

Introduction:

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LCAP Year: 2015-16

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
School directors and Academic Administrator meet with director of Categorical Programs to review the LCAP process, analyze current data, and develop goals.	Needs, goals, and metrics were created.
School directors presented needs, goals, and metrics to leadership to gain feedback on goals and discuss what actions need to be taken to achieve goals.	Needs, goals, and metrics were refined. Actions were added.
School Site Council meeting was held to gain feedback from teachers, staff, parents, community members, and students.	The LEA was able to engage stakeholders (teachers, other school personnel, parents, community members, and pupils (grades 6-12)) in the process of developing the LCAP through a School Site Council. Stakeholders included low-

<p>All school staff, parents, and students were surveyed on LCAP goals and other general feedback regarding the LCAP.</p>	<p>income students and parents. A survey was also sent to these stakeholders to obtain additional written input. The feedback from the meeting and survey was integrated into the plan.</p> <p>New goals were added, actions were added to current goals, and edits were made.</p>
<p>Annual Update: All school staff, parents, and students were surveyed on LCAP goals and other general feedback regarding the LCAP.</p>	<p>Annual Update: New goals were added, actions were added to current goals, and edits were made.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Increase the percentage of pupils mastering English Language Arts (ELA) grade level benchmarks in grades K-2.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Increase literacy
Goal Applies to:	Schools: N/A
Applicable Pupil Subgroups:	Grades K-2

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	85% of K-2 students across grade levels will score at or above grade level in reading at the end of the school year as measured by the universal diagnostic assessment. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in English Language Arts by 5% each year as measured by the diagnostic assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-2	<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)	Training, materials Base \$3000 Teachers Supplemental \$111,810
Evaluate current progress monitoring tool and if needed develop a new tool.	Grades K-2	<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	Progress monitoring assessment

		English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-2	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers, Intervention Lead Teacher, Student Information System Supplemental \$10,782
Provide ELD instruction through an online ELD programs and live online classes.	Grades K-2	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers Supplemental \$4,888
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Grades K-2	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Daily practice and reinforcement of skills using supplemental activities.	Grades K-2	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers

<p>Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.</p>	<p>Grades K-2</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input 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>ELD Teachers, Teachers</p>
<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal diagnostic assessment.</p>	<p>Grades K-2</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>Teachers Base Student Information System (School Pathways) Supplemental</p>
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the universal assessment, and parent conferencing.</p>	<p>Grades K-2</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff Title I \$16,435 i-Ready Diagnostic & Instruction Title I \$1,000 A+ Curriculum Title I \$2610</p>
<p>Supplemental Educational Services (SES) will be provided to students for support in English Language Arts.</p>	<p>Grades K-2</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>Approved SES providers Title I \$8700</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase by 2% the number of K-2 students across grade levels who score at or above grade level in reading at the end of the school year as measured by the universal diagnostic assessment.</p> <p>Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%.</p> <p>Reclassified Fluent English Proficient (RFEP) students will increase proficiency in English Language Arts by 5% each year as measured by the diagnostic assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-2	<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)	Training, materials <hr/> Teachers Supplemental 128,581
Develop an IEP goal archiving system to enable mass collection of data on IEP goals from year to year. Teachers will be provided with supplemental professional development how to how to report Phase Change data for more accurate data tracking. In addition, teachers will compile data for collaboration.	Grades K-2	<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)	SPED Staff
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-2	<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)	Teachers, Intervention Lead Teacher, Student Information System Supplemental \$12,399

<p>Provide ELD instruction through an online ELD programs and live online classes.</p>	<p>Grades K-2</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD Teachers Supplemental \$5,622 Reading Eggs</p>
<p>Continue to provide Targeted Intervention (direct instruction based on an identified area of need) sessions each week, in addition to one in-person session per quarter. Work samples collected at least quarterly, preferably weekly or monthly.</p>	<p>Grades K-2</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>Teachers</p>
<p>Daily practice and reinforcement of skills through supplemental assignments and activities.</p>	<p>Grades K-2</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>Teachers</p>
<p>Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.</p>	<p>Grades K-2</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input 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>ELD Teachers ELD Clerk</p>
<p>Implement a progress monitoring tool.</p>	<p>Grades K-2</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Staff, progress monitoring tool</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Teachers use data from universal assessment to assign Targeted Instruction sessions, in person meetings, and BBC sessions and meet with students as needed. All curriculum is aligned to CCSS.	Grades K-2	<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)	Teachers <hr/> ELD Teachers <hr/> i-Ready
Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the universal assessment, and parent conferencing.	Grades K-2	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff \$106,000 <hr/> i-Ready Diagnostic & Instruction \$26,000
Supplemental Educational Services (SES) will be provided to students for support in English Language Arts.	Grades K-2	<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)	Approved SES providers \$37,550
Increase training and promotion for families on the importance of completing the universal diagnostic assessment.	Grades K-2	<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	Staff

		English proficient _ Other Subgroups: (Specify)	
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Increase by 2% the number of K-2 students across grade levels who score at or above grade level in reading at the end of the school year as measured by the universal diagnostic assessment.</p> <p>Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%.</p> <p>Reclassified Fluent English Proficient (RFEP) students will increase proficiency in English Language Arts by 5% each year as measured by the diagnostic assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-2	<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)	Training, materials <hr/> Teachers Supplemental \$147,869
Review and evaluate current progress monitoring tool and make adjustments as needed.	Grades K-2	<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)	Progress monitoring tool
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-2	<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	Teachers, Intervention Lead Teacher, Student Information System Supplemental \$14,259

		English proficient _ Other Subgroups: (Specify)	
Provide ELD instruction through an online ELD programs and live online classes.	Grades K-2	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers Supplemental \$6,465 Reading Eggs
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Grades K-2	<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 _ Other Subgroups: (Specify)	Teachers
Daily practice and reinforcement of skills through supplemental assignments and activities.	Grades K-2	<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 _ Other Subgroups: (Specify)	Teachers
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	Grades K-2	<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 _ Other Subgroups: (Specify)	Staff

<p>Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.</p>	<p>Grades K-2</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input 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>ELD Teachers, Teachers</p>
<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment.</p>	<p>Grades K-2</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>Teachers</p>
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the universal assessment, and parent conferencing.</p>	<p>Grades K-2</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff \$106,000 i-Ready Diagnostic & Instruction \$26,000</p>
<p>Supplemental Educational Services (SES) will be provided to students for support in English Language Arts.</p>	<p>Grades K-2</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>Approved SES providers \$37,550</p>

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

GOAL 2:	Increase proficiency on Smarter Balanced ELA assessments in grades 3-11.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Increase literacy
	Metric: Smarter Balanced assessments

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades 3-11

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Using an ELA assessment tool aligned with CCSS, students in 3rd through 8th grade will score 75% at or above grade level by the end of the school year. Baseline will be established for 11th grade based on percent proficient or higher on ELA portion of SBAC and an increase of 2% will be seen. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts by 5% each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades 3-11	<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)	Training, materials Title I \$3000 Teachers Supplemental
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to	Grades 3-11	<input checked="" type="checkbox"/> All OR: _____	Teachers, Intervention Lead Teacher, Student Information System, Scantron

<p>determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.</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>Provide ELD instruction through an online ELD programs and live sessions.</p>	<p>Grades 3-11</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD Teachers ESL Reading Smart</p>
<p>Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.</p>	<p>Grades 3-11</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>Teachers</p>
<p>Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.</p>	<p>Grades 3-11</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>Teachers</p>
<p>Utilize the Why Try / FAST Program in order to increase teacher/student relationships, social-emotional needs and school engagement.</p>	<p>Grades 6-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Teachers and WhyTry program Supplemental \$104,886 FAST staff Supplemental \$104,886</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.	Grades 3-12	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELD Teachers, Teachers
Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.	Grades 3-11	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers Base <hr/> Student Information System (School Pathways) Supplemental
Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, baseline assessment results, and parent conferencing.	Grades 3-11	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff Title I \$16435 <hr/> i-Ready Diagnostic & Instruction Title I \$1000 <hr/> A+ Curriculum Title I \$8700
Supplemental Educational Services (SES) will be provided to students for support in English Language Arts	Grades K-12	<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:	Approved SES Providers Title I \$8700

		(Specify)	
MARK12 (Mastery...Acceleration...Remediation...K12) course designed for students who are reading two or more grades below grade level.	Grades 3-6	<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)	Mark 12 Course Supplemental Curriculum Specialist Supplemental

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Using an ELA assessment tool aligned with CCSS, the number of students in 3rd through 8th grade who score at or above grade level by the end of the school year will increase by 2%. Students scoring proficient or higher on the ELA portion of the SBAC exam will increase by 2% for grade11. Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%. Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts by 5% each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades 3-11	<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)	Training, materials
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades 3-11	<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	Teachers, Intervention Lead Teacher, Student Information System, Scantron

		_ Other Subgroups: (Specify)	
Provide ELD instruction through an online ELD programs and live sessions.	Grades 3-11	_ All OR: ----- _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers ESL Reading Smart
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.	Grades 3-11	<input checked="" type="checkbox"/> All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	Grades 3-11	<input checked="" type="checkbox"/> All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Utilize common core content in Study Island to provide instructional support and preparation for Smarter Balance Assessment.	Grades 3-11	<input checked="" type="checkbox"/> All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers, Study Island

<p>Middle-school teachers create at-risk initiatives to embed targeted approaches focused on supporting at-risk students in the area of ELA. Examples include outings with a focus on ELA outings, book club, standards-based games, etc.</p>	<p>Grades 6-8</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>Staff</p>
<p>Utilize the Why Try /FAST Program in order to increase teacher/student relationships, social-emotional needs and school engagement.</p>	<p>Grades 6-12</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>Teachers and WhyTry program Supplemental \$120,619 FAST Staff Supplemental \$120,619</p>
<p>MARK12 (Mastery...Acceleration...Remediation...K12) course designed for students who are reading two or more grades below grade level.</p>	<p>3-6</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>Mark 12 Course Supplemental Curriculum Specialist Supplemental</p>
<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.</p>	<p>Grades 3-11</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers</p>
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk</p>	<p>Grades 3-11</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Title I Staff Title I i-Ready Diagnostic & Instruction Title I</p>

<p>learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, baseline assessment results, and parent conferencing.</p>		<p><input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A+ Curriculum Title I</p>
<p>Supplemental Educational Services (SES) will be provided to students for support in English Language Arts</p>	<p>Grades K-12</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>Approved SES Providers</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Using an ELA assessment tool aligned with CCSS, the number of students in 3rd through 8th grade who score at or above grade level by the end of the school year will increase by 2%. Students scoring proficient or higher on the ELA portion of the SBAC exam will increase by 2% for grade 11.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development</p>	<p>Grades 3-11</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>Training, materials</p>
<p>Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Grades 3-11</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</p>	<p>Teachers, Intervention Lead Teacher, Student Information System, Scantron</p>

		English proficient _ Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum	Grades 3-11	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum Specialists
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.	Grades 3-11	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	Grades 3-11	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Utilize common core content in Study Island to provide instructional support and preparation for Smarter Balance Assessment.	Grades 3-11	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers, Study Island

<p>Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement. Continue to modify FAST program based on feedback evaluating effectiveness.</p>	<p>Grades 6-12</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>Teachers and Why Try Program Supplemental \$138,712 FAST Staff Supplemental \$138,712</p>
<p>MARK12 (Mastery...Acceleration...Remediation...K12) course designed for students who are reading two or more grades below grade level.</p>	<p>Grades 3-6</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>Mark 12 Courses Supplemental Curriculum Specialist Supplemental</p>
<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.</p>	<p>Grades 3-11</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers</p>
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, baseline assessment results, and parent conferencing.</p>	<p>Grades 3-11</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff Title I i-Ready Diagnostic & Instruction Title I A+ Curriculum Title I</p>
<p>Supplemental Educational Services (SES) will be</p>	<p>Grades 3-</p>	<p><input type="checkbox"/> All</p>	<p>Approved SES Providers</p>

provided to students for support in English Language Arts	11	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)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Increase the percentage of pupils mastering mathematics grade level benchmarks in grades K-2.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Increase mathematics proficiencies
	Metrics: Universal Diagnostic Assessment, attendance rate at parent sessions

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades K-2

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	84% of K-2 students will be at or above grade level in mathematics at the end of the school year as measured by the universal diagnostic assessment.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-2	<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)	Training, materials Title I \$3000 Teachers Supplemental
Evaluate current progress monitoring tool and if needed develop a new tool.	Grades K-2	<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:	Progressing monitoring assessment

		(Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-2	<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)	Teachers, Intervention Lead Teacher, Student Information System
Create alignments for CCSS and curriculum.	Grades K-2	<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)	Curriculum Specialists
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Grades K-2	<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)	Teachers
Teachers provide tutoring in math on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment.	Grades K-2	<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)	Teachers Base Student Information System (School Pathways) Supplemental

<p>Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, scoring below grade level expectation on the universal assessment, and parent conferencing.</p>	<p>Grades K-2</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff Title I \$16435 i-Ready Diagnostic & Instruction Title I \$1000 A+ \$2610</p>
<p>Supplemental Educational Services (SES) will be provided to students for support in math.</p>	<p>Grades K-2</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>Approved SES Provider Title I \$8700</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase by 2% the number of K-2 students who are at or above grade level in mathematics at the end of the school year as measured by the universal diagnostic assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development</p>	<p>Grades K-2</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>Training, materials</p>
<p>Implement a progress monitoring tool.</p>	<p>Grades K-2</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Progressing monitoring assessment</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-2	<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)	Teachers, Intervention Lead Teacher, Student Information System
Create alignments for CCSS and curriculum.	Grades K-2	<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)	Curriculum Specialists
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Grades K-2	<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)	Teachers
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	Grades K-2	<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 checked="" type="checkbox"/> Other Subgroups:	Staff

		(Specify) SPED	
Teachers provide tutoring in math on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment.	Grades K-2	<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)	Teachers
Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, scoring below grade level expectation on the universal assessment, and parent conferencing.	Grades K-2	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff Title I i-Ready Diagnostic & Instruction Title I
Supplemental Educational Services (SES) will be provided to students for support in math.	Grades K-2	<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)	Approved SES Provider

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase by 2% the number of K-2 students who are at or above grade level in mathematics at the end of the school year as measured by the universal diagnostic assessment..
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-2	<input checked="" type="checkbox"/> All OR:	Training, materials

		<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)	
Review and evaluate current progress monitoring tool and make adjustments as needed.	Grades K-2	<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)	Progressing monitoring assessment
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-2	<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)	Teachers, Intervention Lead Teacher, Student Information System
Create alignments for CCSS and curriculum.	Grades K-2	<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)	Curriculum Specialists
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	Grades K-2	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Teachers

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Daily practice and reinforcement of skills through supplemental assignments and activities.	Grades K-2	<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)	Teachers
Teachers provide tutoring in math on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the universal assessment.	Grades K-2	<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)	Teachers
Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, scoring below grade level expectation on the universal assessment, and parent conferencing.	Grades K-2	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff Title I
			i-Ready Diagnostic & Instruction Title I
Supplemental Educational Services (SES) will be provided to students for support in math.	Grades K-2	<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:	Approved SES Provider

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

GOAL 4:	Increase proficiency on Smarter Balanced Mathematics assessments in grades 3-11.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Increase mathematics proficiencies
	Metric: Smarter Balanced assessments

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades 3-11

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Students across grades 3rd-8th will score 75% on or above grade level in mathematics at the end of the school year as measured by a mathematics assessment tool that is aligned with CCSS. Baseline will be established for 11th grade based on percent proficient or higher on mathematics portion of SBAC and an increase of 2% will be seen.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades 3-11	<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)	Training, materials Title I \$3000 Teachers Supplemental
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades 3-11	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Teachers, Intervention Lead Teacher, Student Information System

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create alignments for CCSS and curriculum	Grades 3-11	<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)	Curriculum Specialists
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.	Grades 3-11	<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)	Teachers
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	Grades 3-11	<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)	Teachers
Utilize the Why Try / FAST Program in order to increase teacher/student relationships, social-emotional needs and school engagement.	Grades 6-12	<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:	Teachers and WhyTry program <hr/> FAST Staff Supplemental and Concentration

		(Specify)	
<p>Teachers provide tutoring in math on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.</p>	<p>Grades 3-11</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers Base Student Information System (School Pathways) Supplemental</p>
<p>Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, baseline assessment results, and parent conferencing.</p>	<p>Grades 3-11</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff Title I \$16435 i--Ready Diagnostic & Instruction Title I \$1000 A+ Curriculum Title I \$2610</p>
<p>Supplemental Educational Services (SES) will be provided to students for support in mathematics.</p>	<p>Grades K-12</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>Approved SES Providers Title I \$8700</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Increase by 2% the number of students across grades 3rd-8th who score at or above grade level in mathematics at the end of the school year as measured by a mathematics assessment tool that is aligned with CCSS.</p> <p>Students scoring proficient or higher on the mathematics portion of the SBAC exam will increase by 2% for grade 11.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades 3-11	<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)	Training, materials
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades 3-11	<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)	Teachers, Intervention Lead Teacher, Student Information System, Scantron
Create alignments for CCSS and curriculum	Grades 3-11	<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)	Curriculum Specialists
Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.	Grades 3-11	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Teachers

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	Grades 3-11	<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)	Teachers
Utilize the Why Try / FAST Program in order to increase teacher/student relationships, social-emotional needs and school engagement.	Grades 6-12	<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)	Teachers and WhyTry program <hr/> FAST Staff Supplemental and Concentration
Teachers provide tutoring in math on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.	Grades 3-11	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, baseline assessment	Grades 3-11	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Title I Staff Title I <hr/> i--Ready Diagnostic & Instruction Title I <hr/> A+ Curriculum Title I

results, and parent conferencing.		English proficient _ Other Subgroups: (Specify)	
Supplemental Educational Services (SES) will be provided to students for support in mathematics.	Grades K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Approved SES Providers

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase by 2% the number of students across grades 3rd-8th who score at or above grade level in mathematics at the end of the school year as measured by a mathematics assessment tool that is aligned with CCSS. Students scoring proficient or higher on the ELA portion of the SBAC exam will increase by 2% for grade 11.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades 3-11	<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 _ Other Subgroups: (Specify)	Training, materials
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades 3-11	<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 _ Other Subgroups: (Specify)	Teachers, Intervention Lead Teacher, Student Information System, Scantron

<p>Continue to develop curriculum and confirm alignments for CCSS and curriculum</p>	<p>Grades 3-11</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>Curriculum Specialists</p>
<p>Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.</p>	<p>Grades 3-11</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>Teachers</p>
<p>Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.</p>	<p>Grades 3-11</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>Teachers</p>
<p>Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement. Continue to evaluate FAST program and implement any needed changes based on feedback of effectiveness.</p>	<p>Grades 6-12</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>Teachers and WhyTry program FAST Staff Supplemental and Concentration</p>
<p>Teachers provide tutoring in math on a regular basis.</p>	<p>Grades 3-</p>	<p><input type="checkbox"/> All</p>	<p>Teachers</p>

<p>Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.</p>	<p>11</p>	<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, baseline assessment results, and parent conferencing.</p>	<p>Grades 3-11</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff Title I i--Ready Diagnostic & Instruction Title I A+ Curriculum Title I</p>
<p>Supplemental Educational Services (SES) will be provided to students for support in mathematics.</p>	<p>Grades K-12</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>Approved SES Providers</p>

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

GOAL 5:	Increase pupils' writing rubric score on writing samples submitted to teachers	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Increase writing proficiencies
	Metrics: writing samples submitted to teachers

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades K-12

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	65% of students in grades K-8 will be at or above grade level with their writing abilities by the end of the year, as measured by grade level writing rubrics and/or course pass rates. Establish a baseline using reports from the new platform including English writing rubric scores for students in grades 9-12.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-12	<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)	Training, materials Title I \$3000 Teachers Supplemental
Verify the writing assignments/rubrics embedded in the ELA courses are aligned to CCSS. Select which embedded writing assignments/rubrics will be used to consistently assess students' writing ability.	Grades K-12	<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	Curriculum Specialists

		_ Other Subgroups: (Specify)	
Increase instructional time with credentialed teacher.	Grades K-12	<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)	Teachers
Ongoing evaluation of student writing during data conferences between teachers and their supervisors. Ongoing grade level teacher collaboration to review student work and plan instruction, using rubric and other designated evaluation tools.	Grades K-12	<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)	Staff
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-12	<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)	Staff
Teachers provide tutoring in writing on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS.	Grades K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers <hr/> Student Information System (School Pathways) Supplemental

<p>Small group writing intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level writing goals based on CCSS.</p>	<p>Grades K-12</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff Title I \$16435 A+ Curriculum Title I \$2610</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of the year, using a school-wide writing rubric, the number of students who score proficient on writing samples submitted to teachers will increase by 5% for K-8. High school writing scores will increase by 3% from the baseline established the previous year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development</p>	<p>Grades K-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>Training, materials</p>
<p>Verify the writing assignments/rubrics embedded in the ELA courses are aligned to CCSS. Select which embedded writing assignments/rubrics will be used to consistently assess students' writing ability.</p>	<p>Grades K-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>Curriculum Specialists</p>
<p>Increase instructional time with credentialed teacher.</p>	<p>Grades K-12</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Teachers</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Ongoing evaluation of student writing during data conferences between teachers and their supervisors. Ongoing grade level teacher collaboration to review student work and plan instruction, using rubric and other designated evaluation tools.	Grades K-12	<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)	Staff
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support. Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-12	<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)	Staff
Teachers provide tutoring in writing on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS.	Grades K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Small group writing intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level writing goals based on CCSS.	Grades K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Title I Staff Title I <hr/> A+ Curriculum Title I

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	By the end of the year, using a school-wide writing rubric, the number of students who score proficient on writing samples submitted to teachers will increase by 5% for K-8 students. High School writing scores will increase by 3% based on rubric evaluation.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-12	<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)	Training, materials
Verify the writing assignments/rubrics embedded in the ELA courses are aligned to CCSS. Select which embedded writing assignments/rubrics will be used to consistently assess students' writing ability.	Grades K-12	<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)	Curriculum Specialists
Increase instructional time with credentialed teacher.	Grades K-12	<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)	Teachers

<p>Ongoing evaluation of student writing during data conferences between teachers and their supervisors. Ongoing grade level teacher collaboration to review student work and plan instruction, using rubric and other designated evaluation tools.</p>	<p>Grades K-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>Staff</p>
<p>Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support. Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Grades K-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>Staff</p>
<p>Teachers provide tutoring in writing on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS.</p>	<p>Grades K-12</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers</p>
<p>Small group writing intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level writing goals based on CCSS.</p>	<p>Grades K-12</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff Title I A+ Curriculum Title I</p>

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

GOAL 6:	Increase learning coach exposure to common core writing standards and instructional strategies in order to improve pupils' writing abilities.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Increase writing proficiencies
	Metrics: learning coach attendance in classes, writing samples submitted to teachers

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades 3-12

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	By the end of the year 25% of Learning Coaches will attend a CCSS writing workshop and complete a post-workshop survey demonstrating their knowledge of writing standards and instructional strategies to increase or improve pupils' writing abilities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Design training to be used to provide learning coach workshops in writing instruction. Provide appropriate resources including rubrics, grade level standards, and grade level anchor papers.	Grades K-12	<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)	Staff, Materials
Create an attendance tracking system so we can assess if parent attendance at workshops increases student achievement.	Grades K-12	<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)	Staff

<p>Writing workshops designed for parents of low-income and English learner students.</p>	<p>Grades K-12</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff, training, materials \$16,000</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of the school year the number of Learning Coaches who attend a CCSS writing workshop and complete a post-workshop survey demonstrating their knowledge of writing standards and instructional strategies to increase or improve pupils' writing abilities will increase by 5%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Design training to be used to provide learning coach workshops in writing instruction. Provide appropriate resources including rubrics, grade level standards, and grade level anchor papers.</p>	<p>Grades K-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>Staff, Materials</p>
<p>Modify as needed and continue to utilize attendance tracking system to assess if parent attendance at workshops increases student achievement.</p>	<p>Grades K-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>Staff</p>
<p>Writing workshops designed for parents of low-income and English learner students.</p>	<p>Grades K-12</p>	<p><input type="checkbox"/> All OR:</p>	<p>Staff, training, materials \$16,000</p>

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	By the end of the school year the number of Learning Coaches who attend a CCSS writing workshop and complete a post-workshop survey demonstrating their knowledge of writing standards and instructional strategies to increase or improve pupils' writing abilities will increase by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Modify (based on feedback) training to be used to provide learning coach workshops in writing instruction. Provide appropriate resources including rubrics, grade level standards, and grade level anchor papers.	Grades K-12	<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)	Staff, Materials
Utilize attendance tracking system so we can assess if parent attendance at workshops increases student achievement.	Grades K-12	<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)	Staff
Writing workshops designed for parents of low-income and English learner students.	Grades K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Staff, training, materials \$16,000

		English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	Increase attendance rate of assigned live web-based classes	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Increase proficiencies in all areas, increase the number of assignments completed, increase course pass rates, by the end of the school year. Metric: Progress Tracker
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Goal Applies to:	Schools: N/A ----- Applicable Pupil Subgroups: Grades K-12
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Reach an attendance rate of 50% at live web-based classes, as measured by teacher records or the class connect report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-12	<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)	Training, materials
Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history, and a program for advanced learning.	Grades K-12	<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	Curriculum Specialists, materials, staff

		_ Other Subgroups: (Specify)	
Design an efficient attendance tracking system	Grades K-12	<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)	Staff, Student Information System
Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.	Grades K-12	<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)	Staff
Facilitate meetings of content-area teachers to determine best practices.	Grades 9-12	<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)	Staff
Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-12	<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)	Staff

<p>Utilize the Why Try /FAST Program in order to increase teacher/student relationships, social-emotional needs and school engagement.</p>	<p>Grades 6-12</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>Teachers and WhyTry program FAST Staff Supplemental and Concentration</p>
<p>Intervention Engagement Specialists will focus on engaging students to increase participation in intervention supports live class sessions.</p>	<p>Grades K-12</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title I Staff Title I \$16435</p>
<p>Provide an internet subsidy for students who qualify for free or reduced lunch.</p>	<p>Grades K-12</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>Student Internet Subsidy Supplemental \$86,617</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase attendance by 5% of live web-based classes, as measured by teacher records or the class connect report.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Professional Development</p>	<p>Grades K-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</p>	<p>Training, materials</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history, and a program for advanced learning.	Grades K-12	<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)	Curriculum Specialists, materials, staff
Design an efficient attendance tracking system and review results to determine goals.	Grades K-12	<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)	Staff, Student Information System
Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.	Grades K-12	<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)	Staff
Facilitate meetings of content-area teachers to determine best practices.	Grades 9-12	<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	Staff

		_ Other Subgroups: (Specify)	
Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-12	<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)	Staff
Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement. Modify and develop FAST Program based on data and feedback of effectiveness.	6-12	<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)	Teachers and WhyTry program FAST Program Supplemental and Concentration
Intervention Engagement Specialists will focus on engaging students to increase participation in intervention live class sessions.	Grades K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff Title I
Provide an internet subsidy for students who qualify for free or reduced lunch.	Grades K-12	<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)	Student Internet Subsidy Supplemental \$99,609

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Increase attendance by 5% of live web-based classes, as measured by teacher records or the class connect report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades K-12	<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)	Training, materials
Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history, and a program for advanced learning.	Grades K-12	<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)	Curriculum Specialists, materials, staff
Continue to utilize attendance tracking system	Grades K-12	<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)	Staff, Student Information System
Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.	Grades K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Staff

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Facilitate meetings of content-area teachers to determine best practices.	Grades 9-12	<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)	Staff
Verify pupils have access through their online learning system to standards aligned curriculum.	Grades K-12	<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)	Staff
Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement. Continue to modify and develop FAST Program based on data and feedback of effectiveness.	Grades 6-12	<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)	Teachers and WhyTry program <hr/> FAST Staff Supplemental and Concentration
Intervention Engagement Specialists will focus on engaging students to increase participation in intervention live class sessions.	Grades K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Title I Staff Title I

		(Specify)	
Provide an internet subsidy for students who qualify for free or reduced lunch.	Grades K-12	<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)	Student Internet Subsidy Supplemental \$114,550

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

GOAL 8:	Increase the number of assignments pupils complete in grades K-12.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Increase proficiencies in all areas, increase the number of assignments completed, increase course pass rates Metric: Progress Tracker
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Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades K-12
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	70% of students in grades k - 8 will complete the coursework assigned on their ILP, as measured by the weekly progress tracker, by the end of the school year. 9-12th grade students will have a baseline of assignment completion established utilizing reports from the new learning management system with a goal of 70% completion.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an Individualized Learning Plan for each student.	Grades K-12	<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)	Staff, Student Information System
Provide each student with the Welcome to Online Learning course	Grades K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Online course

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a support plan for students falling behind and/or not meeting exceptions.	Grades K-12	<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)	Staff
Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports and academic success in content courses.	Grades K-12	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff Title I
Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement.	Grades 6-12	<input type="checkbox"/> All OR: <input checked="" 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)	Teachers and WhyTry program
Implement a FAST program designed to support students academic success as well as socio-emotional well being.	Grades 9-12	<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:	FAST Staff Supplemental and Concentration

		(Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	By the end of the school year, the number of students in K-8 who complete all assignments as measured by the weekly progress tracker will increase by 5%. 9-12th grade students will show an increase of 3% assignment completion from the baseline established the previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an Individualized Learning Plan for each student.	Grades K-12	<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)	Staff, Student Information System
Provide each student with the Welcome to Online Learning course	Grades K-12	<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)	Online course
Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a support plan for students falling behind and/or not meeting exceptions.	Grades K-12	<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)	Staff
Continue to implement and modify as needed the FAST program designed to support students academic	Grades 9-12	<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)	Fast Staff Supplemental and Concentration

<p>success as well as socio-emotional well being.</p>		<p>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>Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports and academic success in content courses.</p>	<p>Grades K-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>Title I Staff Title I</p>
<p>Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement.</p>	<p>Grades 6-12</p>	<p><input type="checkbox"/> All OR: <input checked="" 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>Teachers and WhyTry program</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of the school year, the number of students in K-8 who complete all assignments as measured by the weekly progress tracker will increase by 5%. 9-12th grade students will show an increase of 3% assignment completion.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Create an Individualized Learning Plan for each student.</p>	<p>Grades K-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</p>	<p>Staff, Student Information System</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide each student with the Welcome to Online Learning course	Grades K-12	<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)	Online course
Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a support plan for students falling behind and/or not meeting exceptions.	Grades K-12	<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)	Staff
Modify FAST program designed to support students academic success as well as socio-emotional well being based on data and feedback on effectiveness.	Grades 9-12	<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)	FAST Staff Supplemental and Concentration
Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports and academic success in content courses.	Grades K-12	<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:	Title I Staff Title I

		(Specify)	
Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement.	6-12	<input type="checkbox"/> All OR: <input checked="" 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)	Teachers and WhyTry program

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

GOAL 9:	Increase high school course pass rates	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Need: Increase the percentage of student completing courses and gaining the proficiencies in the course
	Metric: Progress Tracker

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades 9-12

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase high school course pass rates by 2% as measured by the end of year course pass rate report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades 9-12	<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)	Training, materials Title I \$3000 Teachers Supplemental
Create an Individualized Learning Plan for each student.	Grades 9-12	<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)	Staff, Student Information System

		(Specify)	
Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students	Grades 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development
Develop specific action plans for students struggling academically.	Grades 9-12	<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)	staff
Implement a FAST program designed to increase academic success as well as promote student social and emotional well-being.	Grade 9-12	<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)	FAST staff Supplemental and Concentration
Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including i-Ready intervention assignments and live class sessions.	Grades 9-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff Title I

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Increase high school course pass rates by 2% as measured by the end of year course pass rate report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades 9-12	<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)	Training, materials
Create an Individualized Learning Plan for each student.	Grades 9-12	<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)	Staff, Student Information System
Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students	Grades 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development on the hour-tracking tools in the LMS to see how much time students are spending in a course.
Continue to develop FAST program to support struggling HS students with both academic and socio-emotional issues. Increase number of students supported.	Grades 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	FAST staff Supplemental and Concentration

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including intervention assignments and live class sessions.	Grades 9-12	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title 1 Staff Title I

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase high school course pass rates by 2% as measured by the end of year course pass rate report.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	Grades 9-12	<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)	Training, materials
Create an Individualized Learning Plan for each student.	Grades 9-12	<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)	Staff, Student Information System

<p>Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students</p>	<p>Grades 9-12</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>Professional Development on the hour-tracking tools in the LMS to see how much time students are spending in a course.</p>
<p>Continue to develop FAST program to support struggling HS students with both academic and socio-emotional issues. Increase number of students supported.</p>	<p>Grades 9-12</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>FAST staff Supplemental and Concentration</p>
<p>Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including intervention assignments and live class sessions.</p>	<p>Grades 9-12</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Title 1 Staff Title I</p>

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

GOAL 10:	Decrease the high school graduation dropout rate	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Need: Increase the number of students graduating
	Metric: California State High School Dropout Rates

Goal Applies to:	Schools: N/A
	Applicable Pupil Subgroups: Grades 9-12

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Decrease high school dropout rate by 2% as measured by end of year reported drop out percentages.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an Individualized Learning Plan for each student.	Grades 9-12	<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)	Staff
Build regional teams to help encourage connections between student and school and encourage relationship building.	Grades 9-12	<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)	Staff

		(Specify)	
Implement a FAST program designed to support the academic and social-emotional health of students.	Grade 9-12	<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)	FAST Team Supplemental and Concentration
Provide professional development to Guidance Counselors to support students in meeting admissions requirements, financial aid, and other student services.	Grades 9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	professional development, staff
Intervention Specialists will focus on engaging and retaining students in intervention supports to increase participation and academic success in content courses.	9-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff Title I

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Decrease high school dropout rate by 2% as measured by end of year reported drop out percentages.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an Individualized Learning Plan for each student.	Grades 9-12	<input checked="" type="checkbox"/> All OR:	Staff

		<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)	
Build regional teams to help encourage connections between student and school and encourage relationship building.	Grades 9-12	<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)	Staff
Increased communication regarding testing (importance, logistics, etc.)	9-12	<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)	Staff
Continue to develop FAST program designed to support the academic and social-emotional health of students. Increase number of students supported	Grades 9-12	<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)	FAST Team Supplemental and Concentration
Intervention Specialists will focus on engaging and retaining students in intervention supports to increase participation and academic success in content courses.	Grades 9-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Title I Staff Title I

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Decrease high school dropout rate by 2% as measured by end of year reported drop out percentages.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create an Individualized Learning Plan for each student.	Grades 9-12	<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)	Staff
Build regional teams to help encourage connections between student and school and encourage relationship building.	Grades 9-12	<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)	Staff
Intervention Specialists will focus on engaging and retaining students in intervention supports to increase participation and academic success in content courses.	Grades 9-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Title I Staff Title I

<p>Continue to develop a FAST program designed to support the academic and social-emotional health of students. Increase number of students supported</p>	<p>Grades 9-12</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>FAST Team Supplemental and Concentration</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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:	Increase the percentage of pupils mastering English Language Arts (ELA) grade level benchmarks in grades K-2.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades K-2		
Expected Annual Measurable Outcomes:	85% of students will be on or above grade level in reading at the end of the school year as measured by the i-Ready Diagnostic assessment.	Actual Annual Measurable Outcomes:	87% of students scored at or above grade level. EL 2013-14 1.8% of K-12 students are EL 3.7% of K-12 students are FEP Reclassification Rate – 60% EL 2014-15 1.3% of K-12 students are EL 4.8% of K-12 students are FEP Reclassification Rate – 43.8%
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Professional Development	Budgeted Expenditures Training, materials Title I	Professional Development - teachers trained on how to use diagnostic system, distribute reports, etc.	Estimated Actual Annual Expenditures training, materials Title I \$1000 Teachers Supplemental \$13,889
Scope of Service	Grades K-2	Scope of Service	Grades K-2
<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 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)	

_ Other Subgroups: (Specify)											
Evaluate current progress monitoring assessment and if needed purchase a new assessment	Progress monitoring assessment	The current benchmark was a lengthy in person assessment that was determined to be an inaccurate goal of a formation and more informed data and detailed information.	i-Ready Reading Diagnostic Assessment								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades K-2</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	Grades K-2	<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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">K-2</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	K-2	<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	Grades K-2										
<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	K-2										
<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)											
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	Teachers, Intervention Lead Teacher, Student Information System	Created an Individualized Learning Plan for each student and utilized a Response to Intervention model to determine level of support each pupil needs in ELA. Verified all pupils have access through their online learning system to standards aligned curriculum.	teachers, Title 1 staff, Student information system Supplemental \$3,125								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades K-2</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	Grades K-2	<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)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades K-2</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	Grades K-2	<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	Grades K-2										
<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	Grades K-2										
<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)											
Create alignments for CCSS and curriculum	Curriculum Specialists	All courses and i-Ready curriculum are aligned with CCSS.	curriculum specialists								

<p>Scope of Service Grades K-2</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 Grades K-2</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>Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.</p>	<p>Teachers</p>	<p>Credentialed teachers provide three TI sessions per week, in addition to one in-person session per quarter. Work samples collected at least quarterly, preferably weekly or monthly.</p>	<p>teachers</p>
<p>Scope of Service Grades K-2</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 Grades K-2</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>Daily practice and reinforcement of skills through Study Island assignments and supplemental activities.</p>	<p>Teachers, Study Island</p>	<p>Daily practice and reinforcement of skills through Study Island assignments assigned through the OLS and supplemental activities, such as Intervention.</p>	<p>teachers, Study Island</p>
<p>Scope of Service Grades K-2</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service Grades K-2</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>	

<p><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"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the K2 Benchmark Assessment.</p>	<p>Teachers</p>	<p>Teachers use data from i-Ready to assign Targeted Instruction sessions, in person meetings, and live online sessions and meet with students as needed. All curriculum is aligned to CCSS.</p>	<p>teachers, i-Ready, Study Island</p>
<p>Scope of Service: Grades K-2</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Grades K-2</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the K2 Benchmark Assessment, and parent conferencing.</p>	<p>Title I Staff \$106,000 i-Ready Diagnostic & Instruction \$26,000</p>	<p>During 2014-15, 6 K-2 students were referred for intervention support in reading. These students were supported in phonics and decoding, fluency, comprehension, and vocabulary.</p> <p>SMART goals: 100% met i-Ready Mid-Year Growth: 103% of one year's growth</p> <p>1.3% of students are EL 4.8% are FEP RFEP Rate - 43.8%</p>	<p>Title I Staff \$8575 i-Ready Diagnostic & Instruction \$1000</p>
<p>Scope of Service: Grades K-2</p>		<p>Scope of Service: Grades K-2</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Supplemental Educational Services (SES) will be provided to students for support in English Language Arts.</p>	<p>Approved SES providers Title I \$37,550</p>	<p>Supplemental Educational Services (SES) provided to students for support in English Language Arts. 6 students applied for SES tutoring in math or ELA and 3 students completed their tutoring sessions. The other 3 students either withdrew from the school after applying or didn't follow through on their tutoring.</p>	<p>Approved SES providers Title I \$500</p>
<p>Scope of Service K-12</p>		<p>Scope of Service K-12</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>All courses, as well as the i-Ready diagnostic and curriculum are CCSS aligned. Increased instructional time was provided, with a focus on identified areas of need (identified by teacher assessments, benchmark assessments, and Learning Coach collected data). With the exception of Study Island, all actions, services, and expenditures will remain in place as a result of reviewing past progress. Study Island will be eliminated due to feedback from multiple stakeholders, including parents, teachers, and students.</p> <p>Intervention data supports planned service to continue next year.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Increase proficiency on Smarter Balanced ELA assessments in grades 3-11.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: N/A	-----		
	Applicable Pupil Subgroups:	Grades 3-11		
Expected Annual Measurable Outcomes:	A baseline will be set using Scantron assessment data.		Actual Annual Measurable Outcomes:	75% of students in grades 3-8, and 69% of students in grades 9-11 scored at or above grade level.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Professional Development	Training, materials Title I Teachers		Professional development - in person testing meeting(s).	training, materials Title I \$1000 Teachers Supplemental \$13,889
Scope of Service	3-12		Scope of Service	3-12
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	-----		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	-----
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have	Teachers, Intervention Lead Teacher, Student Information System, Scantron		Individualized Learning Plans created for each student (including scantron scores), RTI model implemented. All students have access to CCSS aligned curriculum.	teachers, Title 1 staff, student information system, scantron Supplemental \$3,125

<p>access through their online learning system to standards aligned curriculum.</p>			
<p>Scope of Service Grades 3-11</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 3-11</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>Create alignments for CCSS and curriculum</p>	<p>Curriculum Specialists</p>	<p>All 3-11 ELA courses aligned to CCSS.</p>	<p>Curriculum Specialists</p>
<p>Scope of Service Grades 3-11</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 3-11</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>Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.</p>	<p>Teachers</p>	<p>Teacher graded assignments (TGAs) embedded in grades 3-8, continued to be embedded in 9-11. All students provided with student specific feedback on TGAs.</p>	<p>Teachers</p>
<p>Scope of Service Grades 3-11</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</p>		<p>Scope of Service 3-11</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</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	Teachers	Multimedia, oral speech, and presentation implemented in direct instruction opportunities for all students. Students are offered opportunities for peer feedback and individual/small group problem solving.	teachers
Scope of Service: Grades 3-11 <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: 3-11 <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)	
Utilize common core content in Study Island to provide instructional support and preparation for Smarter Balance Assessment.	Teachers, Study Island	CCSS aligned assignments implemented in grades 3-8. CCSS aligned assignments offered as enrichment in grades 9-11. RTI sessions also utilize CCSS aligned Study Island curriculum.	Teachers, Study Island
Scope of Service: Grades 3-11 <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: 3-11 <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)	
Teachers provide tutoring in	Teachers	Teachers provide tutoring/small group	Teachers

<p>reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.</p>	<p>Student Information System (School Pathways)</p>	<p>sessions in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.</p>	<p>Student Information System (School Pathways)</p>
<p>Scope of Service 3-11</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 3-11</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, Scantron assessment results, and parent conferencing.</p>	<p>Title I Staff Title I</p> <p>i-Ready Diagnostic & Instruction Title I</p> <p>See above</p>	<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, Scantron assessment results, and parent conferencing.</p> <p>During 2014-15, the following numbers of students were referred for intervention support in reading. Students participating in the MARK12 reading curriculum were required to participate. Students were supported in both reading and writing topics.</p> <p>Grades 3-5: 24 students</p> <p>Grades 6-8: 6 students</p> <p>Grades 9-12: 55 students</p> <p>SMART goals were assigned to students participating in the program in each instructional period.</p>	<p>Title I Staff Title I \$8575</p> <p>i-Ready Diagnostic & Instruction Title I \$1000</p>

		<p>SMART goals: 3-5: 52.8% met MS: 66.7% met HS: 33.9% met i-Ready diagnostic data indicates that students are making growth. At mid-year, the students have made the following percent of a year's growth. 3-5: 152% of one year's growth target MS: 96% of one year's growth target HS: 171% of one year's growth target</p> <p>1.3% of students are EL 4.8% are FEP RFEP Rate - 43.8%</p>	
<p>Scope of Service 3-11</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 3-11</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Supplemental Educational Services (SES) will be provided to students for support in English Language Arts</p>	<p>Approved SES Providers See above</p>	<p>Supplemental Educational Services (SES) provided to students for support in English Language Arts. See Goal #1</p>	<p>Approved SES Providers Title I \$500</p>
<p>Scope of Service K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><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>	

_ 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?	<p>With the exception of the elimination of Study Island (due to feedback from stakeholders), no changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals. There needs to be an increased focus on peer feedback, small group projects, and cross-subject transfer.</p> <p>To increase achievement among all 3-11th grade students in math, the intervention department will participate in training on developing appropriate and individualized goals for all students. Additional data is being collected to determine the reason for low SMART goal achievement rates.</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:	Increase the percentage of pupils mastering mathematics grade level benchmarks in grades K-2.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups:	Grades K-2		
Expected Annual Measurable Outcomes:	A baseline will be set using a K2 benchmark assessment.	Actual Annual Measurable Outcomes:	84% of students scored at or above grade level.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development		Training, materials Title I Teachers	professional development	Training, materials Title I \$1000 Teachers Supplemental \$13,889
Scope of Service	Grades K-2		Scope of Service	K-2
<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)		
Evaluate current progress monitoring tool and if needed purchase a new assessment	Progressing monitoring assessment	The current benchmark was a lengthy in person assessment that was determined to be an inaccurate goal of a formation and more informed data and detailed information.	i-Ready Diagnostic Assessment	

<p>Scope of Service</p> <p>Grades K-2</p>		<p>Scope of Service</p> <p>K-2</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><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 Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Teachers, Intervention Lead Teacher, Student Information System</p>	<p>Created an Individualized Learning Plan for each student and utilized a Response to Intervention model to determine level of support each pupil needs in math. Verified all pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Teachers, Intervention Lead Teacher, Student Information System Supplemental \$3,125</p>
<p>Scope of Service</p> <p>Grades K-2</p>		<p>Scope of Service</p> <p>K-2</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><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 alignments for CCSS and curriculum</p>	<p>Curriculum Specialists</p>	<p>All courses and i-Ready curriculum are aligned with CCSS.</p>	<p>Curriculum Specialists</p>
<p>Scope of Service</p> <p>Grades K-2</p>		<p>Scope of Service</p> <p>K-2</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 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 <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.</p>	<p>Teachers</p>	<p>Credentialed teachers provide three TI sessions per week, in addition to one in-person session per quarter. Work samples collected at least quarterly, preferably weekly or monthly.</p>	<p>Teachers</p>
<p>Scope of Service: Grades K-2</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: K-2</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>Daily practice and reinforcement of skills through Study Island assignments and supplemental activities.</p>	<p>Teachers, Study Island</p>	<p>Daily practice and reinforcement of skills through Study Island assignments assigned through the OLS and supplemental activities, such as Intervention.</p>	<p>Teachers, Study Island</p>
<p>Scope of Service: Grades K-2</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: K-2</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>Teachers provide tutoring in math on a regular basis. Instruction is based on</p>	<p>Teachers</p>	<p>Teachers use data from i-Ready to assign Targeted Instruction sessions, in</p>	<p>Teachers</p>

<p>targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the K2 Benchmark Assessment.</p>	<p>Student Information System (School Pathways)</p>	<p>person meetings, and live online sessions and meet with students as needed. All curriculum is aligned to CCSS.</p>	<p>Student Information System (School Pathways)</p>
<p>Scope of Service K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, scoring below grade level expectation on the K2 Benchmark Assessment, and parent conferencing.</p>	<p>Title I Staff</p> <p>i-Ready Diagnostic & Instruction</p> <p>See above</p>	<p>No K-2 students were referred for intervention support in math. At the beginning of the school year, 31 K-2 students were below grade level, however by mid-year this number was reduced to 15.</p>	<p>Title I Staff \$8575</p> <p>i-Ready Diagnostic & Instruction \$1000</p>
<p>Scope of Service K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Supplemental Educational Services (SES) will be provided to students for support in math.</p>	<p>Approved SES Provider</p> <p>See above</p>	<p>Supplemental Educational Services (SES) provided to students for support in math.</p>	<p>Approved SES Provider Title I \$500</p>

		See Goal #1	
Scope of Service K-12 <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service K-12 <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All courses, as well as the i-Ready diagnostic and curriculum are CCSS aligned. Increased instructional time was provided, with a focus on identified areas of need (identified by teacher assessments, benchmark assessments, and Learning Coach collected data). With the exception of Study Island (eliminated due to stakeholder feedback), all actions, services, and expenditures will remain in place as a result of reviewing past progress. Increased education and awareness is necessary to ensure all students demonstrating a need for support are referred.		

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:	Increase proficiency on Smarter Balanced Mathematics assessments in grades 3-11.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades 3-11		
Expected Annual Measurable Outcomes:	A baseline will be set using Scantron assessment data.	Actual Annual Measurable Outcomes: 59% of students in grades 3-8, and 44% in grades 9-11 scored at or above grade level.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials	Professional development - in person testing meeting(s).	training, materials Teachers Supplemental \$13,889
Scope of Service	Grades 3-11	Scope of Service	3-11
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils	Teachers, Intervention Lead Teacher, Student Information System, Scantron	ILPs created for each student (including scantron scores), RTI model implemented. All students grades 3-8 and some in grades 9-11 have access to CCSS aligned curriculum.	teachers, Title 1 staff, student information system, scantron

<p>have access through their online learning system to standards aligned curriculum.</p>			
<p>Scope of Service Grades 3-11</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 3-11</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>Create alignments for CCSS and curriculum</p>	<p>Curriculum Specialists</p>	<p>All 3-8 math courses aligned to CCSS.</p>	<p>Curriculum Specialists</p>
<p>Scope of Service Grades 3-11</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 3-11</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>Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.</p>	<p>Teachers</p>	<p>Teacher graded assignments implemented in grades 3-8, continued to be embedded in 9-11. All students provided with student specific feedback on TGAs.</p>	<p>staff</p>
<p>Scope of Service Grades 3-11</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</p>		<p>Scope of Service 3-11</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</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.	Teachers	Multimedia, oral speech, and presentation implemented in direct instruction opportunities for all students. Students are offered opportunities for peer feedback and individual/small group problem solving.	teachers				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades 3-11</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Grades 3-11		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">3-11</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	3-11	
Scope of Service	Grades 3-11						
Scope of Service	3-11						
Utilize common core content in Study Island to provide instructional support and preparation for Smarter Balance Assessment.	Teachers, Study Island	CCSS aligned assignments implemented in grades 3-8. CCSS aligned assignments offered as enrichment in grades 9-11. RTI sessions also utilize CCSS aligned Study Island curriculum.	Teachers, Study Island				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades 3-11</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	Grades 3-11		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">3-11</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	3-11	
Scope of Service	Grades 3-11						
Scope of Service	3-11						
Teachers provide tutoring in math on a	Teachers	Teachers provide tutoring/small group	Teachers				

<p>regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.</p>	<p>Student Information System (School Pathways)</p>	<p>sessions in math instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and Scantron assessment results.</p>	<p>Student Information System (School Pathways)</p>
<p>Scope of Service 3-11</p> <hr/> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 3-11</p> <hr/> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, Scantron assessment results, and parent conferencing.</p>	<p>Title I Staff</p> <p>i--Ready Diagnostic & Instruction</p> <hr/> <p>See above</p>	<p>During 2014-15, the following numbers of students were referred for intervention support in math. Students were supported primarily in number sense, algebra and functions, and mathematical reasoning.</p> <p>Grades 3-5: 10 students Grades 6-8: 75 students High school: 105 students</p> <p>Students working in the program were assigned a SMART goal during each instructional period in which they participated. The percentages of goals that were met are below: Gr 3-5 goals met: 71.4% MS goals met: 62.2% HS goals met: 34.6% i-Ready diagnostic data indicates that students are making growth. At mid-year, the students have made the following percent of a year's growth. (One 3rd grade student showed no growth and no 4th grade students completed both the beginning and mid-year diagnostic.) 5th: 92% of one year's growth MS: 70% of one year's</p>	<p>Title I Staff Title I</p> <p>i--Ready Diagnostic & Instruction</p> <p>Title I \$8575</p> <hr/> <p>\$1000</p>

		growthHS: 36% of one year's growth	
Scope of Service	3-11	Scope of Service	3-11
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Supplemental Educational Services (SES) will be provided to students for support in mathematics.	Approved SES Providers See above	Supplemental Educational Services (SES) provided to students for support in English Language Arts and Mathematics. See Goal #1	Approved SES Providers Title I \$500
Scope of Service	K-12	Scope of Service	K-12
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the exception of the elimination of Study Island (due to stakeholder feedback), no changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals. There needs to be an increased focus on peer feedback, small group projects, and cross-subject transfer. To increase achievement among all 3-11th grade students in math, the intervention department will participate in training on developing appropriate and individualized goals for all students. Additional data is being collected to determine the reason for low SMART goal achievement rates. i-Ready scores are low in HS, so professional development will be provided to the intervention team, as well as opened to other departments, on effective intervention strategies by a specialist on research based intervention.		

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

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

Original GOAL 5 from prior year LCAP:	Increase pupils' writing rubric score on writing samples submitted to teachers		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: N/A	Applicable Pupil Subgroups:	Grades K-12	
Expected Annual Measurable Outcomes:	A baseline will be set using newly assigned rubric criteria.		Actual Annual Measurable Outcomes:	No baseline was set using rubric criteria.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Professional Development	Training, materials		no action	Training, materials Title I \$1000 Teachers Supplemental \$13,889
Scope of Service	Grades K-12		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)			<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)	
Verify the writing assignments/rubrics embedded in the ELA courses are aligned to CCSS. Select which embedded writing assignments/rubrics will be used to consistently	Curriculum Specialists		All high school rubrics aligned to CCSS.	Curriculum Specialists

assessment students' writing ability.							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades K-12</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <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	Grades K-12		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">K-12</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <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	K-12	
Scope of Service	Grades K-12						
Scope of Service	K-12						
Increase instructional time with credentialed teacher.	Teachers	no action					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades K-12</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <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	Grades K-12		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <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		
Scope of Service	Grades K-12						
Scope of Service							
Ongoing evaluation of student writing during data conferences between teachers and their supervisors. Ongoing grade level teacher collaboration to review student work and plan instruction, using rubric and other designated evaluation tools.	Staff	no action					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades K-12</td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Scope of Service	Grades K-12		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr style="border: 0; border-top: 1px dashed black; margin: 5px 0;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Scope of Service		
Scope of Service	Grades K-12						
Scope of Service							

<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>Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support. Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Staff</p>	<p>Created an Individualized Learning Plan for each student and utilized a Response to Intervention model to determine level of support. Verified pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Staff</p>
<p>Scope of Service: Grades K-12</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: K-12</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>Teachers provide tutoring in writing on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS.</p>	<p>Teachers</p>	<p>no action</p>	<p>Teachers Student Information System (School Pathways)</p>
<p>Scope of Service: K-12</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <hr/> <p><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)</p>	
<p>Small group writing intervention classes for struggling students (tier 2)</p>	<p>Title I Staff</p>	<p>Small group writing intervention classes for struggling students (tier 2 and 3).</p>	<p>Title I Staff Title I \$8575</p>

<p>and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level writing goals based on CCSS.</p>	<p>See above</p>	<p>These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level writing goals based on CCSS.</p> <p>Intervention specialists provided classes to students referred by their general education teachers for support. Referred students responded to a prompt to determine an area of need and were placed in classes based on a common goal.</p> <p>Gr 3-5 goals met: 47.6% Gr 6-8 goals met: 0% (3 goals) HS goals met: 46.2%</p> <p>Additional data is being gathered to determine root causes of low achievement rates and identify areas for improvement.</p>	
<p>Scope of Service K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The high school courses use a standardized rubric for all writing assignments. This will be reviewed by the HS stakeholders and edited as necessary. Grades K-8 will work with all stakeholders to implement common writing rubrics. Middle and high school writing curriculum and professional development will be provided and implemented in the intervention program providing writing proficiency among struggling writing and ELA students.</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 6 from prior year LCAP:	Increase learning coach exposure to common core writing standards and instructional strategies in order to improve pupils' writing abilities.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades 3-12		
Expected Annual Measurable Outcomes:	A baseline will be set using attendance at learning coach workshops and writing rubric criteria.	Actual Annual Measurable Outcomes: No baseline was set.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Design training to be used to provide learning coach workshops in writing instruction. Provide appropriate resources including rubrics, grade level standards, and grade level anchor papers.	Staff, Materials	Learning coach workshops provided in writing instruction through k8 Learning Coach University.	staff, materials
Scope of Service: Grades K-12		Scope of Service: K-12	
<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)	
Create an attendance tracking system so we can assess if parent attendance	Staff	Weekly newsletters created for K-8 families with instructional strategies and	Staff

<p>at workshops increases student achievement.</p>		<p>CCSS information, as well as invitation to Learning Coach University.</p>	
<p>Scope of Service Grades K-12</p>		<p>Scope of Service K-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><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>Writing workshops designed for parents of low-income and English learner students.</p>	<p>Staff, training, materials \$16,000</p>	<p>An online writing workshop was held and available to all learning coaches in the school. Invitations were extended specifically to learning coaches of students participating in the intervention program by the intervention teacher, and to those struggling with writing by the general education teacher. Anecdotal data from feedback during the workshop suggests that the majority of learning coaches in attendance supported K-8 students. In the future, attendance data will be collected via feedback survey by school, as well as increasing offerings to include additional languages.</p>	<p>Staff, training, materials</p>
<p>Scope of Service K-12</p>		<p>Scope of Service K-12</p>	
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals.
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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 7 from prior year LCAP:	Increase attendance rate of assigned live web-based classes		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: N/A	-----		
	Applicable Pupil Subgroups:	Grades K-12		
Expected Annual Measurable Outcomes:	A baseline will be set using attendance rates.		Actual Annual Measurable Outcomes:	No baseline was set.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Professional Development		Training, materials	Professional Development - best practices to increase attendance, and engage students in general education and SAI sessions. training, materials Teachers Supplemental \$13,889	
Scope of Service	Grades K-12		Scope of Service	K-12
<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)	
Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history,		Curriculum Specialists, materials, staff	Offered CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offered additional classes in science, history,	

and a program for advanced learning.		electives (HS), and a program for advanced learning (k8).					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Grades K-12</td> </tr> </table> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Scope of Service	Grades K-12		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>K-12</td> </tr> </table> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Scope of Service	K-12	
Scope of Service	Grades K-12						
Scope of Service	K-12						
Design an efficient attendance tracking system	Staff, Student Information System	no action					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Grades K-12</td> </tr> </table> <p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Scope of Service	Grades K-12		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td></td> </tr> </table> <p>_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	Scope of Service		
Scope of Service	Grades K-12						
Scope of Service							
Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.	Staff	<p>Provide ISP reimbursement for Low Income to ensure students have the ability to attend live sessions.</p> <p>Assigned classes on the Individualized Learning Plan (k8) and provide data-driven instruction by aligning sessions with student needs. Implement revised SAI model for students with IEPs.</p>	<p>staff</p> <p>Internet Reimbursement Supplemental \$75,319</p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Grades K-12</td> </tr> </table> <p>X All -----</p>	Scope of Service	Grades K-12		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>K-12</td> </tr> </table> <p>X All -----</p>	Scope of Service	K-12	
Scope of Service	Grades K-12						
Scope of Service	K-12						

<p>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>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>Facilitate meetings of content-area teachers to determine best practices.</p>	<p>Staff</p>	<p>Facilitate meetings of content-area teachers to determine best practices.</p>	<p>staff</p>
<p>Scope of Service Grades 9-12</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 K-12</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>Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Staff</p>	<p>Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>staff</p>
<p>Scope of Service Grades K-12</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 K-12</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>Implemented revised SAI model for students with IEPs.</p>	<p>staff</p>
<p><input type="checkbox"/> All ----- OR:</p>		<p>Scope of Service K-12</p>	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ All <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SPED 	
<p>Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including i-Ready intervention assignments and live class sessions.</p>	<p>Title I Staff</p> <hr/> <p>See above</p>	<p>The school was assigned an intervention specialist working exclusively in engaging newly referred students in the intervention program and re-engaging students who had stopped attending for any reason. The intervention program follows a compliance policy that addresses student attendance and consistent communication. Students who are not meeting participation requirements are sent to an engagement intervention specialist who works with the family to solve the root issues causing the lack of participation or communication and resolve any problems with the goal of re-engaging students.</p> <p>Intervention teachers assign i-Ready minutes to K-8 students, typically 60 minutes weekly, in their intervention subject area. Teachers use positive engagement strategies to encourage students to complete weekly minutes, including class contests, raffles, posting "all stars" who have met weekly minutes, and sharing with learning coaches student progress in the program.</p> <p>The high school model has changed significantly over the course of the school year in response to poor attendance and lack of efficiency in documenting and communication. In</p>	<p>Title I Staff Title I \$1000</p>

October, a high school position was transitioned to an engagement role with the goal of increasing student participation. The engagement intervention specialist communicated directly with unengaged high school students, provided an orientation to the program and a class on time management and study skills, and then transitioned the student to academic support based on a specific area of need. This proved to be an overwhelming role for one person, and class sizes became overwhelming when the position moved from classroom to engagement. As a result, this position transitioned back to a teaching position and all intervention teachers supported new students as they were referred or elected to participate in the program.

Additionally, beginning with the spring semester in an effort to increase participation, the high school model changed to allow students to elect to receive intervention support in math and English. Early data suggests that this is positively affecting attendance, but more data is necessary to make conclusions.

The K8 interventions specialists focusing on engagement intended to hold sessions on study skills and time management for students, however the engagement process required a significant amount of time and these sessions were not held. It is our intent to include these in the 2015-16 school year with modifications to the staffing model.

Scope of Service	K-12		Scope of Service	K-12	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ 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?	No change with the exception of implementing an efficient tracking system, including goals and targets. Also, implementation of a new live session model at the high school level. The new system will be based on stakeholder input in the form of teacher, student, and Learning Coach surveys. The intervention program will continue to collect data and evaluate the effectiveness of the newly implemented high school model, as well as the new engagement role.				

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 8 from prior year LCAP:	Increase the number of assignments pupils complete in grades K-12.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades K-12		
Expected Annual Measurable Outcomes:	A baseline will be set using Progress Tracker.	Actual Annual Measurable Outcomes: No baseline was set.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create an Individualized Learning Plan for each student.	Staff, Student Information System	Created an Individualized Learning Plan for each student.	Staff, Student Information System
Scope of Service	Grades K-12	Scope of Service	K-12
<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)	
Provide each student with the Welcome to Online Learning course	Online course	Provide each student with the Welcome to Online Learning course	Online Course
Scope of Service	Grades K-12	Scope of Service	K-12

<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>Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a support plan for students falling behind and/or not meeting exceptions.</p>	<p>Staff</p>	<p>Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provided a support plan for students falling behind and/or not meeting exceptions.</p>	<p>staff</p>
<p>Scope of Service Grades K-12</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>Scope of Service K-12</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>Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including i-Ready intervention assignments and live class sessions.</p>	<p>Title I Staff</p> <p>See above</p>	<p>See results in Goal 7 action above</p>	<p>Title I Staff</p>
<p>Scope of Service K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>	

<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Develop a annual measure relevant to all grades, develop process for tracking progress/assignment submission rate, continue with steps to implement. Enrollment is 898 students, and current attendance rate is 95.13% for September 2014 - January 2015. The absentee rate is 4.87%. 27.28% of students in grades K-8 are on track or ahead in their courses. The pass rate for high school courses is 68.5%.		

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

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

Original GOAL 9 from prior year LCAP:	Increase high school course pass rates		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input 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: N/A	-----	
	Applicable Pupil Subgroups:	Grades 9-12	
Expected Annual Measurable Outcomes:	A baseline will be set using high school course pass rates.	Actual Annual Measurable Outcomes:	High school courses had a pass rate of 68%.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials	professional development - content based team meetings, DDI sessions focused on student achievement/pass rates, training of Special Education teachers on GE processes and platform to better support students with IEPs.	Training, materials Title I \$1000 Teachers Supplemental \$13,889
Scope of Service	Grades 9-12	Scope of Service	9-12
<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)	
Create an Individualized Learning Plan for each student.	Staff, Student Information System	Create an Individualized Learning Plan for each student.	Staff, Student Information System

<p>Scope of Service Grades 9-12</p>		<p>Scope of Service 9-12</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><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>Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students</p>	<p>Professional Development on the hour-tracking tools in the LMS to see how much time students are spending in a course.</p>	<p>Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students. Provide students in Academic Support or Probation with live support sessions.</p>	<p>training, staff</p>
<p>Scope of Service Grades 9-12</p>		<p>Scope of Service 9-12</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><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>Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including i-Ready intervention assignments and live class sessions.</p>	<p>Title I Staff See above</p>	<p>See information in Goal 7.</p>	<p>Title I Staff</p>
<p>Scope of Service 9-12</p>		<p>Scope of Service 9-12</p>	
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
		Increased communication between content teachers and families.	staff		
<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)		<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Scope of Service</td> <td style="width: 80%;">9-12</td> </tr> </table> <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 checked="" type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	9-12	
Scope of Service	9-12				
<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)		<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Scope of Service</td> <td style="width: 80%;"></td> </tr> </table> <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		
Scope of Service					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The current high school pass rate is 68%. The percentage of students who are completing all course work necessary to meet A-G requirements is 0%. It is unknown how many students passed the AP exam with a score of three or higher, but three students attempted the exam. According to the EAP 0% of students tested are determined to be prepared for college (there is no data for math, and a 30% participation for English). There is no CTE program available. No 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 10 from prior year LCAP:	Decrease the high school graduation dropout rate		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	N/A		
	Applicable Pupil Subgroups:	Grades 9-12		
Expected Annual Measurable Outcomes:	A baseline will be set using California State High School Dropout Rates.		Actual Annual Measurable Outcomes:	The high school dropout rate is 43%.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Create an Individualized Learning Plan for each student.	Staff		Create an Individualized Learning Plan for each student. Developed communication plan utilizing Counselor Technicians to notify seniors of graduation path.	staff
Scope of Service	Grades 9-12		Scope of Service	9-12
<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)	
Build regional teams to help encourage connections between student and school and encourage	Staff		Built regional teams to help encourage connections between student and school and encourage relationship	Staff

relationship building.			building.		
Scope of Service	Grades 9-12		Scope of Service	9-12	
<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)		
Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including i-Ready intervention assignments and live class sessions.		Title I Staff See above	Please see information in Goal #7.		Title I Staff
Scope of Service	9-12		Scope of Service	9-12	
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The expulsion rate is 0%, as is the suspension rate. The adjusted grade 7 dropout is three, and the adjusted grade 8 dropout is two. Continue to implement current plan, increase education on alternate schooling options, more proactive Academic Support, utilize IEP meetings to discuss placement concerns, LRE.			

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>\$321,223</u>
<p>The Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.</p> <ul style="list-style-type: none"> • Low-Income: Increased targeted interventions provided by teachers Mark 12 reading remediation programs for grades 3-6 Provide reimbursement for internet for families Create a Family Academic Support Team (FAST) <p>English Language Learners:</p> <ul style="list-style-type: none"> • Designated ELD instruction through an online program • ELD instruction by ELD teachers and SDAIE strategies by all teachers • Additional professional development on best strategies for working with EL <p>Redesignated Fluent English Proficient:</p> <ul style="list-style-type: none"> • Track the progress of each RFEP student • Clerical staff for tracking progress • Provide targeted interventions when students are not meeting standards <p>Unduplicated Student Count – 50.94% All NSLP Eligible – 50.54% EL Funding Eligible – 1.34% RFEP – 4.02% Foster Youth – 0%</p> <p>The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below. 1) Attendance/Chronic Absenteeism 2) Retention 3) Graduation Rate 4) Academic Achievement 5) Sense of School Connectedness 6) Student sense of self-efficacy 7) Social-Emotional Learning</p>	

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.

6.05	%
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In 2015/16 the school calculates its minimum proportionality percentage will be 6%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	37,550.00	216,642.00	595,809.00	487,449.00	560,567.00	1,643,825.00
Base	0.00	0.00	3,000.00	0.00	0.00	3,000.00
Supplemental	0.00	181,917.00	423,869.00	487,449.00	560,567.00	1,471,885.00
Title I	37,550.00	34,725.00	168,940.00	0.00	0.00	168,940.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources						

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).