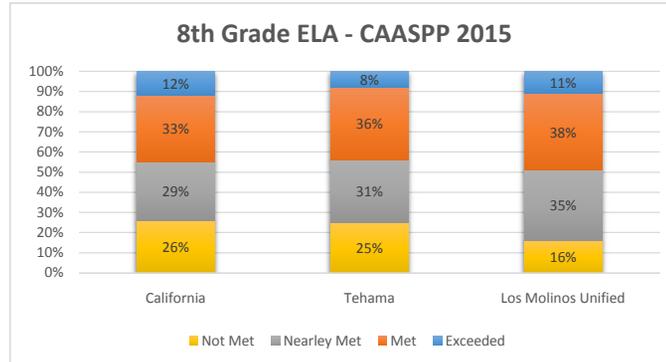
7th Grade ELA - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	12%	8%	8%
Met	32%	30%	36%
Nearley Met	25%	27%	23%
Not Met	31%	35%	34%
Students Tested	453373	815	53



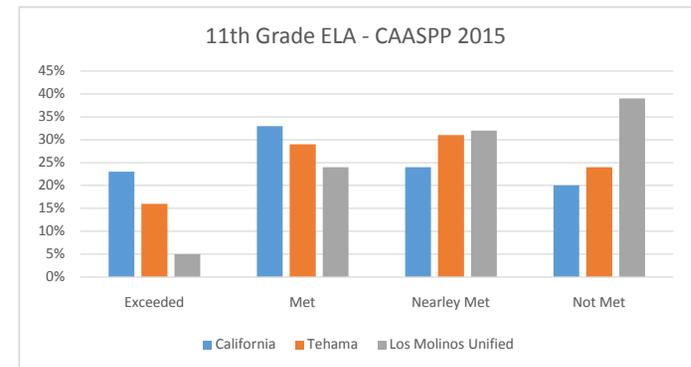
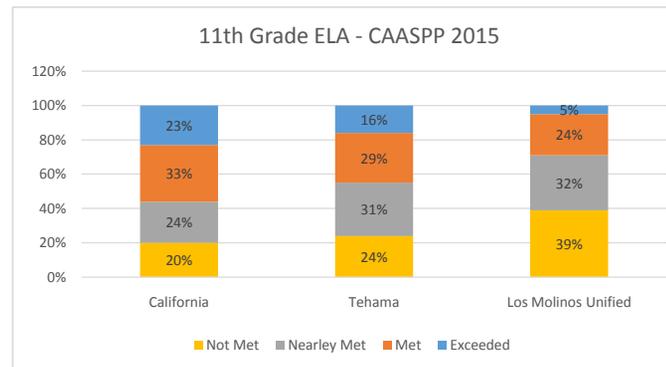
8th Grade ELA - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	12%	8%	11%
Met	33%	36%	38%
Nearley Met	29%	31%	35%
Not Met	26%	25%	16%
Students Tested	455949	714	37



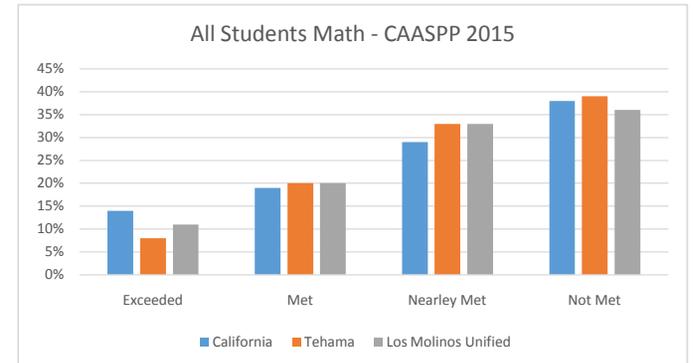
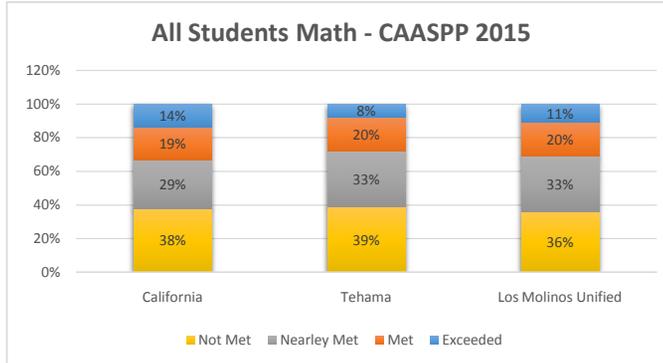
11th Grade ELA - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	23%	16%	5%
Met	33%	29%	24%
Nearley Met	24%	31%	32%
Not Met	20%	24%	39%
Students Tested	432825	598	41



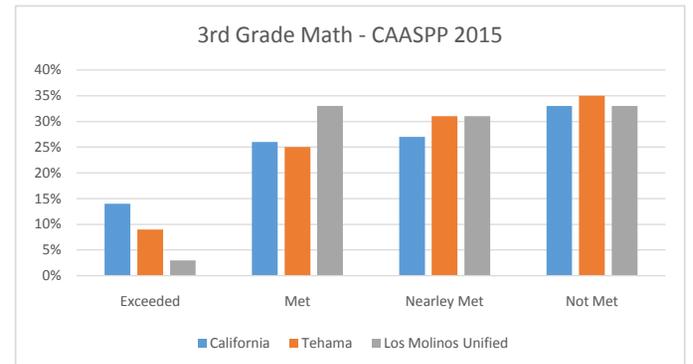
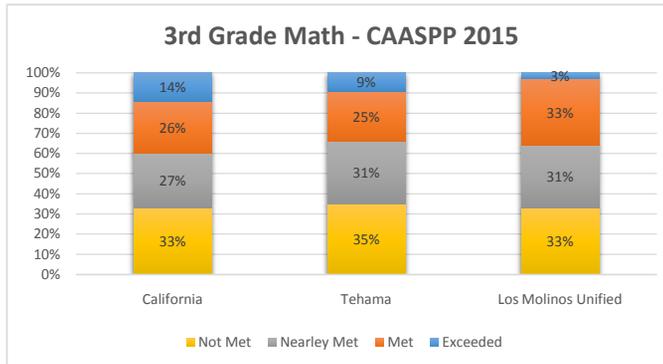
All Students Math - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	14%	8%	11%
Met	19%	20%	20%
Nearley Met	29%	33%	33%
Not Met	38%	39%	36%
Students Tested	3209994	5516	296



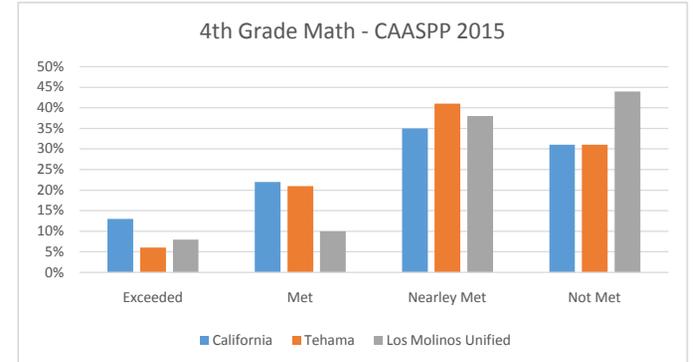
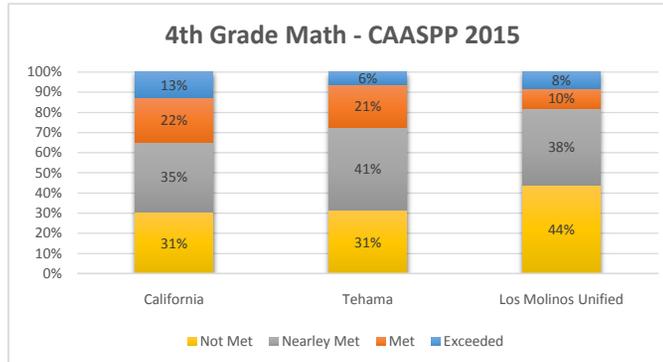
3rd Grade Math - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	14%	9%	3%
Met	26%	25%	33%
Nearley Met	27%	31%	31%
Not Met	33%	35%	33%
Students Tested	477045	892	36



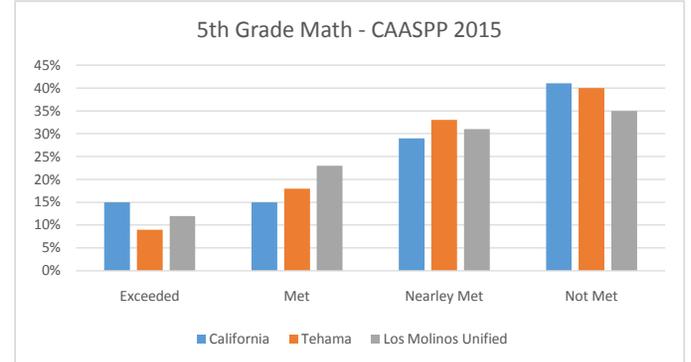
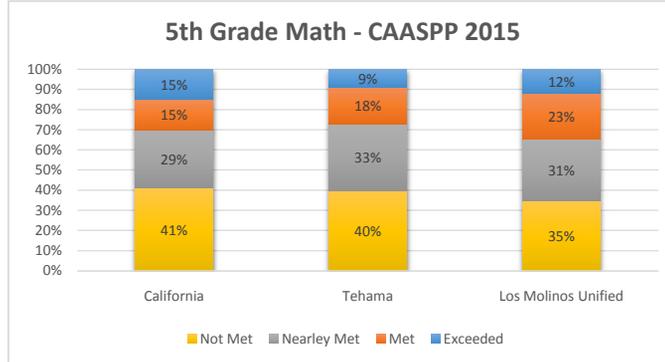
4th Grade Math - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	13%	6%	8%
Met	22%	21%	10%
Nearley Met	35%	41%	38%
Not Met	31%	31%	44%
Students Tested	466980	857	39



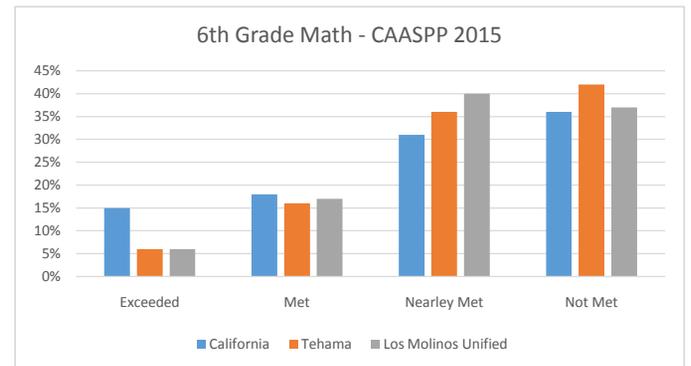
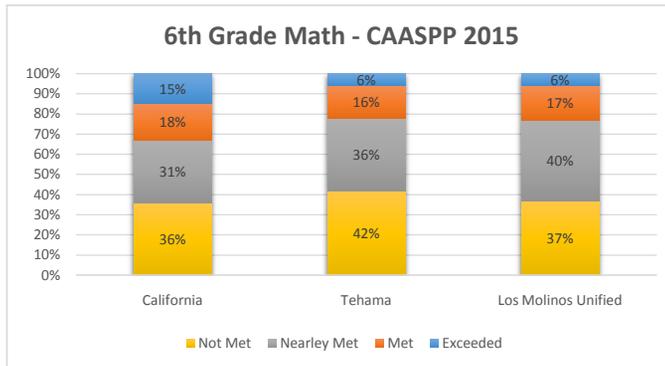
5th Grade Math - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	15%	9%	12%
Met	15%	18%	23%
Nearley Met	29%	33%	31%
Not Met	41%	40%	35%
Students Tested	464153	844	52



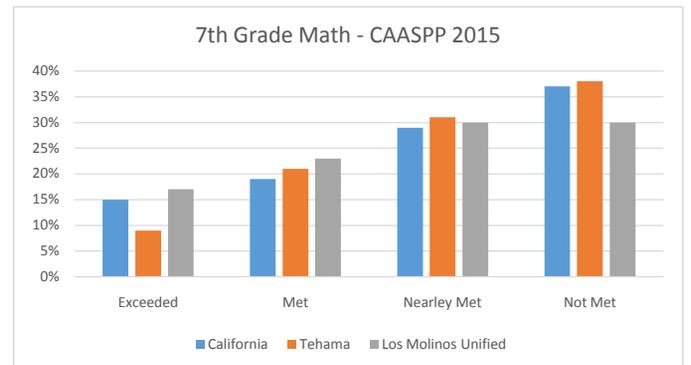
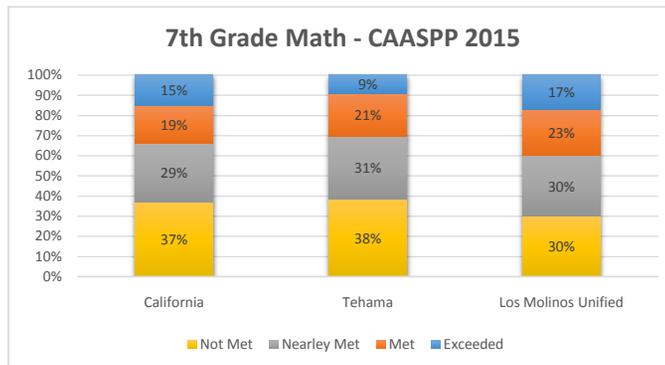
6th Grade Math - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	15%	6%	6%
Met	18%	16%	17%
Nearley Met	31%	36%	40%
Not Met	36%	42%	37%
Students Tested	457508	793	35



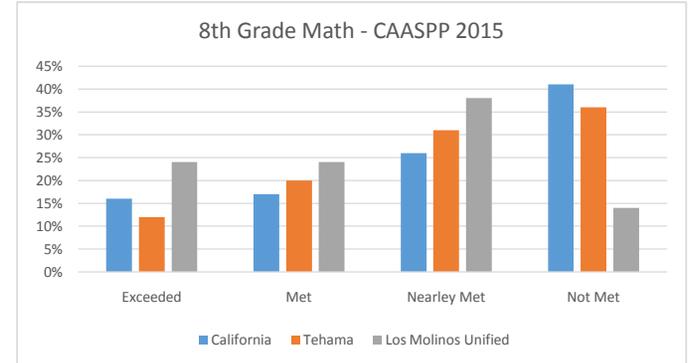
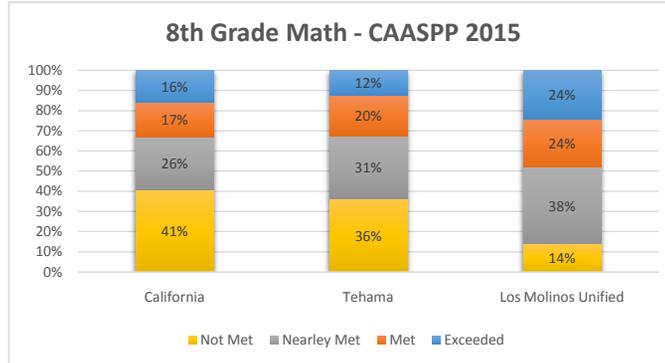
7th Grade Math - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	15%	9%	17%
Met	19%	21%	23%
Nearley Met	29%	31%	30%
Not Met	37%	38%	30%
Students Tested	454517	819	53



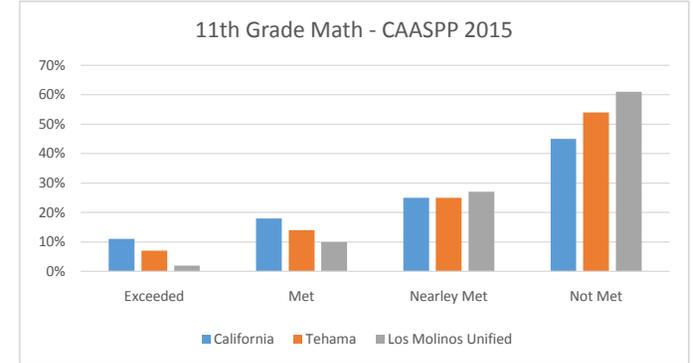
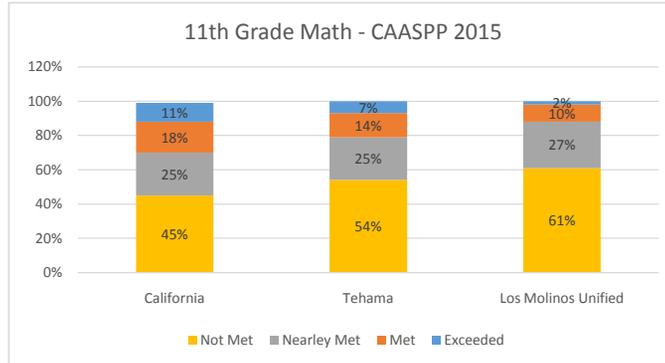
8th Grade Math - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	16%	12%	24%
Met	17%	20%	24%
Nearley Met	26%	31%	38%
Not Met	41%	36%	14%
Students Tested	456448	714	37



11th Grade Math - CAASPP 2015

	California	Tehama	Los Molinos Unified
Exceeded	11%	7%	2%
Met	18%	14%	10%
Nearley Met	25%	25%	27%
Not Met	45%	54%	61%
Students Tested	430227	597	42





ACT Report

School Level Scores

Select a Report, a Year, and a School

Report:

Year:

School:

Note: To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.

Name	Grade 12 Enrollment	Number Tested	Average Score: Reading	Average Score: English	Average Score: Math	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
Los Molinos High	37	41	19	17	20	18	10	24.39
Los Molinos Unified	38	41	19	17	20	18	10	24.39
Tehama County	718	350	19	18	20	19	130	37.14
Statewide	496,901	104,230	22	22	22	22	59,881	57.45

[SAT/ACT/AP Report Glossary](#)

[Web Policy](#)



SAT Report

School Level Scores

Select a Report, a Year, and a School

 Report: ▼

 Year: ▼

 School: ▼

Note: To protect privacy, asterisks appear in place of test data when the number of exam takers results are for 10 or fewer students.

Name	Grade 12 Enrollment*	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
Los Molinos High	47	21	488	479	449	8	38.10
Los Molinos Unified	47	21	488	479	449	8	38.10
Tehama County	768	216	501	513	484	112	51.85
Statewide	498,403	296,908	492	506	489	137,030	46.15

* In some cases the number of SAT test takers exceeds the number of students enrolled in grade 12, these inconsistencies can occur due to:

- ⌘ Student mobility—The College Board provides the most recent SAT scores for grade twelve students regardless of when the test was taken. Students may have taken the SAT in grades 9, 10, 11, or 12. However, the enrollment is based on data from the 2014 Fall Census Day (i.e., the first Wednesday in October).
- ⌘ School data inaccuracies in the College Board data file.

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PRINCIPAL
LOS MOLINOS HIGH SCHOOL
7900 SHERWOOD BLVD
LOS MOLINOS, CA 96055



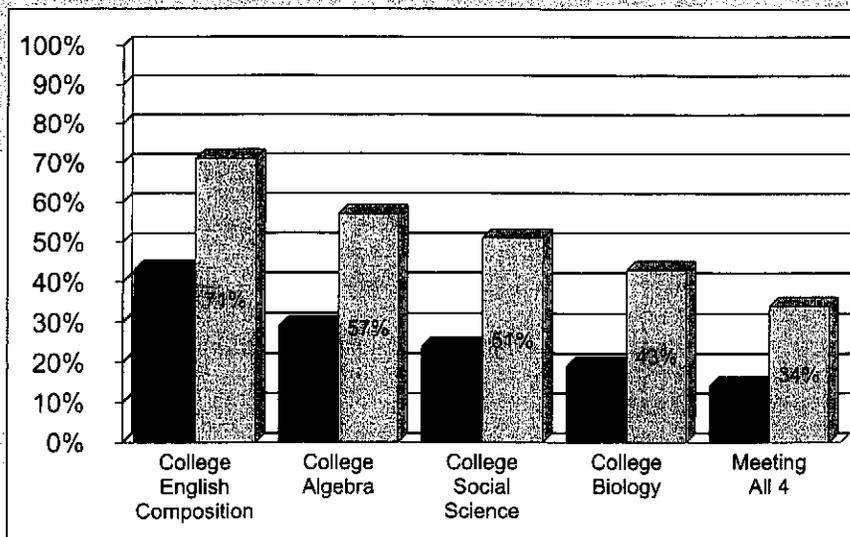
011061110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1: Five Year Trends - Average ACT Scores

13	90,371	20.5	21.7	22.2	22.9	21.5	22.3	20.8	21.5	21.4	22.2
12	99,002	20.0	21.6	21.9	22.7	21.3	22.0	20.1	21.4	20.8	22.1
12	103,024	17.8	21.6	18.8	22.8	17.5	22.1	18.4	21.5	18.3	22.1
5	107,243	15.4	21.6	17.0	22.8	18.0	22.3	16.0	21.5	16.8	22.2
21	113,732	16.8	21.8	19.2	22.8	19.2	22.3	18.9	21.7	18.5	22.3

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

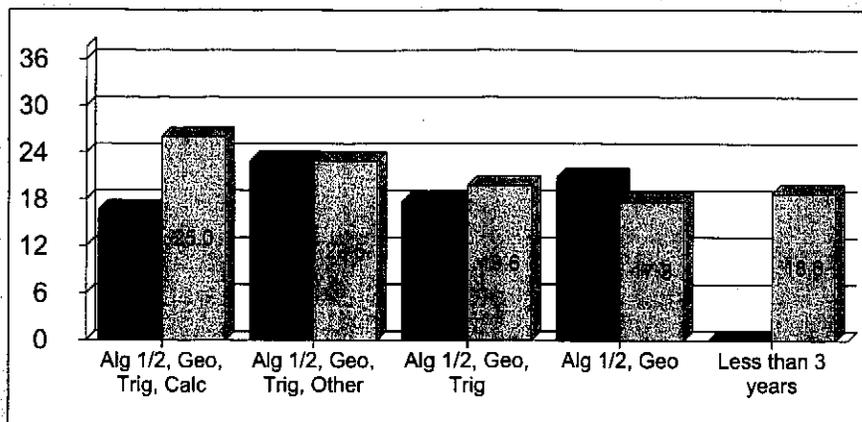
- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

■ Your School
▨ State

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

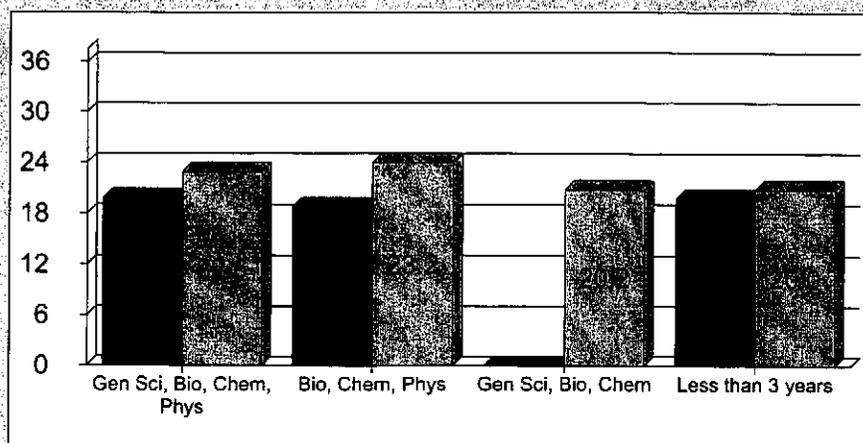
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.

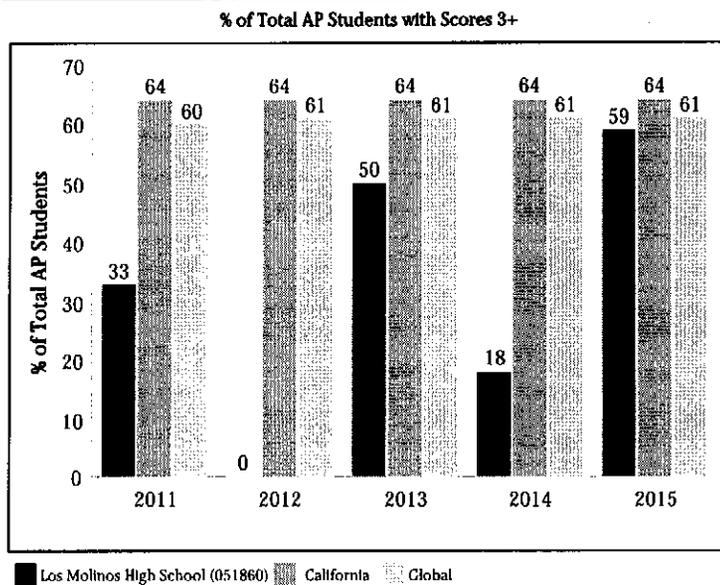
AP Five-Year School Score Summary (2015)

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This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

Data Updated Jul 3, 2015. Report Run May 10, 2016

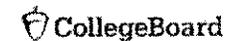
Los Molinos High School (051860)



	2011	2012	2013	2014	2015
Los Molinos High School (051860)					
Total AP Students	3	1	2	11	29
Number of Exams	3	1	3	12	45
AP Students with Scores 3+	1	0	1	2	17
■ % of Total AP Students with Scores 3+	33.3	0.0	50.0	18.2	58.6
California					
Total AP Students	301,505	321,501	338,891	354,227	372,514
Number of Exams	555,057	594,959	635,596	668,479	707,542
AP Students with Scores 3+	191,999	207,367	215,233	227,801	237,088
▨ % of Total AP Students with Scores 3+	63.7	64.5	63.5	64.3	63.6
Global					
Total AP Students	1,982,133	2,106,843	2,225,625	2,352,026	2,497,200
Number of Exams	3,475,395	3,714,079	3,955,410	4,199,454	4,516,149
AP Students with Scores 3+	1,193,662	1,295,051	1,354,800	1,442,136	1,515,277
▩ % of Total AP Students with Scores 3+	60.2	61.5	60.9	61.3	60.7

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist to college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (fourth-based) and includes public school data only.



AP Five-Year School Score Summary (2015)

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Data Updated Jul 3, 2015. Report Run May 10, 2016

Los Molinos High School (051880)

Biology	Los Molinos High School (051880)					California					Global				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5						6,290	6,889	1,980	2,465	2,420	34,934	37,875	11,188	14,169	14,351
4						5,332	5,453	7,409	7,681	7,749	30,627	32,512	44,035	47,989	49,708
3						4,757	4,561	11,964	12,035	12,266	28,139	27,513	73,865	75,312	80,746
2						4,380	4,431	10,131	9,987	10,416	27,018	27,896	59,665	58,024	61,745
1		1				9,692	10,186	2,596	3,427	3,509	64,536	66,153	15,149	18,770	18,384
Total Exams		1				30,451	31,520	34,080	35,595	36,360	185,254	191,949	203,902	214,264	224,934
Mean Score		1.00				2.81	2.82	2.88	2.88	2.87	2.70	2.73	2.88	2.91	2.91

English Language and Composition	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5						7,299	7,847	7,715	7,135	8,156	45,833	48,795	48,927	48,497	52,434
4						12,678	13,861	11,588	13,201	14,355	82,701	90,100	77,548	90,548	97,172
3						19,585	20,625	21,100	22,089	21,571	124,294	128,834	136,438	143,859	144,617
2	1					19,754	21,524	24,607	25,880	27,011	113,742	124,286	142,270	152,507	157,563
1			1			6,567	7,869	11,832	11,513	12,717	46,833	53,157	72,552	71,713	78,604
Total Exams	1		1			65,883	71,726	76,842	79,818	83,810	413,403	445,172	477,735	507,124	530,390
Mean Score	2.00		1.00			2.91	2.89	2.72	2.73	2.74	2.92	2.90	2.77	2.79	2.79

English Literature and Composition	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5					1	4,924	4,999	4,950	5,004	5,033	31,094	31,628	29,387	30,531	30,460
4				1	1	9,726	9,990	11,043	10,378	10,754	65,822	68,478	72,663	70,802	73,125
3					3	16,617	17,241	17,821	17,254	17,700	114,464	115,711	121,601	118,081	122,631
2					3	17,761	19,783	19,376	21,015	20,974	118,592	122,977	122,374	131,572	131,535
1					3	4,938	5,325	5,269	6,754	6,493	39,858	42,279	40,506	47,745	45,004
Total Exams				1	11	53,966	57,338	58,459	60,405	60,954	369,830	381,073	386,531	398,731	402,755
Mean Score				4.00	2.45	2.85	2.82	2.85	2.77	2.78	2.81	2.80	2.81	2.76	2.78



AP Five-Year School Score Summary (2015)

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Data Updated Jul 3, 2015, Report Run May 10, 2016

Los Molinos High School (051860)

	Los Molinos High School (051860)					California					Global				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
European History															
5						1,953	1,950	2,140	1,796	2,242	11,400	11,488	11,439	9,557	11,177
4				1		4,028	4,140	4,370	3,973	4,030	20,147	20,936	20,678	18,661	18,770
3						8,481	8,896	8,943	8,590	9,199	38,225	39,289	38,307	37,602	38,484
2						3,129	2,996	3,173	3,362	3,130	12,444	11,717	12,116	13,011	11,536
1						7,347	7,581	8,319	9,456	8,808	25,325	25,553	27,564	31,877	28,364
Total Exams				1		24,938	25,563	26,945	27,177	27,409	107,541	108,983	110,104	110,708	108,331
Mean Score				4.00		2.60	2.60	2.59	2.46	2.55	2.81	2.83	2.78	2.65	2.75
Psychology															
5						4,517	5,251	6,126	5,849	7,192	39,992	45,811	50,833	48,766	56,123
4	1				2	5,691	6,350	7,847	8,305	9,288	52,226	57,351	63,606	69,937	73,009
3				1	2	4,279	4,840	5,482	5,991	6,694	39,330	42,944	46,778	51,953	55,148
2				1		2,766	3,403	3,666	4,205	4,447	25,645	29,832	31,026	35,206	36,426
1				8	8	4,712	5,158	5,778	6,933	7,880	41,502	44,942	47,277	54,608	57,660
Total Exams	1			10	12	21,965	25,002	28,699	31,283	35,501	198,695	220,880	239,520	260,470	278,366
Mean Score	4.00			1.30	1.83	3.12	3.13	3.16	3.06	3.10	3.12	3.13	3.17	3.09	3.12
Spanish Language and Culture *															
5					3	9,108	10,733	11,043	10,293	12,718	28,278	33,232	34,686	34,303	41,067
4					2	11,289	12,438	12,282	16,190	17,940	32,796	35,106	35,573	48,729	53,023
3			1		7	8,767	9,051	8,937	12,797	12,553	27,236	28,791	27,617	42,264	41,934
2			1		3	5,683	5,269	6,509	3,054	3,246	20,877	20,133	22,818	13,306	13,548
1						3,599	2,967	3,628	248	231	19,797	17,170	19,014	2,382	2,075
Total Exams			2		15	38,446	40,458	42,399	42,582	46,688	128,984	134,432	139,708	140,984	151,647
Mean Score			2.50		3.33	3.43	3.56	3.49	3.78	3.85	3.22	3.35	3.32	3.70	3.77



AP Five-Year School Score Summary (2015)

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Data Updated Jul 3, 2015, Report Run May 10, 2016

Los Molinos High School (051860)

Statistics	Los Molinos High School (051860)					California					Global				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5						2,783	2,976	3,477	3,959	4,189	17,821	19,293	21,678	26,333	28,390
4						4,723	4,763	5,127	5,595	5,458	30,683	32,574	34,573	38,613	37,489
3						5,694	6,116	6,349	6,604	7,093	35,880	39,402	42,148	45,137	49,495
2					2	4,082	4,323	4,956	5,125	5,528	25,238	27,701	31,879	32,794	36,557
1					5	5,013	5,289	6,090	6,752	7,857	33,860	35,182	39,757	41,746	46,438
Total Exams					7	22,295	23,447	25,999	28,035	29,925	143,482	154,152	170,035	184,623	196,369
Mean Score					1.29	2.83	2.82	2.81	2.82	2.77	2.81	2.83	2.80	2.86	2.80
United States History															
5						7,797	8,611	7,953	8,982	7,745	45,030	50,106	47,306	50,976	44,897
4						13,974	15,114	15,426	16,029	13,288	84,795	91,098	95,758	98,927	85,807
3						13,286	14,569	14,944	14,305	16,386	85,415	92,766	96,020	93,548	112,703
2						16,727	17,625	18,819	19,789	17,515	108,420	114,111	120,095	130,143	118,049
1	1					11,895	12,373	13,665	13,781	17,835	83,632	80,636	85,449	91,384	115,078
Total Exams	1					63,679	68,292	70,807	72,866	72,769	407,292	428,717	444,828	464,978	478,534
Mean Score	1.00					2.83	2.85	2.79	2.82	2.66	2.75	2.80	2.77	2.76	2.64

* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.



AP School Summary by Student Demographics (2015)

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This report includes summaries of AP scores at your school by education level, ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

✓ Data Updated Jul 3, 2015, Report Run May 10, 2016

Los Molinos High School (051860) Total Students: 29; Total Schools: 1

School Totals by Score

Score	Eng Lit Comp	Psyc	Stat	Span Lang	Total Exams	% of Total Exams
5	1			3	4	8.9
4	1	2		2	5	11.1
3	3	2		7	12	26.7
2	3		2	3	8	17.8
1	3	8	5		16	35.6
Total	11	12	7	15	45	100.0

School Totals by Education Level

	Score	Eng Lit Comp	Psyc	Stat	Span Lang	Total Exams
< 9th Grade	5					
	4					
	3					
	2					
	1					
	Total Number of Exams					



AP School Summary by Student Demographics (2015)

Print / Download Options

This report includes summaries of AP scores at your school by education level, ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

Data Updated Jul 3, 2015, Report Run May 10, 2016

	Score	Eng Lit Comp	Psyc	Stat	Span Lang	Total Exams
< 9th Grade	Mean Score					
	Standard Deviation					
9th Grade	5					
	4					
	3					
	2					
	1					
	Total Number of Exams					
	Mean Score					
	Standard Deviation					
10th Grade	5					
	4		1			1
	3					
	2				1	1
	1					
	Total Number of Exams		1		1	2
	Mean Score		4.00		2.00	3.00
	Standard Deviation		0.00		0.00	1.41
11th Grade	5				2	2
	4	1			1	2



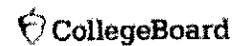
AP School Summary by Student Demographics (2015)

[Print / Download Options](#)

This report includes summaries of AP scores at your school by education level, ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

Data Updated Jul 3, 2015, Report Run May 10, 2016

	Score	Eng Lit Comp	Psyc	Stat	Span Lang	Total Exams
11th Grade	3	1	1		4	6
	2	3				3
	1	2	5			7
	Total Number of Exams	7	6		7	20
	Mean Score	2.14	1.33		3.71	2.45
	Standard Deviation	1.07	0.82		0.95	1.36
12th Grade	5	1			1	2
	4		1		1	2
	3	2	1		3	6
	2			2	2	4
	1		2	5		7
	Total Number of Exams	3	4	7	7	21
	Mean Score	3.67	2.25	1.29	3.14	2.43
	Standard Deviation	1.15	1.50	0.49	1.07	1.33
No longer in high school	5					
	4					
	3					
	2					
	1					
	Total Number of Exams					



AP School Summary by Student Demographics (2015)

Print / Download Options

This report includes summaries of AP scores at your school by education level, ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

Data Updated Jul 3, 2015, Report Run May 10, 2016

	Score	Eng Lit Comp	Psyc	Stat	Span Lang	Total Exams
No longer in high school	Mean Score					
	Standard Deviation					
Unknown	5					
	4					
	3					
	2					
	1	1	1			2
	Total Number of Exams	1	1			2
	Mean Score	1.00	1.00			1.00
	Standard Deviation	0.00	0.00			0.00

This table shows the total number of students, by education level, who took AP Exams at your school. If you apply filter options to customize this report, the data in this table will not change. It is available in each school summary report as a reference.

Students by Education Level

Education Level	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
< 9th Grade								
9th Grade								
10th Grade	2					2		



AP School Summary by Student Demographics (2015)

This report includes summaries of AP scores at your school by education level, ethnicity, gender and fee reduction status. Use the dropdown menu to select which demographic summary you want to view.

☞ Data Updated Jul 3, 2015, Report Run May 10, 2016

Education Level	Total Students	Unknown	No Longer in High School	12th Grade	11th Grade	10th Grade	9th Grade	<9th Grade
11th Grade	15				15			
12th Grade	11			11				
No longer in high school								
Unknown	1	1						

The data in this report differs from other College Board reports, such as *The AP Report to the Nation*, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

Summary Report - Sep 2015 - Aug 2016

EXPORT

PSAT/NMSQT Fall 2015

Less

11th grade

Run Reports: Scores by Institution Benchmark by Institution Roster

Mean Total Score ⓘ

N/A 320 to 1520

N/A Met Both Benchmarks

Mean ERW Score ⓘ

N/A 160 to 760

N/A Met ERW Benchmark

Mean Math Score ⓘ

N/A 160 to 760

N/A Met Math Benchmark

Participation

1 Total test takers / 50 Enrolled ⓘ

2% Participation ⓘ

Percentage of Test Taker Population by Sex

Female **N/A** Male **100%** No Response **N/A**

PSAT/NMSQT Fall 2015

Less

10th grade

Run Reports: Scores by Institution Benchmark by Institution Roster

Mean Total Score ⓘ

918 320 to 1520

42% Met Both Benchmarks

Mean ERW Score ⓘ

461 160 to 760

100% Met ERW Benchmark

Mean Math Score ⓘ

457 160 to 760

42% Met Math Benchmark

Participation

12 Total test takers / 57 Enrolled ⓘ

21% Participation ⓘ

Percentage of Test Taker Population by Sex

Female **83%** Male **17%** No Response **N/A**

11th grade

Run Reports: Scores by Institution Benchmark by Institution Roster

Mean Total Score ⓘ

881 320 to 1520

19% Met Both Benchmarks

Mean ERW Score ⓘ

439 160 to 760

66% Met ERW Benchmark

Mean Math Score ⓘ

442 160 to 760

22% Met Math Benchmark

Participation

32 Total test takers / 50 Enrolled ⓘ

64% Participation ⓘ

Percentage of Test Taker Population by Sex

Female **47%** Male **53%** No Response **N/A**

Summary Report - Sep 2014 - Aug 2015

EXPORT

PSAT/NMSQT Fall 2014

Less

11th grade

Run Reports: Scores by Institution

Mean Critical Reading Score ⓘ

36 20 to 80

Mean Writing Score ⓘ

33 20 to 80

Mean Math Score ⓘ

39 20 to 80

Participation

 36 Total test takers / 50 Enrolled ⓘ
72% Participation ⓘ

Percentage of Test Taker Population by Sex

Female **42%** Male **58%** No Response **N/A**

Summary Report - Sep 2013 - Aug 2014

EXPORT

PSAT/NMSQT Fall 2013

Less

11th grade

Run Reports: Scores by institution

Mean Critical Reading Score



40 20 to 80

Mean Writing Score



37 20 to 80

Mean Math Score



43 20 to 80

Participation



37 Total test takers / 50 Enrolled
74% Participation

Percentage of Test Taker Population by Sex

Female 30% Male 70% No Response N/A

Summary Report - Sep 2012 - Aug 2013

EXPORT

PSAT/NMSQT Fall 2012

Less

10th grade

Run Reports: Scores by Institution

Mean Critical Reading Score ⓘ



Mean Writing Score ⓘ

Mean Math Score ⓘ

44 20 to 80

42 20 to 80

45 20 to 80

Participation



14 Total test takers / 52 Enrolled ⓘ
27% Participation ⓘ

Percentage of Test Taker Population by Sex

Female 57% Male 43% No Response N/A

11th grade

Run Reports: Scores by Institution

Mean Critical Reading Score ⓘ



Mean Writing Score ⓘ

Mean Math Score ⓘ

41 20 to 80

39 20 to 80

43 20 to 80

Participation



47 Total test takers / 50 Enrolled ⓘ
94% Participation ⓘ

Percentage of Test Taker Population by Sex

Female 47% Male 53% No Response N/A

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Los Molinos Unified School District		COUNTY Tehama	
SCHOOL SITE Los Molinos High School CDS		SCHOOL TYPE (GRADE LEVELS) Grades 7-12 CDS	NUMBER OF CLASSROOMS ON SITE 2
INSPECTOR'S NAME Cleve Dean	INSPECTOR'S TITLE Maintenance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Charles Ward, Superintendent	
TIME OF INSPECTION 7:45 AM	WEATHER CONDITION AT TIME OF INSPECTION 53 Deg. and clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓'s:	2	2	2	2	2	2	2	1	1	2	2	2	2	1	2
	Number of "D's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of NAs:	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	100.00%	→	SCHOOL RATING**	→	EXEMPLARY
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Los Molinos Unified School District		COUNTY Tehama	
SCHOOL SITE Los Molinos Elementary School		SCHOOL TYPE (GRADE LEVELS) K-8	NUMBER OF CLASSROOMS ON SITE 20
INSPECTOR'S NAME Cleve Dean	INSPECTOR'S TITLE Maintenance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Charles Ward, Superintendent	
TIME OF INSPECTION 11:00 AM	WEATHER CONDITION AT TIME OF INSPECTION 72 deg and Clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓'s:	4	4	4	4	4	4	4	1	4	4	4	2	3	0	4
	Number of "D's:	0	0	0	0	0	0	0	1	0	0	0	2	1	4	0
4	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of NAs:	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	50.00%	100.00%	100.00%	100.00%	50.00%	75.00%	0.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	75.00%		100.00%		62.50%		50.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	FAIR		GOOD		POOR		POOR	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	85.94%	SCHOOL RATING**	→	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

Modernization funding has been secured and projects are being planned.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Los Molinos Unified School District		COUNTY Tehama	
SCHOOL SITE Los Molinos High School		SCHOOL TYPE (GRADE LEVELS) Grades 9-12	NUMBER OF CLASSROOMS ON SITE 15
INSPECTOR'S NAME Cleve Dean	INSPECTOR'S TITLE Maintance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Charles Ward, Superintendent	
TIME OF INSPECTION 10:30 A.M.	WEATHER CONDITION AT TIME OF INSPECTION 68 Degrees and clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓'s:	5	5	5	4	5	5	4	2	3	5	5	4	3	4	5
	Number of "D's:	0	0	0	1	0	0	1	0	0	0	0	1	0	1	0
5	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
	Number of NAs:	0	0	0	0	0	0	0	3	2	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.00%	100.00%	100.00%	80.00%	100.00%	100.00%	100.00%	100.00%	80.00%	X	80.00%	100.00%
Total Percent per Category (average of above)*		100.00%			80.00%	100.00%		80.00%	100.00%		100.00%		0.00%		90.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	GOOD		GOOD		POOR		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	81.25%	SCHOOL RATING**	→	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

Roof replacment and restrooms to be done during moderzation project.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Los Molinos Unified School District		COUNTY Tehama	
SCHOOL SITE Vina Elementary School		SCHOOL TYPE (GRADE LEVELS) K-8	NUMBER OF CLASSROOMS ON SITE 4
INSPECTOR'S NAME Cleve Dean	INSPECTOR'S TITLE Maintenance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Charles Ward, Superintendent	
TIME OF INSPECTION 1:00 PM	WEATHER CONDITION AT TIME OF INSPECTION 84 deg. And clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓'s:	0	5	5	5	5	5	5	0	3	5	5	2	4	1	5
	Number of "D's:	0	0	0	0	0	0	0	1	0	0	0	3	1	0	0
5	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of NAs:	5	0	0	0	0	0	0	4	2	0	0	0	0	4	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)*			100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	40.00%	80.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	50.00%		100.00%		60.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	POOR		GOOD		POOR		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	88.75%	→	SCHOOL RATING**	→	FAIR
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

New roof will be completed with the moderzion project.
