

Introduction:

LEA: Piner-Olivet Union School District **Contact (Name, Title, Email, Phone Number):** Joyce Hamilton, Director, jhamilton@pousd.org, 707-522-3320 **LCAP Year:** 2015-2016

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>October 20-31, 2014 -- My Voice Surveys distributed to students (grades 7-12), staff and parents to assess student engagement, school climate and connectedness. Follow-up session on January 29, 2015 with director and teacher on site leadership team to review data and analyze results.</p>	<p>Input provided was incorporated into the process of brainstorming student outcomes.</p>
<p>October 2014-- Meeting with Northwest Prep Families to discuss updates on actions and services and seek feedback from parents. Parents also supportive</p>	<p>Informed staff on LCAP planning process and stakeholder engagement. Gathered ideas on how to engage community and the types of input needed.</p>

variety of platforms for communication.

November 2014 and January 2015: Community engagement sessions and public forums in the evening. Parents were pleased with programs that have been implemented this year and in the growth in their students' leadership skills. Discussion of grading process and narrative evaluations for students.

March 10, 2015 -- Meeting with focus group of students regarding annual goals and consult with all pupils during Crossroads class (career and college exploration) to meet the requirements 5 CCR 15495(a).

March 30, 2015 -- Stakeholder engagement session for staff. Five teachers participated. Reviewed last year's plan and provided an update on proposals for the 2015-2016 school year.

April 9, 2015 Academic Exhibition at Northwest Prep: Stakeholder and community engagement.

April 24, 2015 -- BrightBytes surveys distributed to students (grades 7-12), teachers and parents to assess needs for integration of technology into classroom instruction, professional learning, and 21st Century learning skills. The survey results suggest that students are using technology in classrooms for collaborating with peers and research. Need to develop _____ and Teacher responses to the surveys indicated a need for -- _____

May 6, 2015 -- Regular Governing Board meeting -- Students and teacher/director provided a presentation to the board on Northwest Prep's Academic Exhibition and Community Involvement in the school.

May 21, 2015-- Stakeholder engagement session for parents. Discussion of how to increase parent involvement and implementation of LCAP goals at NWP.

NWP staff reviewed curriculum and goals according to the input reported from LCAP sessions, noting parent input as well.

The results from the student survey were incorporated into the Conditions for Learning (school climate) and Engagement (student engagement) sections of the LCAP.

Survey results suggest the following:

Overall, teachers, parents and students believe that technology has the potential to enhance student learning. In general, most students have access to devices and infrastructure at school and home. Students feel comfortable using technology to create multimedia.

Needs identified: 1) More opportunities for students to use digital tools for collaboration, communication, critical thinking and creativity (4C's). 2) Students need more opportunities to learn digital citizenship. 3) More professional learning opportunities (formal and informal) to help teachers integrate technology into classroom learning.

Board members unanimously adopted Student Outcomes that guided the development of specific action steps incorporated into the LCAP.

May 26, 2015: Meeting with Director and Leadership Team of teachers to review draft of LCAP.

Feedback gathered on ways to improve communication with parents using the website and other digital tools; identified the need for clarity around what the student outcomes look like across the grades as well as how adults (parents and teachers) can support students in meeting them. This input was incorporated into the Conditions of Learning (Courses of Study), Pupil Outcomes (academic achievement, student outcomes) and Engagement (Student, parent) components of the LCAP.

The lists of needs were used as a basis for developing specific actions in the areas of Conditions for Learning (Common Core implementation, Broad Course of Study, etc.), pupil outcomes and student engagement.

Participants provided input on student needs related to school safety, school climate, and intervention support.

POEA Officers expressed a need to include language in the LCAP that addressed "the recruitment and retention of highly qualified teachers." Language referencing Highly Qualified Teachers is included under Goal #3 (Student proficiency in skills and behaviors necessary for college/career success). The officers also asked clarifying questions about the specific elements of the plan (before/after school enrichment activities, summer program, PE instruction, arts education, counseling, digital literacy/citizenship instruction). These elements were included in the draft reviewed by the Executive Council.

The draft of the LCAP was reviewed and approved by the Leadership Team. No comments were made.

Annual Update:

February 1-15, 2016-- My Voice Surveys distributed to students (grades 7-12), staff and parents to assess student engagement, school climate and connectedness.

Follow-up session on March 29, 2016 with director and teacher on site leadership team to review data and analyze results.

January 2016-- Meeting with Northwest Prep Families to discuss updates on actions and services and seek feedback from parents regarding WASC Self Study report.

October 2015 and May 2016: Community engagement sessions and exhibition meeting in the evening. Parents were pleased with programs that have been

Annual Update:

Input provided was incorporated into the process of brainstorming student outcomes.

Informed staff on LCAP planning process and stakeholder engagement. Gathered ideas on how to engage community and the types of input needed.

implemented this year and in the growth in their students' leadership skills.

March 10, 2016 -- Meeting with focus group of students regarding annual goals and consult with all pupils during Crossroads class (career and college exploration) to meet the requirements 5 CCR 15495(a).

March 31, 2016 -- Stakeholder engagement session for staff. Four teachers participated. Reviewed last year's plan and provided an update on proposals for the 2016-2017 school year.

October 8, 2015 and May 3, 2016 Academic Exhibition at Northwest Prep: Stakeholder and community engagement.

October 14, 2015 -- BrightBytes surveys administered to students (grades 7-12), teachers and parents to assess needs for integration of technology into classroom instruction, professional learning, and 21st Century learning skills. The survey results suggest that students are using technology in classrooms for collaborating with peers and research. Teacher responses to the surveys indicated a need for teacher desktops in classroom equipped with Schoolwise in order to enter grades electronically.

February 29-March 2, 2016 WASC Visiting Team Committee visits Northwest Prep.

February 28, 2016 School Site Reception for Parents, Staff and Board Members with the WASC Visiting Committee. Visiting committee(VC) tours campus and presents plan for 2 day visit.

February 29, 2016 WASC VC meets with parent group to hear feedback on school programs. Credentialed Staff and Director meet with VC.

March 1, 2016 WASC VC reports to stakeholders including Board Members, Parents and Students.

NWP staff reviewed curriculum and goals according to the input reported from LCAP sessions, noting parent input as well.

The results from the student survey were incorporated into the Conditions for Learning (school climate) and Engagement (student engagement) sections of the LCAP.

Survey results suggest the following:

Overall, teachers, parents and students believe that technology has the potential to enhance student learning. In general, most students have access to devices and infrastructure at school and home. Students feel comfortable using technology to create multimedia.

Needs identified: 1) More opportunities for students to use digital tools for collaboration, communication, critical thinking and creativity (4C's). 2) Students need more opportunities to learn digital citizenship. 3) More professional learning opportunities (formal and informal) to help teachers integrate technology into classroom learning.

Board members unanimously adopted Student Outcomes that guided the development of specific action steps incorporated into the LCAP.

March 15, 2016 Action Plan developed by Northwest Prep Director and shared with parents and teachers for review and approve. Submitted to WASC team for approval as part of the accreditation process.

April 2016: Director provided a presentation to the board on Northwest Prep's Academic upcoming Exhibition, Safety Plan (after review by parent team) and Community Involvement in the school.

May 21, 2016- Stakeholder engagement session for parents. Discussion of how to increase parent involvement and implementation of LCAP goals at NWP.

May 26, 2016: Meeting with Director and Leadership Team of teachers to review draft of LCAP.

May 2016 and August 2016: Mailing home of the Parent Involvement and Engagement form for the 2016-2017 School year to all Northwest Prep parents and guardians.

June 15, 2016 -- Governing Board Meeting -- Public hearing

June 22, 2016 -- Special Board Meeting -- Board Approved LCAP

Feedback gathered on ways to improve communication with parents using the website and other digital tools; identified the need for clarity around what the student outcomes look like across the grades as well as how adults (parents and teachers) can support students in meeting them. This input was incorporated into the Conditions of Learning (Courses of Study), Pupil Outcomes (academic achievement, student outcomes) and Engagement (Student, parent) components of the LCAP.

The lists of needs were used as a basis for developing specific actions in the areas of Conditions for Learning (Common Core implementation, Broad Course of Study, etc.), pupil outcomes and student engagement.

Participants provided input on student needs related to school safety, school climate, and intervention support.

POEA Officers expressed a need to include language in the LCAP that addressed "the recruitment and retention of highly qualified teachers." Language referencing Highly Qualified Teachers is included under Goal #3 (Student proficiency in skills and behaviors necessary for college/career success). The officers also asked clarifying questions about the specific elements of the plan (before/after school enrichment activities, summer program, PE instruction, arts education, counseling, digital literacy/citizenship instruction). These elements were included in the draft reviewed by the Executive Council.

The draft of the LCAP was reviewed and approved by the Leadership Team.

No comments were made.

No comments were made.

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>Create a positive, learning focused environment and culture for all students.</p>	<p>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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by: 2016 My Voice Survey (students, teachers and parents) 78% of students say they have a voice in decision making at school. 77% say they believe they can be successful 89% of students feel that school is a welcoming and friendly place. 96% of students say they are encouraged to practice good citizenship at school. 83% felt that teachers recognize student</p> <p>75% feel adults at the school listen to student suggestions and allow for free expression of ideas 72% feel the school is preparing me well for my future.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others.</p> <p>Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by:</p> <p>Spring 2017 Student Voice Survey at or above 10% of current benchmark on students reporting that:</p> <ul style="list-style-type: none"> students feel that school is a welcoming and friendly place. of students say they are encouraged to practice good citizenship at school. feel that teachers recognize student feel adults at the school listen to student suggestions and allow for free expression of ideas feel the school is preparing me well for my future.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue Implementation of social-emotional and academic support by School Counselor via Counseling meetings with students and Crossroads classes.		<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)	1.1 Highly qualified teachers appropriately assigned - 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$93,155
1.2 Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.		<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)	1.2.a IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$250,261 1.2.b IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher - SG01 1000-1999: Certificated Personnel Salaries Supplemental \$43,844
1.3 Provide in school and after school engagement activities such as interest based electives, sports, arts, clubs, etc.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1.3 Teacher hourly rate (after school activities) SG01 1000-1999: Certificated Personnel Salaries Supplemental \$2,500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.4 Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.		<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)	1.4 No extra cost - embedded in daily program
1.5 Communicate high expectations through school culture, language and symbols.		<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)	1.5 No extra cost - embedded in daily program
1.6 Provide students with leadership opportunities such as peer tutoring and internships		<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)	1.6.a School Course Counselor 1000-1999: Certificated Personnel Salaries Base \$20,693 1.6.b CTE - RCOP Program 1000-1999: Certificated Personnel Salaries Base \$20,693
1.7 Provide school facilities that support student engagement and positive school culture.		<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)	1.7.a Maintain school facilities and grounds 5800: Professional/Consulting Services And Operating Expenditures Base \$8,450 1.7.b Custodial Staff 2000-2999: Classified Personnel Salaries Base \$37,503

		(Specify)	
1.8 Design classroom space and facilities to promote productive collaboration, creative expression and project-based learning.		<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)	1.8 Classroom furniture and equipment 4000-4999: Books And Supplies Base \$3,000
1.9 Increase enrollment by doing outreach and marketing presentations at District elementary 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)	1.9 Director time 1000-1999: Certificated Personnel Salaries Base \$7,224
1.10 Arrange for Spring & Fall field trips.		<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)	1.10 Transportation costs of school buses. 5000-5999: Services And Other Operating Expenditures Base \$500
1.11 -Create original videos <ul style="list-style-type: none"> • Narrate and act in project videos • Participate in stage performance • Produce podcasts • Host Community Meetings • Utilize video interactive apps such as Skype • Act as school tour guides • PR presentations • Participate in job shadows • Participate in professional internships • Participate in peer tutoring program (NWP and 	Develop and encourage more opportunities for EL students to verbally express themselves in	<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)	1.11.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a 1.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b

<p>POUSD elementary sites)</p>	<p>English.</p>		
<p>1.12 -Implement regular NWP evening Community Forums</p> <ul style="list-style-type: none"> Implement more student produced events (talent shows, dances, speaking competitions, debates, forums) 	<p>Increase number of school academic/ social events to connect and inform all NWP families.</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>1.12.a Hourly teacher overtime rate SG01 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>1.12.b Food/refreshments SG01 4000-4999: Books And Supplies Supplemental \$500</p>
<p>1.13 -Identify all support personnel associated with each foster youth</p> <ul style="list-style-type: none"> Be sure all supporters of foster youth are familiar with built-in supports such as the school website and staff emails Report check-ins and progress reports to all supporters Hold consistent staff check-ins regarding foster youth progress Designate staff point-persons (liaisons) for each foster youth and their support personnel 	<p>Institute regularly scheduled check-ins between school staff and supporting parties of foster youth</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.13 Provide counseling on personal and group basis 1000-1999: Certificated Personnel Salaries Base See 1.6.a</p>
<p>1.14 -Designate a portion of ipads as overnight "loaners"</p> <ul style="list-style-type: none"> Designate one teacher each morning from 8-9am as the "on duty" IT Study Hall teacher. 	<p>Make access to technology available to low income students after school hours</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.14 No extra cost</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community.

As measured by:
 Spring 2017 Student Voice Survey at or above 10% of current benchmark on students reporting that:
 students feel that school is a welcoming and friendly place.
 of students say they are encouraged to practice good citizenship at school.
 feel that teachers recognize student
 feel adults at the school listen to student suggestions and allow for free expression of ideas
 feel the school is preparing me well for my future.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue Implementation of social-emotional and academic support by School Counselor via Counseling meetings with students and Crossroads classes.		<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)	1.1 Highly qualified teachers appropriately assigned - 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$93,155
1.2 Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.		<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)	1.2.a IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$250,261 1.2.b IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$43,844
1.3 Provide in school and after school engagement activities such as interest based electives, sports, arts, clubs, etc.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1.3 Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$2,500

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.4 Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.4 No extra cost - embedded in daily program
1.5 Communicate high expectations through school culture, language and symbols.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 No extra cost - embedded in daily program
1.6 Provide students with leadership opportunities such as peer tutoring and internships		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6.a School Course Counselor 1000-1999: Certificated Personnel Salaries Base \$20,693 1.6.b CTE - RCOP Program 1000-1999: Certificated Personnel Salaries Base \$20,693
1.7 Provide school facilities that support student engagement and positive school culture.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	1.7.a Maintain school facilities and grounds 5800: Professional/Consulting Services And Operating Expenditures Base \$8,450 1.7.b Custodial Staff 2000-2999: Classified Personnel Salaries Base \$37,503

		(Specify)	
1.8 Design classroom space and facilities to promote productive collaboration, creative expression and project-based learning.		<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)	1.8 Classroom furniture and equipment 4000-4999: Books And Supplies Base \$3,000
1.9 Increase enrollment by doing outreach and marketing presentations at District elementary 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)	1.9 Director time 1000-1999: Certificated Personnel Salaries Base \$7,224
1.10 Arrange for Spring & Fall field trips.		<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)	1.10 Transportation costs of school buses. 5000-5999: Services And Other Operating Expenditures Base \$500
1.11 -Create original videos <ul style="list-style-type: none"> • Narrate and act in project videos • Participate in stage performance • Produce podcasts • Host Community Meetings • Utilize video interactive apps such as Skype • Act as school tour guides • PR presentations • Participate in job shadows • Participate in professional internships • Participate in peer tutoring program (NWP and 	Develop and encourage more opportunities for EL students to verbally express themselves in	<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)	1.11.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a 1.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b

<p>POUSD elementary sites)</p>	<p>English.</p>		
<p>1.12 -Implement regular NWP evening Community Forums</p> <ul style="list-style-type: none"> Implement more student produced events (talent shows, dances, speaking competitions, debates, forums) 	<p>Increase number of school academic/ social events to connect and inform all NWP families.</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>1.12.a Hourly teacher overtime rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>1.12.b Food/refreshments 4000-4999: Books And Supplies Supplemental \$500</p>
<p>1.13 -Identify all support personnel associated with each foster youth</p> <ul style="list-style-type: none"> Be sure all supporters of foster youth are familiar with built-in supports such as the school website and staff emails Report check-ins and progress reports to all supporters Hold consistent staff check-ins regarding foster youth progress Designate staff point-persons (liaisons) for each foster youth and their support personnel 	<p>Institute regularly scheduled check-ins between school staff and supporting parties of foster youth</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.13 Provide counseling on personal and group basis 1000-1999: Certificated Personnel Salaries Base See 1.6.a</p>
<p>1.14 -Designate a portion of ipads as overnight "loaners"</p> <ul style="list-style-type: none"> Designate one teacher each morning from 8-9am as the "on duty" IT Study Hall teacher. 	<p>Make access to technology available to low income students after school hours</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.14 No extra cost</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Students need to feel safe to take risks, express their ideas, and collaborate with others.</p> <p>Students need to feel engaged in learning and feel a sense of connection to their school community.</p> <p>As measured by:</p> <p>Spring 2017 Student Voice Survey at or above 10% of current benchmark on students reporting that:</p> <p>students feel that school is a welcoming and friendly place.</p> <p>of students say they are encouraged to practice good citizenship at school.</p> <p>feel that teachers recognize student</p> <p>feel adults at the school listen to student suggestions and allow for free expression of ideas</p> <p>feel the school is preparing me well for my future.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue Implementation of social-emotional and academic support by School Counselor via Counseling meetings with students and Crossroads classes.		<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)	1.1 Highly qualified teachers appropriately assigned - 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$93,155
1.2 Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.		<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)	1.2.a IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$250,261 1.2.b IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$43,844
1.3 Provide in school and after school engagement activities such as interest based electives, sports, arts, clubs, etc.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1.3 Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$2,500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.4 Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.		<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)	1.4 No extra cost - embedded in daily program
1.5 Communicate high expectations through school culture, language and symbols.		<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)	1.5 No extra cost - embedded in daily program
1.6 Provide students with leadership opportunities such as peer tutoring and internships		<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)	1.6.a School Course Counselor 1000-1999: Certificated Personnel Salaries Base \$20,693 1.6.b CTE - RCOP Program 1000-1999: Certificated Personnel Salaries Base \$20,693
1.7 Provide school facilities that support student engagement and positive school culture.		<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)	1.7.a Maintain school facilities and grounds 5800: Professional/Consulting Services And Operating Expenditures Base \$8,450 1.7.b Custodial Staff 2000-2999: Classified Personnel Salaries Base \$37,503

		(Specify)	
<p>1.8 Design classroom space and facilities to promote productive collaboration, creative expression and project-based learning.</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>1.8 Classroom furniture and equipment 4000-4999: Books And Supplies Base \$3,000</p>
<p>1.9 Increase enrollment by doing outreach and marketing presentations at District elementary 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>1.9 Director time 1000-1999: Certificated Personnel Salaries Base \$7,224</p>
<p>1.10 Arrange for Spring & Fall field trips.</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>1.10 Transportation costs of school buses. 5000-5999: Services And Other Operating Expenditures Base \$500</p>
<p>1.11 -Create original videos</p> <ul style="list-style-type: none"> • Narrate and act in project videos • Participate in stage performance • Produce podcasts • Host Community Meetings • Utilize video interactive apps such as Skype • Act as school tour guides • PR presentations • Participate in job shadows • Participate in professional internships • Participate in peer tutoring program (NWP and 	<p>Develop and encourage more opportunities for EL students to verbally express themselves in</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>1.11.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>1.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>

POUSD elementary sites)	English.		
<p>1.12 -Implement regular NWP evening Community Forums</p> <ul style="list-style-type: none"> Implement more student produced events (talent shows, dances, speaking competitions, debates, forums) 	<p>Increase number of school academic/ social events to connect and inform all NWP families.</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>1.12.a Hourly teacher overtime rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <p>1.12.b Food/refreshments 4000-4999: Books And Supplies Supplemental \$500</p>
<p>1.13 -Identify all support personnel associated with each foster youth</p> <ul style="list-style-type: none"> Be sure all supporters of foster youth are familiar with built-in supports such as the school website and staff emails Report check-ins and progress reports to all supporters Hold consistent staff check-ins regarding foster youth progress Designate staff point-persons (liaisons) for each foster youth and their support personnel 	<p>Institute regularly scheduled check-ins between school staff and supporting parties of foster youth</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.13 Provide counseling on personal and group basis 1000-1999: Certificated Personnel Salaries Base See 1.6.a</p>
<p>1.14 -Designate a portion of ipads as overnight "loaners"</p> <ul style="list-style-type: none"> Designate one teacher each morning from 8-9am as the "on duty" IT Study Hall teacher. 	<p>Make access to technology available to low income students after school hours</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.14 No extra cost</p>

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>Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes as well as Project Based Learning and Integrated Teaching Curriculum.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Requests by staff to attend professional conferences, workshops, and presentations as well as engage in collaborative planning days with teacher staff. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of English language arts and math instructional strategies aligned to the Common Core. Teacher feedback on professional learning opportunities offered. Attendance and participation in bi-weekly collaborative planning sessions. Participate in contribution of articles, videos, websites, and blogs pertinent to current project and overall program development.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Teachers need to have opportunities for professional learning and collaborative time together to develop and refine teaching practices that support the District's Student Outcomes.

As measured by:
 # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning.
 Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes are evident (student work products, lessons/units, rubrics developed).
 % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core.
 Teacher professional development opportunities offered during the summer and school year.

BrightBytes Survey:
 Foundational Skills -- 90 % report ease with these type of tasks.
 Online Skills -- 100% utilize these skills.
 Multimedia Skills -- 75% report ease with these types of tasks.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Establish regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels. Provide more Professional Development/Teacher Planning Days: embedded in regular annual calendar.		<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)	2.1 No Extra Cost - Embedded in Regular Daily Schedule
2.2 Provide time for teachers to design systems for gathering data that can be shared externally to demonstrate student achievement.		<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)	2.2 Professional Development Days for teachers at Daily Rate (SGPD) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000
2.3 Provide formal and information professional learning opportunities focused on instructional practices aligned		<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)	2.3.a Professional Development Days (3 voluntary) (SGPD) 1000-1999: Certificated Personnel Salaries Supplemental

<p>with the District Student Outcomes (e.g., writing, PBL, Next Generation Science Standards, technology and math).</p>		<p><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>\$1,000 2.3.b Professional Development Day for 6 year planning (6264) 5000-5999: Services And Other Operating Expenditures Other \$6,000</p>
<p>2.4 Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</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>2.4 No additional cost - embedded in daily program.</p>
<p>2.5 Develop units of study aligned with CCSS Math and Next Gen Science, including formative and summative assessments across grades 7-12.</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>2.5.a No additional cost - embedded in daily schedule 2.5.b Professional development focused on Next Generation Science Standards - no additional cost - embedded in program</p>
<p>2.6 Continue development of common assessments for writing and integrated projects.</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>2.6 No additional cost - embedded in daily schedule</p>
<p>2.7 Develop and encourage more opportunities for EL students to verbally express themselves in English.</p> <ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance 		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>2.7.a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a 2.7.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999:</p>

<ul style="list-style-type: none"> • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUSD elementary sites) 		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Personnel Salaries Supplemental See 1.2.b
2.8 Inform parents of EL student progress and programs		<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)	2.8 Outreach worker to translate information 2000-2999: Classified Personnel Salaries Supplemental \$1,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Teachers need to have opportunities for professional learning and collaborative time together to develop and refine teaching practices that support the District's Student Outcomes. As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes are evident (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core. Teacher professional development opportunities offered during the summer and school year. BrightBytes Survey: Foundational Skills -- 90 % report ease with these type of tasks. Online Skills -- 100% utilize these skills. Multimedia Skills -- 75% report ease with these types of tasks.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Establish regular schedule for grade level, cross grade level collaboration (1-2x per month during school		<input checked="" type="checkbox"/> All OR:	2.1 No Extra Cost - Embedded in Regular Daily Schedule

<p>day, after school) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p> <p>Provide more Professional Development/Teacher Planning Days: embedded in regular annual calendar.</p>		<p><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>2.2 Provide time for teachers to design systems for gathering data that can be shared externally to demonstrate student achievement.</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>2.2 Professional Development Days for teachers at Daily Rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p>
<p>2.3 Provide formal and information professional learning opportunities focused on instructional practices aligned with the District Student Outcomes (e.g., writing, PBL, Next Generation Science Standards, technology and math).</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>2.3.a Professional Development Days (3 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000 2.3.b Professional Development Day for 6 year planning 5000-5999: Services And Other Operating Expenditures Other \$6,000</p>
<p>2.4 Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</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>2.4 No additional cost - embedded in daily program.</p>
<p>2.5 Develop units of study aligned with CCSS Math and Next Gen Science, including formative and summative assessments across grades 7-12.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>2.5.a No additional cost - embedded in daily schedule 2.5.b Professional development focused on Next Generation Science Standards - no additional cost - embedded in program</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.6 Continue development of common assessments for writing and integrated projects.		<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)	2.6 No additional cost - embedded in daily schedule
2.7 Develop and encourage more opportunities for EL students to verbally express themselves in English. <ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUSD elementary sites) 		<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)	2.7.a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a 2.7.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b
2.8 Inform parents of EL student progress and programs		<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)	2.8 Outreach worker to translate information 2000-2999: Classified Personnel Salaries Supplemental \$1,000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers need to have opportunities for professional learning and collaborative time together to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by:</p> <ul style="list-style-type: none"> # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes are evident (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core. Teacher professional development opportunities offered during the summer and school year. <p>BrightBytes Survey:</p> <ul style="list-style-type: none"> Foundational Skills -- 90 % report ease with these type of tasks. Online Skills -- 100% utilize these skills. Multimedia Skills -- 75% report ease with these types of tasks.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Establish regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p> <p>Provide more Professional Development/Teacher Planning Days: embedded in regular annual calendar.</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>2.1 No Extra Cost - Embedded in Regular Daily Schedule</p>
<p>2.2 Provide time for teachers to design systems for gathering data that can be shared externally to demonstrate student achievement.</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>2.2 Professional Development Days for teachers at Daily Rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p>
<p>2.3 Provide formal and information professional learning opportunities focused on instructional practices aligned</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>2.3.a Professional Development Days (3 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p>

<p>with the District Student Outcomes (e.g., writing, PBL, Next Generation Science Standards, technology and math).</p>		<p><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>2.3.b Professional Development Day for 6 year planning 5000-5999: Services And Other Operating Expenditures Other \$6,000</p>
<p>2.4 Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</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>2.4 No additional cost - embedded in daily program.</p>
<p>2.5 Develop units of study aligned with CCSS Math and Next Gen Science, including formative and summative assessments across grades 7-12.</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>2.5.a No additional cost - embedded in daily schedule 2.5.b Professional development focused on Next Generation Science Standards - no additional cost - embedded in program</p>
<p>2.6 Continue development of common assessments for writing and integrated projects.</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>2.6 No additional cost - embedded in daily schedule</p>
<p>2.7 Develop and encourage more opportunities for EL students to verbally express themselves in English.</p> <ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance 		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>2.7.a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a 2.7.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999:</p>

<ul style="list-style-type: none"> • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUSD elementary sites) 		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Personnel Salaries Supplemental See 1.2.b
2.8 Inform parents of EL student progress and programs		<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)	2.8 Outreach worker to translate information 2000-2999: Classified Personnel Salaries Supplemental \$1,000

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>All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication. Students need to develop proficiency in academic language (all) and English language skills (EL). Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness. Students need to develop physical fitness.</p> <p>As measured by: Smarter Balanced Assessment Participation in Move It (PE/Health/Wellbeing) Participation in Academic Exhibitions Completion of all semester project benchmarks College applications Concurrent enrollment at local Junior College Participation in Crossroads (career exploration) job shadows, volunteer opportunities, and professional internships.</p> <p>CELDT: 5 out of 9 EL student were RFEP'd this school year, 1 student not tested but will be tested next year.</p> <p>2015 BrightBytes Student Survey Results: 85% of students asked to write online at least monthly. 77% of students collaborate with classmates online at least monthly. 77% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work.</p>	
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.</p> <p>Students need to develop proficiency in academic language (all) and English language skills (EL).</p> <p>Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.</p> <p>Students need to develop physical fitness.</p> <p>As measured by:</p> <p>Increased Participation in Academic Exhibitions</p> <p>81% of students in grades read grade level literary and informational text with accuracy and comprehension.</p> <p>Math 57% students score at or above proficiency on grade level standards.</p> <p>CELDT: 26% of EL students score in the Early Advanced/Advanced range.</p> <p>Increased redesignation rate</p> <p>BrightBytes Student Survey:</p> <p>100% of students asked to write online at least monthly.</p> <p>100% of students collaborate with classmates online at least monthly.</p> <p>80% use digital tools to solve authentic problems at least monthly.</p> <p>Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work.</p> <p>Physical Fitness Test (7th and 9th grades):</p> <p>Aerobic Capacity -- 90%</p> <p>Body Composition -- 85%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Assess student progress toward mastery of content standards. Teachers to link standard to project work and publish on school website.</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>3.1.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.1.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>3.2 Implement Project-based learning/Inquiry Methods focused on integrated units of study aligned with California content standards.</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>3.2.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.2.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>

		_ Other Subgroups: (Specify)	Collaboration Time - embedded in schedule - no extra cost
3.3 Provide instruction to students in developing literacy, research and digital citizenship skills.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 Professional development for teachers focused on digital/media literacy and digital citizenship - no additional cost - embedded in schedule.
3.4 Provide tiers of support for students who need targeted instruction and academic intervention.		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4.a Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings 1000-1999: Certificated Personnel Salaries Base See 1.2.a 3.4.b Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Base See 1.2.b Collaboration time to review student data, group students for targeted instruction, and evaluate student progress - no additional cost - embedded in daily schedule
3.5 Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day.		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5.a Professional development focused on instructional strategies - no extra cost embedded in daily schedule 3.5.b Consultation with SCOE EL Coordinator - no cost
3.6 Student engagement in NWP Crossroads program through further curriculum development and coordination.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 Collaborative planning time and administrator and counselor planning time - no additional cost - embedded in daily program

<p>3.7 Continued approval of more A-G courses including Integrated Math, Foreign Language and Integrated Science.</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>3.7 Math, Science and FL Teacher time: hourly rate 1000-1999: Certificated Personnel Salaries Base \$500</p>
<p>3.8 Identify key state standards and align with the school's Project Based Learning six year plan.</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>3.8 Staff time 1000-1999: Certificated Personnel Salaries Base \$500</p>
<p>3.9 Increase Math Instructional time by hiring a .40 FTE Math Teacher to complement current assigned .60 FTE Math Teacher.</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>3.9 Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$25,994</p>
<p>3.10 Provide time to design systems to gather data that can be shared externally to demonstrate student achievement.</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>3.10 Highly qualified teachers appropriately assigned - no additional cost - embedded in regular daily and yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p>
<p>3.11 -create original videos</p>		<p><input type="checkbox"/> All</p>	<p>3.11.a Highly qualified teacher appropriately assigned 1000-</p>

<ul style="list-style-type: none"> • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUSD elementary sites) 		<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>1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>3.12 Document post project student leadership skills assessment results over a six year period.</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>3.12 Highly qualified teachers appropriately assigned - no additional cost - embedded in regular daily & yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.</p> <p>Students need to develop proficiency in academic language (all) and English language skills (EL).</p> <p>Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.</p> <p>Students need to develop physical fitness.</p> <p>As measured by:</p> <p>Increased Participation in Academic Exhibitions</p> <p>81% of students in grades read grade level literary and informational text with accuracy and comprehension.</p> <p>Math 57% students score at or above proficiency on grade level standards.</p> <p>CELDT: 26% of EL students score in the Early Advanced/Advanced range.</p> <p>Increased redesignation rate</p> <p>BrightBytes Student Survey:</p> <p>100% of students asked to write online at least monthly.</p> <p>100% of students collaborate with classmates online at least monthly.</p> <p>80% use digital tools to solve authentic problems at least monthly.</p> <p>Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work.</p> <p>Physical Fitness Test (7th and 9th grades):</p> <p>Aerobic Capacity -- 90%</p> <p>Body Composition -- 85%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Assess student progress toward mastery of content standards. Teachers to link standard to project work and publish on school website.</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>3.1.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.1.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>3.2 Implement Project-based learning/Inquiry Methods focused on integrated units of study aligned with California content standards.</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>3.2.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.2.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>

		_ Other Subgroups: (Specify)	Collaboration Time - embedded in schedule - no extra cost
3.3 Provide instruction to students in developing literacy, research and digital citizenship skills.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 Professional development for teachers focused on digital/media literacy and digital citizenship - no additional cost - embedded in schedule.
3.4 Provide tiers of support for students who need targeted instruction and academic intervention.		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4.a Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings 1000-1999: Certificated Personnel Salaries Base See 1.2.a 3.4.b Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Base See 1.2.b Collaboration time to review student data, group students for targeted instruction, and evaluate student progress - no additional cost - embedded in daily schedule
3.5 Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day.		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5.a Professional development focused on instructional strategies - no extra cost embedded in daily schedule 3.5.b Consultation with SCOE EL Coordinator - no cost
3.6 Student engagement in NWP Crossroads program through further curriculum development and coordination.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 Collaborative planning time and administrator and counselor planning time - no additional cost - embedded in daily program

<p>3.7 Continued approval of more A-G courses including Integrated Math, Foreign Language and Integrated Science.</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>3.7 Math, Science and FL Teacher time: hourly rate 1000-1999: Certificated Personnel Salaries Base \$500</p>
<p>3.8 Identify key state standards and align with the school's Project Based Learning six year plan.</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>3.8 Staff time 1000-1999: Certificated Personnel Salaries Base \$500</p>
<p>3.9 Increase Math Instructional time by hiring a .40 FTE Math Teacher to complement current assigned .60 FTE Math Teacher.</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>3.9 Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$25,994</p>
<p>3.10 Provide time to design systems to gather data that can be shared externally to demonstrate student achievement.</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>3.10 Highly qualified teachers appropriately assigned - no additional cost - embedded in regular daily and yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p>
<p>3.11 -create original videos</p>		<p><input type="checkbox"/> All</p>	<p>3.11.a Highly qualified teacher appropriately assigned 1000-</p>

<ul style="list-style-type: none"> • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUSD elementary sites) 		<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>1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>3.12 Document post project student leadership skills assessment results over a six year period.</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>3.12 Highly qualified teachers appropriately assigned - no additional cost - embedded in regular daily & yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.</p> <p>Students need to develop proficiency in academic language (all) and English language skills (EL).</p> <p>Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.</p> <p>Students need to develop physical fitness.</p> <p>As measured by:</p> <p>Increased Participation in Academic Exhibitions</p> <p>81% of students in grades read grade level literary and informational text with accuracy and comprehension.</p> <p>Math 57% students score at or above proficiency on grade level standards.</p> <p>CELDT: 26% of EL students score in the Early Advanced/Advanced range.</p> <p>Increased redesignation rate</p> <p>BrightBytes Student Survey:</p> <p>100% of students asked to write online at least monthly.</p> <p>100% of students collaborate with classmates online at least monthly.</p> <p>80% use digital tools to solve authentic problems at least monthly.</p> <p>Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work.</p> <p>Physical Fitness Test (7th and 9th grades):</p> <p>Aerobic Capacity -- 90%</p> <p>Body Composition -- 85%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Assess student progress toward mastery of content standards. Teachers to link standard to project work and publish on school website.</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>3.1.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.1.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>3.2 Implement Project-based learning/Inquiry Methods focused on integrated units of study aligned with California content standards.</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>3.2.a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.2.b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>

		_ Other Subgroups: (Specify)	Collaboration Time - embedded in schedule - no extra cost
3.3 Provide instruction to students in developing literacy, research and digital citizenship skills.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.3 Professional development for teachers focused on digital/media literacy and digital citizenship - no additional cost - embedded in schedule.
3.4 Provide tiers of support for students who need targeted instruction and academic intervention.		_ All OR: X Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.4.a Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings 1000-1999: Certificated Personnel Salaries Base See 1.2.a 3.4.b Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Base See 1.2.b Collaboration time to review student data, group students for targeted instruction, and evaluate student progress - no additional cost - embedded in daily schedule
3.5 Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day.		_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.5.a Professional development focused on instructional strategies - no extra cost embedded in daily schedule 3.5.b Consultation with SCOE EL Coordinator - no cost
3.6 Student engagement in NWP Crossroads program through further curriculum development and coordination.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.6 Collaborative planning time and administrator and counselor planning time - no additional cost - embedded in daily program

<p>3.7 Continued approval of more A-G courses including Integrated Math, Foreign Language and Integrated Science.</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>3.7 Math, Science and FL Teacher time: hourly rate 1000-1999: Certificated Personnel Salaries Base \$500</p>
<p>3.8 Identify key state standards and align with the school's Project Based Learning six year plan.</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>3.8 Staff time 1000-1999: Certificated Personnel Salaries Base \$500</p>
<p>3.9 Increase Math Instructional time by hiring a .40 FTE Math Teacher to complement current assigned .60 FTE Math Teacher.</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>3.9 Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$25,994</p>
<p>3.10 Provide time to design systems to gather data that can be shared externally to demonstrate student achievement.</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>3.10 Highly qualified teachers appropriately assigned - no additional cost - embedded in regular daily and yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p>
<p>3.11 -create original videos</p>		<p><input type="checkbox"/> All</p>	<p>3.11.a Highly qualified teacher appropriately assigned 1000-</p>

<ul style="list-style-type: none"> • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUSD elementary sites) 		<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>1999: Certificated Personnel Salaries Base See 1.2.a</p> <p>3.11.b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>
<p>3.12 Document post project student leadership skills assessment results over a six year period.</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>3.12 Highly qualified teachers appropriately assigned - no additional cost - embedded in regular daily & yearly schedule 1000-1999: Certificated Personnel Salaries Base See 1.2.a</p>

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

GOAL 4:	Improve parent engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community. Metrics: Attendance at school events. # Parent volunteers Engagement statistics on social media sites and school website. Feedback regarding use of Thought Echange Process. Number of parents utilizing email for staff contact Number of parents returning parent engagement and involvement form at the beginning of the school year 2015-16.
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Goal Applies to:	Schools: LEAwide Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community. Metrics: Return of parent engagement and involvement form at the beginning of the year. Attendance at school events. # Parent volunteers as speakers, chaperones, elective teachers. Engagement statistics on social media sites, website and e-newsletters. Attendance at Parent Forums, Advisory Team meetings and WASC accreditation meetings.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Implement parent engagement and involvement via 2X per year mailing home the year Parent Involvement/Volunteer Form . Document and keep list of parent volunteers for use throughout the year.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	4.1 Highly Qualified Principal Appropriately Assigned 1000-1999: Certificated Personnel Salaries Base \$7,224

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4.2 Involve parents in School/Community events that showcase student learning (exhibitions, performances, etc.)		<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)	4.2 Equipment & Supplies for Performances, Exhibitions (BG04) 4000-4999: Books And Supplies Base \$1,000
4.3 Offer virtual meetings -- AnyMeeting, Google Hangouts, etc.) to provide greater access to parent engagement.		<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)	4.3 AnyMeeting annual subscription - through District - no cost to NWP
4.4 Use social media across the district and at school sites to promote an understanding of educational program and successes.		<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)	4.4 No additional cost - embedded in program
4.5 Update District and School websites to create a more welcoming presence and accessible information.		<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:	Weebly Templates (BG04) 4000-4999: Books And Supplies Base \$40 Weebly Pro Subscription (BG04) 4000-4999: Books And Supplies Base \$40 LCAP Infographic (BG04) 5800: Professional/Consulting Services And Operating Expenditures Base \$2,995

		(Specify)	
4.6 Translation of forms and other communications		<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)	4.6 Outreach Worker 2000-2999: Classified Personnel Salaries Other See 2.8
4.7 Engage and encourage parents to complete My Voice and Bright Bytes surveys.		<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)	4.7 My Voice, Bright Bytes (BG04) 5000-5999: Services And Other Operating Expenditures Base \$500
4.8 Add blog page to NWP school website	Implement an online parent blog to engage parents who cannot come to meetings	<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)	4.8 No cost

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community. Metrics: Return of parent engagement and involvement form at the beginning of the year. Attendance at school events. # Parent volunteers as speakers, chaperones, elective teachers. Engagement statistics on social media sites, website and e-newsletters. Attendance at Parent Forums, Advisory Team meetings and WASC accreditation meetings.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Implement parent engagement and involvement via 2X per year mailing home the year Parent Involvement/Volunteer Form . Document and keep list of parent volunteers for use throughout the year.		<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)	4.1 Highly Qualified Principal Appropriately Assigned 1000-1999: Certificated Personnel Salaries Base \$7,224
4.2 Involve parents in School/Community events that showcase student learning (exhibitions, performances, etc.)		<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)	4.2 Equipment & Supplies 4000-4999: Books And Supplies Base \$1,000
4.3 Offer virtual meetings -- AnyMeeting, Google Hangouts, etc.) to provide greater access to parent engagement.		<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	4.3 AnyMeeting annual subscription - through District - no cost to NWP

		_ Other Subgroups: (Specify)	
4.4 Use social media across the district and at school sites to promote an understanding of educational program and successes.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 No additional cost - embedded in program
4.5 Update District and School websites to create a more welcoming presence and accessible information.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Weebly Templates 4000-4999: Books And Supplies Base \$40 Weebly Pro Subscription 4000-4999: Books And Supplies Base \$40 LCAP Infographic 5800: Professional/Consulting Services And Operating Expenditures Base \$2,995
4.6 Translation of forms and other communications		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.6 Outreach Worker 2000-2999: Classified Personnel Salaries Other See 2.8
4.7 Engage and encourage parents to complete My Voice and Bright Bytes surveys.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.7 My Voice, Bright Bytes 5000-5999: Services And Other Operating Expenditures Base \$500

4.8 Add blog page to NWP school website	Implement an online parent blog to engage parents who cannot come to meetings	<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)	4.8 No cost
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community. Metrics: Return of parent engagement and involvement form at the beginning of the year. Attendance at school events. # Parent volunteers as speakers, chaperones, elective teachers. Engagement statistics on social media sites, website and e-newsletters. Attendance at Parent Forums, Advisory Team meetings and WASC accreditation meetings.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Implement parent engagement and involvement via 2X per year mailing home the year Parent Involvement/Volunteer Form . Document and keep list of parent volunteers for use throughout the year.		<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)	4.1 Highly Qualified Principal Appropriately Assigned 1000-1999: Certificated Personnel Salaries Base \$7,224
4.2 Involve parents in School/Community events that showcase student learning (exhibitions, performances, etc.)		<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	4.2 Equipment & Supplies 4000-4999: Books And Supplies Base \$1,000

		_ Other Subgroups: (Specify)	
4.3 Offer virtual meetings -- AnyMeeting, Google Hangouts, etc.) to provide greater access to parent engagement.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.3 AnyMeeting annual subscription - through District - no cost to NWP
4.4 Use social media across the district and at school sites to promote an understanding of educational program and successes.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.4 No additional cost - embedded in program
4.5 Update District and School websites to create a more welcoming presence and accessible information.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Weebly Templates 4000-4999: Books And Supplies Base \$40 Weebly Pro Subscription 4000-4999: Books And Supplies Base \$40 LCAP Infographic 5800: Professional/Consulting Services And Operating Expenditures Base \$2,995
4.6 Translation of forms and other communications		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.6 Outreach Worker 2000-2999: Classified Personnel Salaries Other See 2.8

<p>4.7 Engage and encourage parents to complete My Voice and Bright Bytes surveys.</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>4.7 My Voice, Bright Bytes 5000-5999: Services And Other Operating Expenditures Base \$500</p>
<p>4.8 Add blog page to NWP school website</p>	<p>Implement an online parent blog to engage parents who cannot come to meetings</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>4.8 No cost</p>

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:	Create a positive, learning focused environment and culture for all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community. As measured by: My Voice Survey (students, teachers and parents) - LCAP student forums attaining feedback as it pertains to LCAP goals	Actual Annual Measurable Outcomes: Students need to feel safe to take risks, express their ideas, and collaborate with others. Students need to feel engaged in learning and feel a sense of connection to their school community. As measured by: My Voice Survey (students, teachers and parents) - LCAP student forums attaining feedback as it pertains to LCAP goals
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Continue Implementation of social-emotional curriculum in Health and Wellbeing class (Move It!), and Crossroads classes. Providing a positive learning environment and culture within the classrooms. Teachers as mentors and role models provide a safe environment and model positive behavior for the students. Classrooms are set up in unique ways, not rigid or in rows, arranged chairs and tables are easily moved into workspaces that provide effective learning environment. Outdoor areas are used and students are given freedom to move to where they can do	Highly qualified teachers appropriately assigned - 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$85,000	1.1 Highly qualified teachers appropriately assigned - 1.0 FTE 1000-1999: Certificated Personnel Salaries Base \$85,000
		Continue Implementation of social-emotional curriculum in Health and Wellbeing class (Move It!), and Crossroads classes. Providing a positive learning environment and culture within the classrooms. Teachers as mentors and role models provide a safe environment and model positive behavior for the students. Classrooms are set up in unique ways, not rigid or in rows, arranged chairs and tables are easily moved into workspaces that provide effective learning environment. Outdoor areas are used and students are given freedom to move to where they can do their best work (inside,

<p>their best work (inside, outside, quiet room) while still under supervision of teachers.</p> <p>Three days a week, students in 11/12 Crossroads talk about opportunities for the future, including college and work, explorations of careers, job shadowing and internships. Other grades focus on who they, what they want to do in life, what their unique skills and abilities are. Students feel Crossroads time is very valuable to success in career and college in the future. Collaboration is encouraged and required in project based learning. Students work in groups every day and teachers encourage and supervise collaborative learning focused on critical thinking and creativity.</p> <p>Students reported a safer environment this year after security cameras. Site maintenance has improved after reports of exterior of school and grounds needing maintenance. Students planted flowers in beds, painted the garden boxes, and maintain the outdoor space and garden, building a sense of connection to the school community and site.</p>		<p>outside, quiet room) while still under supervision of teachers.</p> <p>Three days a week, students in 11/12 Crossroads talk about opportunities for the future, including college and work, explorations of careers, job shadowing and internships. Other grades focus on who they, what they want to do in life, what their unique skills and abilities are. Students feel Crossroads time is very valuable to success in career and college in the future. Collaboration is encouraged and required in project based learning. Students work in groups every day and teachers encourage and supervise collaborative learning focused on critical thinking and creativity.</p> <p>Students reported a safer environment this year after security cameras. Site maintenance has improved after reports of exterior of school and grounds needing maintenance. Students planted flowers in beds, painted the garden boxes, and maintain the outdoor space and garden, building a sense of connection to the school community and site.</p>	
<p>Scope of Service</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> <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>Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.</p>	<p>IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$230,300</p> <p>IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$40,300</p>	<p>Create an environment in which it is expected that every child can and will learn and provide whatever is necessary to support that vision.</p>	<p>1.2.a IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$166,687</p> <p>1.2.b IT (Integrated Inquiry Team) - across curricular teaching team - Highly Qualified Teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$42,377</p>
<p>Scope of Service</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> <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>Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$5,700</p>	<p>Provide in school and after school engagement activities such as sports, arts, clubs, etc.</p>	<p>1.3 Teacher hourly rate (after school activities) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>
<p>Scope of Service</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>Scope of Service</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>	

_ Other Subgroups: (Specify)			
Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.	No extra cost - embedded in daily program	Facilitate performances, exhibitions, and publication opportunities for students to express their creative endeavors with peers, parents and the community.	1.4 No extra cost - embedded in daily program
Scope of Service <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 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)	
Communicate high expectations through school culture, language and symbols.	No extra cost - embedded in daily program	Communicate high expectations through school culture, language and symbols.	1.5 No extra cost - embedded in daily program
Scope of Service <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 checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide students with leadership opportunities such as peer tutoring and internships	School Course Counselor 1000-1999: Certificated Personnel Salaries Base \$19,382 CTE - RCOP Program 1000-1999: Certificated Personnel Salaries Base \$11,614	Provide students with leadership opportunities such as peer tutoring and internships	1.6 a School Course Counselor 1000-1999: Certificated Personnel Salaries Base \$18,387 1.6 b CTE - RCOP Program 1000-1999: Certificated Personnel Salaries Base \$18,037

<p>Scope of Service</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> <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>Provide school facilities that support student engagement and positive school culture.</p>	<p>Maintain school facilities and grounds 5800: Professional/Consulting Services And Operating Expenditures Base \$8,450</p> <p>Custodial Staff 2000-2999: Classified Personnel Salaries Base \$33,630</p>	<p>Provide school facilities that support student engagement and positive school culture.</p>	<p>1.7 a Maintain school facilities and grounds 5800: Professional/Consulting Services And Operating Expenditures Base \$16,117</p> <p>1.7 b Custodial Staff 2000-2999: Classified Personnel Salaries Base \$32,817</p>
<p>Scope of Service</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> <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>Design classroom space and facilities to promote productive collaboration, creative expression and project-based learning.</p>	<p>Classroom furniture and equipment 4000-4999: Books And Supplies Base \$3,000</p>	<p>Design classroom space and facilities to promote productive collaboration, creative expression and project-based learning.</p>	<p>1.8 Classroom furniture and equipment 4000-4999: Books And Supplies Base \$1,748</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	

<p><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><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>					
<ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUUSD elementary sites) 	<p>Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$230,300</p> <hr/> <p>Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$40,300</p>	<ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUUSD elementary sites) 	<p>1.9 a Highly qualified teachers appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.1 & 1.2.a</p> <hr/> <p>1.9 b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Develop and encourage more opportunities for EL students to verbally express themselves in English.</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	Develop and encourage more opportunities for EL students to verbally express themselves in English.		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Develop and encourage more opportunities for EL students to verbally express themselves in English.</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	Develop and encourage more opportunities for EL students to verbally express themselves in English.	
Scope of Service	Develop and encourage more opportunities for EL students to verbally express themselves in English.						
Scope of Service	Develop and encourage more opportunities for EL students to verbally express themselves in English.						
<ul style="list-style-type: none"> • Implement regular NWP evening Community Forums • Implement more student produced events (talent shows, dances, speaking competitions, debates, 	<p>Hourly teacher extra duty rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <hr/> <p>Food/refreshments 1000-1999:</p>	<ul style="list-style-type: none"> • Implement regular NWP evening Community Forums • Implement more student produced events (talent shows, dances, speaking competitions, debates, 	<p>1.10 a Hourly teacher extra duty rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p> <hr/> <p>1.10 b Food/refreshments 1000-1999:</p>				

forums)		Certificated Personnel Salaries Supplemental \$500	forums)	Certificated Personnel Salaries Supplemental \$500
<p>Scope of Service</p> <p>Increase number of school academic/social events to connect and inform all NWP families.</p>			<p>Scope of Service</p> <p>Increase number of school academic/social events to connect and inform all NWP families.</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</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>-----</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>	
<ul style="list-style-type: none"> Identify all support personnel associated with each foster youth Be sure all supporters of foster youth are familiar with built-in supports such as the school website and staff emails Report check-ins and progress reports to all supporters Hold consistent staff check-ins regarding foster youth progress Designate staff point-persons (liaisons) for each foster youth and their support personnel 	<p>Provide counseling on personal and group basis 1000-1999: Certificated Personnel Salaries Base \$19,382</p>	<ul style="list-style-type: none"> Identify all support personnel associated with each foster youth Be sure all supporters of foster youth are familiar with built-in supports such as the school website and staff emails Report check-ins and progress reports to all supporters Hold consistent staff check-ins regarding foster youth progress Designate staff point-persons (liaisons) for each foster youth and their support personnel 	<p>1.11 Provide counseling on personal and group basis 1000-1999: Certificated Personnel Salaries Base See 1.6.a</p>	
<p>Scope of Service</p> <p>Institute regularly scheduled check-ins between school staff and supporting parties of foster youth</p>			<p>Scope of Service</p> <p>Institute regularly scheduled check-ins between school staff and supporting parties of foster youth</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
<ul style="list-style-type: none"> Designate a portion of ipads as overnight "loaners" Designate one teacher each morning from 8-9am as the "on duty" IT Study Hall teacher. 	No extra cost.	<ul style="list-style-type: none"> Designate a portion of ipads as overnight "loaners" Designate one teacher each morning from 8-9am as the "on duty" IT Study Hall teacher. 	1.12 No extra cost.				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Make access to technology available to low income students after school hours</td> </tr> </table> _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Make access to technology available to low income students after school hours		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Make access to technology available to low income students after school hours</td> </tr> </table> _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Make access to technology available to low income students after school hours	
Scope of Service	Make access to technology available to low income students after school hours						
Scope of Service	Make access to technology available to low income students after school hours						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?							

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:	Implement teaching practices that support students in the achievement of California Content Standards and the District's Student Outcomes.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes are evident (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core. Teacher feedback on professional learning opportunities offered.</p> <p>BrightBytes Survey for March 11,2015 Professional Development Report shows the factors and results that most contribute to the success of Northwest Prep Charter School: Teacher Foundational Skills: Exemplary Teacher Online Skills: Proficient Teacher Multimedia Skills: Advanced Teacher Beliefs: Exemplary</p>	Actual Annual Measurable Outcomes:	<p>Teachers need to have opportunities for professional learning to develop and refine teaching practices that support the District's Student Outcomes.</p> <p>As measured by: # of teachers who have participated in professional development related to the CCSS ELA, CCSS Math, and Project Based Learning. Evidence of classroom practices related to the California Content Standards and the District's Student Outcomes are evident (student work products, lessons/units, rubrics developed). % of classrooms w/ evidence of close reading, collaborative conversations, writing activities, and math instructional strategies aligned to the Common Core. Teacher feedback on professional learning opportunities offered.</p> <p>BrightBytes Survey for March 11,2015 Professional Development Report shows the factors and results that most contribute to the success of Northwest Prep Charter School: Teacher Foundational Skills: Exemplary Teacher Online Skills: Proficient Teacher Multimedia Skills: Exemplary Teacher Beliefs: Exemplary</p>
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>Established regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>	<p>No additional cost - embedded in regular program schedule</p>	<p>Established regular schedule for grade level, cross grade level collaboration (1-2x per month during school day, after school) for teachers to review student work, develop rubrics, plan instruction and reflect on teaching practice within and across grade levels.</p>	<p>2.1 No additional cost - embedded in regular program schedule</p>
<p>Scope of Service</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> <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>Provide opportunities for individual and team coaching to develop support instructional practices aligned with the District Student Outcomes in ELA, Math, and PBL.</p>	<p>No additional cost - embedded in daily program.</p>	<p>Provide opportunities for individual and team coaching to develop support instructional practices aligned with the District Student Outcomes in ELA, Math, and PBL.</p>	<p>2.2 No additional cost - embedded in daily program.</p>
<p>Scope of Service</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> <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>Provide formal and informal professional learning opportunities focused on instructional practices aligned with the District Student Outcomes (e.g., writing, PBL, Next</p>	<p>Professional Development Days (3 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$5,700</p> <p>Professional Development</p>	<p>Provide formal and informal professional learning opportunities focused on instructional practices aligned with the District Student Outcomes (e.g., writing, PBL, Next</p>	<p>2.3 a Professional Development Days (3 voluntary) 1000-1999: Certificated Personnel Salaries Supplemental \$4,654</p> <p>2.3 b Professional Development</p>

<p>Generation Science Standards, technology and math).</p>	<p>workshops 5000-5999: Services And Other Operating Expenditures Other \$2,000</p> <p>Online Resources for professional learning (Brokers of Expertise, Teaching Channel, etc.) - no cost</p>	<p>Generation Science Standards, technology and math).</p>	<p>workshops 5000-5999: Services And Other Operating Expenditures Other \$96</p> <p>2.3 c Online Resources for professional learning (Brokers of Expertise, Teaching Channel, etc.) - no cost</p>
<p>Scope of Service</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> <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>Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</p>	<p>No additional cost - embedded in daily program.</p>	<p>Provide opportunities for teachers to observe in other classrooms and engage in collaborative dialog around professional practices.</p>	<p>2.4 No additional cost - embedded in daily program.</p>
<p>Scope of Service</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> <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>Develop units of study aligned with CCSS Math, including formative and summative assessments across grades 7-12.</p>	<p>No additional cost - embedded in daily schedule</p> <p>Professional development focused on Next Generation Science Standards - no additional cost - embedded in program</p>	<p>Develop units of study aligned with CCSS Math, including formative and summative assessments across grades 7-12.</p>	<p>2.5 a No additional cost - embedded in daily schedule</p> <p>2.5 b Professional development focused on Next Generation Science Standards - no additional cost - embedded in program</p>

<p>Scope of Service</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> <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>Continue development of common assessments for writing and integrated projects.</p>	<p>No additional cost - embedded in daily schedule</p>	<p>Continue development of common assessments for writing and integrated projects.</p>	<p>2.6 No additional cost - embedded in daily schedule</p>
<p>Scope of Service</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> <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>Develop and encourage more opportunities for EL students to verbally express themselves in English.</p> <ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional 	<p>Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$230,300</p> <p>Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$40,300</p>	<p>Develop and encourage more opportunities for EL students to verbally express themselves in English.</p> <ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships 	<p>2.7 a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.1 & 1.2.a</p> <p>2.7 b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>

<ul style="list-style-type: none"> internships participate in peer tutoring program (NWP and POUUSD elementary sites) 		<ul style="list-style-type: none"> participate in peer tutoring program (NWP and POUUSD elementary sites) 	
<p>Scope of Service</p> <hr/> <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>Scope of Service</p> <hr/> <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>Inform parents of EL student progress and programs</p>	<p>Outreach worker to translate information 2000-2999: Classified Personnel Salaries Supplemental \$1,000</p>	<p>Inform parents of EL student progress and programs</p>	<p>2.8 Outreach worker to translate information 2000-2999: Classified Personnel Salaries Supplemental \$1,477</p>
<p>Scope of Service</p> <hr/> <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>Scope of Service</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</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 3 from prior year LCAP:	All students will demonstrate proficiency in the skills and behaviors necessary for future success in college and careers.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.</p> <p>Students need to develop proficiency in academic language (all) and English language skills (EL).</p> <p>Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.</p> <p>Students need to develop physical fitness.</p> <p>As measured by: Increased Participation in Academic Exhibitions 81% of students read grade level literary and informational text with accuracy and comprehension. Math increases in students score at or above proficiency on grade level standards. CELDT: Increased redesignation rate with 55% of EL students scoring high enough to RFEP this year.</p> <p>BrightBytes Student Survey 2015: 85% of students asked to write online at least monthly. 100% of students collaborate with classmates online at least monthly. 77% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and project work. Physical Fitness Test (7th and 9th grade):</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Students need to demonstrate proficiency in skills for future success such as literacy skills, mathematical reasoning, productive collaboration, critical and creative thinking, effective communication.</p> <p>Students need to develop proficiency in academic language (all) and English language skills (EL).</p> <p>Students need to demonstrate proficiency in the use of digital tools for research (accessing information), evaluating sources, digital citizenship, communication, collaboration and problem solving for college and career readiness.</p> <p>Students need to develop physical fitness.</p> <p>As measured by: Increased Participation in Academic Exhibitions 81% of students read grade level literary and informational text with accuracy and comprehension. Math increases in students score at or above proficiency on grade level standards. CELDT: Increased redesignation rate with 55% of EL students scoring high enough to RFEP this year.</p> <p>BrightBytes Student Survey 2015: 85% of students asked to write online at least monthly. 100% of students collaborate with classmates online at least monthly. 77% use digital tools to solve authentic problems at least monthly. Evidence of outcomes as demonstrated by student work products as well as online publishing of student writing and</p>

Aerobic Capacity -- 94% healthy range Body Composition -- 80% in healthy range	project work. Physical Fitness Test (7th and 9th grade): Aerobic Capacity -- 94% healthy range Body Composition -- 80% in healthy range
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assess student progress toward mastery of content standards.	Highly qualified teachers appropriately assigned. 1000-1999: Certificated Personnel Salaries Base \$230,300 Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$40,300	Assess student progress toward mastery of content standards.	3.1 a Highly qualified teachers appropriately assigned. 1000-1999: Certificated Personnel Salaries Base See 1.1 & 1.2.a 3.2 Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b
Scope of Service <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 <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)	
Implement Project-based learning/Inquiry Methods focused on integrated units of study aligned with California Content Standards.	Highly qualified teachers appropriately assigned. 1000-1999: Certificated Personnel Salaries Base \$230,300 Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$40,300	Implement Project-based learning/Inquiry Methods focused on integrated units of study aligned with California Content Standards.	3.3 a Highly qualified teachers appropriately assigned. 1000-1999: Certificated Personnel Salaries Base See 1.1 & 1.2.a 3.3 b Highly qualified teachers appropriately assigned - reduced class size - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b

	Collaboration Time - embedded in schedule - no extra cost		3.3 c Collaboration Time - embedded in schedule - no extra cost
<p>Scope of Service</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> <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>Provide instruction to students in developing literacy, research and digital citizenship skills.</p>	<p>Professional development for teachers focused on digital/media literacy and digital citizenship - no additional cost - embedded in schedule.</p>	<p>Provide instruction to students in developing literacy, research and digital citizenship skills.</p>	<p>3.4 Professional development for teachers focused on digital/media literacy and digital citizenship - no additional cost - embedded in schedule.</p>
<p>Scope of Service</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> <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>Provide tiers of support for students who need targeted instruction and academic intervention.</p>	<p>Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings 1000-1999: Certificated Personnel Salaries Base \$230,300</p> <p>Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings - reduced class size - average of 20 students per teacher</p>	<p>Provide tiers of support for students who need targeted instruction and academic intervention.</p>	<p>3.5 a Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings 1000-1999: Certificated Personnel Salaries Base See 1.1 & 1.2.a</p> <p>3.5 b Highly Qualified Teachers appropriately assigned - working with students in differentiated groupings - reduced class size - average of 20 students per teacher 1000-1999:</p>

	<p>1000-1999: Certificated Personnel Salaries Supplemental \$40,300</p> <p>Collaboration time to review student data, group students for targeted instruction, and evaluate student progress - no additional cost - embedded in daily schedule</p>		<p>Certificated Personnel Salaries Supplemental See 1.2.b</p> <p>3.5 c Collaboration time to review student data, group students for targeted instruction, and evaluate student progress - no additional cost - embedded in daily schedule</p>
<p>Scope of Service</p> <p>___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>___ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups: (Specify)</p>	
<p>Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day.</p>	<p>Professional development focused on instructional strategies - no extra cost - embedded in daily schedule</p>	<p>Implement instructional strategies to promote academic discourse, structured language practices and English Language Development during the school day.</p>	<p>3.6 Professional development focused on instructional strategies - no extra cost - embedded in daily schedule</p>
<p>Scope of Service</p> <p>___ All ----- OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>___ All ----- OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups: (Specify)</p>	
<p>Increase engagement in NWP Crossroads (career exploration) program through further curriculum development and coordination, job shadowing, internships.</p>	<p>Collaborative planning time and administrator and counselor planning time - no additional cost - embedded in daily program</p>	<p>Increase engagement in NWP Crossroads (career exploration) program through further curriculum development and coordination, job shadowing, internships.</p>	<p>3.7 Collaborative planning time and administrator and counselor planning time - no additional cost - embedded in daily program</p>

<p>Scope of Service</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> <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>Encourage 9-12 grade students to concurrently enroll at Santa Rosa Junior College to take a class.</p>	<p>No cost. Junior college provides free tuition to all high school students. Small fees for campus use paid by student.</p>	<p>Encourage 9-12 grade students to concurrently enroll at Santa Rosa Junior College to take a class.</p>	<p>3.8 No cost. Junior college provides free tuition to all high school students. Small fees for campus use paid by student.</p>
<p>Scope of Service</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> <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>	
<ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUUSD) 	<p>Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base \$230,300</p> <p>Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental \$40,300</p>	<ul style="list-style-type: none"> • create original videos • narrate and act in project videos • participate in stage performance • produce podcasts • host Community Meetings • utilize video interactive apps such as Skype • act as school tour guides • PR presentations • participate in job shadows • participate in professional internships • participate in peer tutoring program (NWP and POUUSD elementary) 	<p>3.9 a Highly qualified teacher appropriately assigned 1000-1999: Certificated Personnel Salaries Base See 1.1 & 1.2.a</p> <p>3.9 b Highly qualified teacher appropriately assigned - small class sizes - average of 20 students per teacher 1000-1999: Certificated Personnel Salaries Supplemental See 1.2.b</p>

elementary sites)			sites)		
Scope of Service			Scope of Service		
<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)			<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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

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:	Improve parent engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEAwide Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community. Metrics: Attendance at school events. # Parent volunteers Engagement statistics on social media sites, website and e-newsletters. Attendance at Parent Forum Nights Serving as guest speakers, parents share their careers.	Actual Annual Measurable Outcomes: Parents need access to up-to-date information on school events, student learning activities, and a clear understanding of instructional goals to support their child's education. Parents need to feel a sense of connection and engagement with the school community. Metrics: Attendance at school events. # Parent volunteers Engagement statistics on social media sites, website and e-newsletters. Attendance at Parent Forum Nights Serving as guest speakers, parents share their careers.	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement Quarterly Parent Forums to increase parent engagement with staff and the program's curriculum	Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000	Implement Quarterly Parent Forums to increase parent engagement with staff and the program's curriculum	4.1 Teacher hourly rate 1000-1999: Certificated Personnel Salaries Supplemental \$1,000
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<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>Sign up sheets for School/Community events that showcase student learning (exhibitions, performances, etc.)</p>	<p>Equipment & Supplies 4000-4999: Books And Supplies Base \$1,000</p>	<p>Sign up sheets for School/Community events that showcase student learning (exhibitions, performances, etc.)</p>	<p>4.2 Equipment & Supplies 4000-4999: Books And Supplies Base \$500</p>
<p>Scope of Service</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</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>Offer virtual meetings -- AnyMeeting, Google Hangouts, etc.) to provide greater access to parent engagement.</p>	<p>AnyMeeting annual subscription - through District - no cost to NWP</p>	<p>Offer virtual meetings -- AnyMeeting, Google Hangouts, etc.) to provide greater access to parent engagement.</p>	<p>4.3 AnyMeeting annual subscription - through District - no cost to NWP</p>
<p>Scope of Service</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</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>Use social media across the district and at school sites to promote an understanding of educational program and successes.</p>	<p>No additional cost - embedded in program</p>	<p>Use social media across the district and at school sites to promote an understanding of educational program and successes.</p>	<p>4.4 No additional cost - embedded in program</p>
<p>Scope of Service</p> <hr/>		<p>Scope of Service</p> <hr/>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</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>-----</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>Update District and School websites to create a more welcoming presence and accessible information.</p>	<p>Weebly Templates 4000-4999: Books And Supplies Base \$40</p> <p>Weebly Pro Subscription 4000-4999: Books And Supplies Base \$40</p> <p>Photography - through District - no cost to NWP</p>	<p>Update District and School websites to create a more welcoming presence and accessible information.</p>	<p>4.5 a Weebly Templates 4000-4999: Books And Supplies Base \$40</p> <p>4.5.b Weebly Pro Subscription 4000-4999: Books And Supplies Base \$40</p> <p>4.5.c Photography - through District - no cost to NWP</p> <p>LCAP Infographic 5800: Professional/Consulting Services And Operating Expenditures Base \$2,995</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</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>-----</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>Translation of forms and other communications</p>	<p>Outreach Worker 2000-2999: Classified Personnel Salaries Other \$1,000</p>	<p>Translation of forms and other communications</p>	<p>Outreach Worker 2000-2999: Classified Personnel Salaries Other See 2.8</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input type="checkbox"/> All</p> <p>-----</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 type="checkbox"/> All</p> <p>-----</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>	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Annual questionnaire sent in summer packet for parents to fill out informing the school of what skills they would like to share with students, ability to participate in school events, drive for field trips, or provide job shadowing or internship opportunities for students.	No additional cost	Annual questionnaire sent in summer packet for parents to fill out informing the school of what skills they would like to share with students, ability to participate in school events, drive for field trips, or provide job shadowing or internship opportunities for students.	No additional cost
Scope of Service <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 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)	
Career Exploration: Invite parents to school to talk about their careers.		Career Exploration: Invite parents to school to talk about their careers.	
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)		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)	
-Add blog page to NWP school website	No cost	-Add blog page to NWP school website	No cost

Scope of Service	Implement an online parent blog to engage parents who cannot come to meetings		Scope of Service	Implement an online parent blog to engage parents who cannot come to meetings	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

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:	<u>\$37,529</u>
Northwest Prep has budgeted \$50,844 on additional classroom teacher time to reduce the class size to 20 or less in each grade level which helps all students in the school including those identified as low income, English learners or foster youth. Northwest Prep's unduplicated count for 2016-2017 is 56.99% exceeding the 40% which allows supplemental grant funds to be spent on a schoolwide basis. In addition, Northwest Prep spends \$18,000 on counseling time for all students, but specifically for foster youth.	
The \$37,529 in estimated supplemental grant funding is based on the May Revise budget.	

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.

5.52	%
Northwest Prep has budgeted over 100% of the supplemental grant funds allocated in 2016-2017 on reducing class size and counseling to provide effective education for students designated as low-income, English learners or foster youth.	
The 5.52% MPP amount is based on the Governor's May Revise Budget.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	2,093,638.00	393,472.00	537,116.00	537,116.00	537,116.00	1,611,348.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,793,638.00	342,368.00	480,272.00	480,272.00	480,272.00	1,440,816.00
Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00	0.00
Other	3,000.00	96.00	6,000.00	6,000.00	6,000.00	18,000.00
Supplemental	297,000.00	51,008.00	50,844.00	50,844.00	50,844.00	152,532.00
Title III	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	2,093,638.00	393,472.00	537,116.00	537,116.00	537,116.00	1,611,348.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	2,043,478.00	337,642.00	475,588.00	475,588.00	475,588.00	1,426,764.00
2000-2999: Classified Personnel Salaries	35,630.00	34,294.00	38,503.00	38,503.00	38,503.00	115,509.00
4000-4999: Books And Supplies	4,080.00	2,328.00	4,580.00	4,580.00	4,580.00	13,740.00
5000-5999: Services And Other Operating Expenditures	2,000.00	96.00	7,000.00	7,000.00	7,000.00	21,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,450.00	19,112.00	11,445.00	11,445.00	11,445.00	34,335.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	2,093,638.00	393,472.00	537,116.00	537,116.00	537,116.00	1,611,348.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,747,478.00	288,111.00	426,244.00	426,244.00	426,244.00	1,278,732.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	296,000.00	49,531.00	49,344.00	49,344.00	49,344.00	148,032.00

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).