

**Introduction:**

**LEA: Woodland Star Charter School**    Contact: Sheila Reilly, Administrator, [Sheila@woodlandstarschool.org](mailto:Sheila@woodlandstarschool.org), 707-996-3849    **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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>1. An LCAP team was established to review the LCAP which consisted of: teachers, parents, board members and the administration. Board voted on approval of LCAP at meeting on 6/9/15.</p> <p>2. A parent survey was conducted on-line and hard-copy to give all parents the opportunity to weigh in relevant to channels for parent involvement and student academic achievement.</p> <p>3. In addition to the stakeholder groups referenced above, our ELAC group was given the presentation of the different LCAP sections and feedback was elicited. Our Latino population is a significant sub-group</p>	<p>1. The LCAP was reviewed at monthly board meetings, feedback elicited and amendments made when and where appropriate. This team is/was also consulted for input as how best to implement the plan and the process for assessing the plan’s effectiveness.</p> <p>2. No surveys were returned.</p> <p>3. Feedback was noted and brought forth to the LCAP team for review.</p>

<p>population at our school. (Presented at 5/11/15 meeting)</p> <p>4. All stakeholder groups referenced above were given the written sections of the LCAP, including data regarding academic progress and budget, as they were presented and on which feedback was elicited.</p> <p>5. For future annual updates, the surveys will be distributed again to all parents/stakeholders as will presentations to our primary stakeholder groups reporting on student achievement and outcomes.</p>	<p>4. Stakeholder groups were given the opportunity to give input as the LCAP was being developed and when revisions could easily be made. Input from parents of unduplicated pupils was responded to. The LCAP team reviewed and considered this input in the crafting of the goals.</p> <p>5. Provide for data needed to make decisions around possible revisions/updates to the LCAP</p>
<p><b>Annual Update:</b> There were no changes to stakeholder engagement since last year. No changes were made to the budget since board approval. The public will be made aware of the LCAP presentation at the Charter Council meeting in order to receive feedback from the larger school community.</p>	<p><b>Annual Update:</b> With more opportunities for stakeholder input, the priorities of next year's goals may change. With more of the school community informed about and invested in the LCAP goals, student outcomes will be positively impacted as our school is better able to understand and meet the needs of students.</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).

**Actions/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?

<b>GOAL 1</b>	<b>To develop an articulated, Common Core-aligned reading curriculum for grades K-8.</b>	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 __ 4 <u>x</u> 5 __ 6 __ 7 <u>x</u> 8 __ COE only: 9 __ 10 __ Local : Specify _____
<b>Identified Need:</b>	Since teachers in our Waldorf-inspired school stay with their classes year to year, we need a way to ensure that the same content is being taught with the same expectations for students year after year with every group of students.	



<b>Goal Applies to:</b>	Schools: WSCS		
	Applicable Pupil Subgroups:	All student subgroups	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>1. Growth in student reading fluency and comprehension measures as measured by school-created benchmark assessments to give us student achievement data related to reading.</p> <p>2. Maintenance of student reading proficiency throughout middle school years.</p> <p>Both outcomes to be measured at each trimester reporting period, depending on the reading level of the student, by:</p> <ul style="list-style-type: none"> <li>*Core Phonics Survey</li> <li>* Reading fluency measures</li> <li>* Reading comprehension measures</li> <li>* Grade level reading benchmark assessments</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continued development of articulated reading curriculum to match CCSS/ ELD Standards and Waldorf timeline, including curricular pacing and standards to be taught each trimester.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Work to be done by administrators and teachers as part of their contracts: <b>\$0</b>
Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>\$300</b> from the general fund.
Implementation of Common Core aligned benchmark reading assessments for grades 3-8 (see Goal 4).	School-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	See Goal 4.

<p>Increase professional development for teachers related to reading instruction and implementation of the Common Core Standards for ELA and the ELD standards to take place during weekly faculty meetings and inservice days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p><b>\$1,000</b> from the general fund</p>
<p>Work as a school community to create a culture of reading enjoyment at all levels. Continue afterschool Book Clubs for grades 3-5 and 6-8. Start parent/ staff Book Clubs to meet monthly. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level. Media Free Week Campaign to encourage parents to read with their children rather than watching movies and television.</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>Work to be performed by volunteers and administration: <b>\$0</b></p>

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>1. Continued growth in student reading fluency and comprehension measures as measured by school-created benchmark assessments to give us student achievement data related to reading. 2. Have 80% of students reading at grade level or above by the end of 4<sup>th</sup> grade. 3. Maintenance of student reading proficiency throughout middle school years.</p> <p>Both outcomes to be measured periodically, depending on the reading level of the student, by:</p> <ul style="list-style-type: none"> <li>*Core Phonics Survey</li> <li>* Reading fluency measures</li> <li>* Reading comprehension measures</li> <li>* Grade level reading benchmark assessments</li> </ul>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Work to be done by administrators and teachers as part of their contracts: <b>\$0</b></p>

<p>Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$300 from the general fund.</p>
<p>Increase professional development for teachers related to reading instruction and implementation of the Common Core Standards for ELA and the ELD standards to take place during weekly faculty meetings and inservice days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000 from the general fund</p>
<p>Work as a school community to create a culture of reading enjoyment at all levels. Continue afterschool Book Clubs for grades 3-5 and 6-8. Start parent/ staff Book Clubs to meet monthly. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level. Media Free Week Campaign to encourage parents to read with their children rather than watching movies and television.</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>Work to be performed by volunteers and administration: <b>\$0</b></p>
<p>Implementation of Common Core aligned benchmark reading assessments for grades 3-8 (see Goal 4).</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>See Goal 4.</p>

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

1. Continued growth in student reading fluency and comprehension measures as measured by school-created benchmark assessments to give us student achievement data related to reading.
2. Have 90% of students reading at grade level or above by the end of 4<sup>th</sup> grade.
3. Maintenance of student reading proficiency throughout middle school years.

Both outcomes to be measured periodically, depending on the reading level of the student, by:  
\*Core Phonics Survey

- \* Reading fluency measures
- \* Reading comprehension measures
- \* Grade level reading benchmark assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Work to be done by administrators and teachers as part of their contracts: <b>\$0</b>
Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>\$300</b> from the general fund.
Increase professional development for teachers related to reading instruction and implementation of the Common Core Standards for ELA and the ELD standards to take place during weekly faculty meetings and inservice days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>\$1,000</b> from the general fund
Work as a school community to create a culture of reading enjoyment at all levels. Continue afterschool Book Clubs for grades 3-5 and 6-8. Start parent/ staff Book Clubs to meet monthly. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level. Media Free Week Campaign to encourage parents to read with their children rather than watching movies and television.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Work to be performed by volunteers and administration: <b>\$0</b>
Implementation of Common Core aligned benchmark	School-wide	<input checked="" type="checkbox"/> ALL	

reading assessments for grades 3-8 (see Goal 4). Develop early intervention programs for struggling students.

OR:

Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify) \_\_\_\_\_

See Goal 4.

<b>GOAL 2</b>	<b>To increase English Learner achievement and motivation in all academic areas.</b>		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 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
<b>Identified Need:</b>	There is an achievement gap existing between the majority of English Learners and the mainstream students beginning in kindergarten which grows more pronounced as students enter first grade.			
<b>Goal Applies to:</b>	<b>Schools:</b>	WSCS		
	<b>Applicable Pupil Subgroups:</b>	English Learners		
<b>LCAP Year 1: 2015-16</b>				
<b>Expected Annual Measurable Outcomes:</b>	*Increase student achievement on reading, writing and math benchmark assessments. *Increase number of students attaining annual CELDT growth. *Reclassification of all EL students by middle school. *Increase EL students receiving more targeted intervention and extended learning time as part of their school day. *Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level.			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Ensure that all students have access to a healthy breakfast before school.		School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>\$3,000</b> from the general fund
Free aftercare for English Learners to extend their school day from 12:30 to 2:30. Provide after-school support i.e. homework club, book club for grades students.		School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	<b>\$8,500</b>

		__ Other Subgroups:(Specify) _____	
Provide a lending library with books in Spanish and English for parents to take home and read with their children. Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists.	School-wide	__ALL OR: <input checked="" 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) _____	<b>\$300</b> grant from Latino parent group to supplement books we already have
Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards. Also dispel stereotypes about academic potential of EL students and encourage creativity in engaging Latino parents.	School-wide	__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) _____	ELD materials: <b>\$2,000</b> from general fund. PD carried out by EL Coordinator/Administrator as part of contract: <b>\$1,300</b> and from the general fund
Provide parent empowerment, advocacy and family literacy programs through ELAC group "Padres Unidos" and broaden the representation of EL parents in school decision-making. Spanish translation of all school communications.	School-wide	__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Carried out by EL Coordinator/administrator as part of contract: <b>\$1,000</b> from the general fund. Translator: <b>\$3,000</b>
Ensure EL students have full access to rigorous academic content in all core content areas and enrichment courses. Also, provide ongoing monitoring of academic progress, attendance, etc. of reclassified students.	School-wide	__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Carried out by EL Coordinator/administrator as part of contract and volunteers: <b>\$2,000</b> from the general fund
Provide Spanish language instruction to all classes as a part of the school day to honor the home language and culture of the majority of EL students in the school. Offer free after school classes in Mexican Folkloric Dance for boys and girls, open to all students.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Spanish Classes: <b>\$50,000</b> Dance Classes: <b>\$300</b> for

\_\_ Other Subgroups:(Specify) \_\_\_\_\_

costumes provided by Padres Unidos.

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

- \*Increase student achievement on reading, writing and math benchmark assessments.
- \*Increase number of students attaining annual CELDT growth.
- \*Reclassification of all EL students by middle school.
- \*Increase EL students receiving more targeted intervention and extended learning time as part of their school day.
- \*Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that all students have access to a healthy breakfast before school.	School-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>\$3,000</b> from the general fund
Free aftercare for English Learners to extend their school day from 12:30 to 2:30. Provide after-school support i.e. homework club, book club for grades students.	School-wide	<input type="checkbox"/> ALL OR: <input checked="" 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) _____	<b>\$8,500</b>
Provide a lending library with books in Spanish and English for parents to take home and read with their children. Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists.	School-wide	<input type="checkbox"/> ALL OR: <input checked="" 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) _____	<b>\$300</b> grant from Latino parent group to supplement books we already have
Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards. Also dispel stereotypes about academic potential of EL students and encourage creativity in engaging Latino parents.	School-wide	<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) _____	ELD materials: <b>\$2,000</b> from general fund. PD carried out by EL Coordinator/ administrator as

			part of contract: <b>\$1,200</b> and from the general fund
Provide parent empowerment, advocacy and family literacy programs through ELAC group "Padres Unidos" and broaden the representation of EL parents in school decision-making. Spanish translation of all school communications.	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Carried out by EL Coordinator/administrator as part of contract: <b>\$1,000</b> from the general fund. Translator: <b>\$3,000</b>
Ensure EL students have full access to rigorous academic content in all core content areas and enrichment courses. Also, provide ongoing monitoring of academic progress, attendance, etc. of reclassified students.	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Carried out by EL Coordinator/administrator as part of contract and volunteers: <b>\$2,000</b> from the general fund
Provide Spanish language instruction to all classes as a part of the school day to honor the home language and culture of the majority of EL students in the school. Offer free after school classes in Mexican Folkloric Dance for boys and girls, open to all students.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Spanish Classes: <b>\$50,000</b> Dance Classes: <b>\$300</b> for costumes provided by Padres Unidos.

**LCAP Year 3: 2017-18**

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>*Increase student achievement on reading, writing and math benchmark assessments.</li> <li>*Increase number of students attaining annual CELDT growth.</li> <li>*Reclassification of all EL students by middle school.</li> <li>*Increase EL students receiving more targeted intervention and extended learning time as part of their school day.</li> <li>*Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that all students have access to a healthy breakfast	School-wide	<input type="checkbox"/> ALL	



before school.		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>\$3,000</b> from the general fund
Free aftercare for English Learners to extend their school day from 12:30 to 2:30. Provide after-school support i.e. homework club, book club for grades students.	School-wide	<input type="checkbox"/> ALL OR: <input checked="" 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)_____	<b>\$8,500</b>
Provide a lending library with books in Spanish and English for parents to take home and read with their children. Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists.	School-wide	<input type="checkbox"/> ALL OR: <input checked="" 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)_____	<b>\$300</b> grant from Latino parent group to supplement books we already have
Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards. Also dispel stereotypes about academic potential of EL students and encourage creativity in engaging Latino parents.	School-wide	<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)_____	ELD materials: <b>\$2,000</b> from general fund. PD carried out by EL Coordinator/ administrator as part of contract: <b>\$1,300</b> and from the general fund
Provide parent empowerment, advocacy and family literacy programs through ELAC group "Padres Unidos" and broaden the representation of EL parents in school decision-making. Spanish translation of all school communications.	School-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Carried out by EL Coordinator/ administrator as part of contract: <b>\$1,000</b> from the general fund. Translator: <b>\$3,000</b>
Ensure EL students have full access to rigorous academic	School-wide	<input type="checkbox"/> ALL	Carried out by

<p>content in all core content areas and enrichment courses. Also, provide ongoing monitoring of academic progress, attendance, etc. of reclassified students.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>EL Coordinator/ administrator as part of contract and volunteers: <b>\$2,000</b> from the general fund</p>
<p>Provide Spanish language instruction to all classes as a part of the school day to honor the home language and culture of the majority of EL students in the school. Offer free after school classes in Mexican Folkloric Dance for boys and girls, open to all students.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> ALL</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>Spanish Classes: <b>\$50,000</b>  Dance Classes: <b>\$300</b> for costumes provided by Padres Unidos.</p>

<p><b>GOAL 3</b></p>	<p><b>Technology Goal for Common Core Readiness. Supply students and staff with instructional technology to successfully implement the Common Core state standards and SBAC and to educate students regarding media literacy and media interface skills.</b></p>	<p>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 <input checked="" type="checkbox"/> 7___  8 <input checked="" type="checkbox"/>  COE only: 9___ 10___  Local : Specify _____</p>
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<p><b>Identified Need:</b></p>	<p>Ongoing need to train teachers in media literacy and keyboarding curriculum as well as preparing students to take the SBAC.</p>		
<p><b>Goal Applies to:</b></p>	<p>Schools: WSCS</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2015-16**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>*Teachers will be supplied with laptop computers for their professional use.  *WSCS will maintain enough laptop computers to be shared between middle school classes.  *Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Maintain operable computers for student and teacher use.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</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><b>\$1,000</b> for upkeep of computers from the general fund</p>

Continue offering keyboarding and media literacy classes to middle school students.	Schoolwide	<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) <u>middle school students</u>	<b>\$300 (keyboarding), \$350 (media literacy), cost of teacher salary \$1,200</b>
		<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) _____	

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

- \*Teachers will be supplied with laptop computers for their professional use.
- \*WSCS will maintain enough laptop computers to be shared between middle school classes.
- \*Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments.

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Maintain operable computers for student and teacher use.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>\$1,000</b> for upkeep of computers from the general fund
Continue offering keyboarding and media literacy classes to middle school students.	Schoolwide	<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) <u>middle school students</u>	<b>\$300 (keyboarding), \$350 (media literacy), cost of teacher salary \$1,200</b>
		<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) _____	

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

\*Teachers will be supplied with laptop computers for their professional use.  
 \*WSCS will maintain enough laptop computers to be shared between middle school classes.  
 \*Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain operable computers for student and teacher use.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<b>\$1,000</b> for upkeep of computers from the general fund
Continue offering keyboarding and media literacy classes to middle school students.	Schoolwide	<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) _____	<b>\$300 (keyboarding), \$350 (media literacy), cost of teacher salary \$1,200</b>
		<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) _____	

<b>GOAL 4</b>	<b>To develop a comprehensive, CCSS aligned/ Waldorf-aligned, benchmark assessment system across all grade levels 1-8 in mathematics and English language arts.</b>	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need:</b>	As a Waldorf-inspired charter school, WSCS needs a system of assessments that measure what students know according to our re-aligned timeline of the CCSS.	
<b>Goal Applies</b>	Schools: WSCS	

to: Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**

- \*Creation of CCSS aligned student writing benchmark assessments (math and reading assessments completed in 2014-15)
- \*Student benchmark schedule and protocols will be developed
- \*Benchmark assessments will be piloted during 2015-16 school year
- \*Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Subset of Common Core Committee will develop writing benchmarks for grades 3-8 to be given at each trimester.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Stipend for participating teachers: <b>\$1,000</b>
By October of 2015, the Common Core Committee will establish a calendar for giving the benchmark assessments as well as protocols for testing and scoring results.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>No cost</b>
School administration will hire a testing coordinator who will copy and distribute benchmark assessments; collect and score assessments; and report scores to teachers and administration.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Wages for testing coordinator at \$15/ hour: <b>\$500</b>
Throughout the year administration will analyze testing data and teacher feedback to fine-tune benchmark assessment procedures for future years.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Student Assessment System: \$7,310</b>

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	*Benchmark assessments will be given during 2016-17 school year with an increase in student achievement over the previous year. *Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services *Students scoring significantly below the benchmarks will receive targeted intervention services *Additional mentoring will be offered to teachers whose students do not show sufficient academic growth.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Common Core Committee will revise benchmark assessments using the feedback from teachers and the data collected the previous year in order to formally launch the assessments during 2016-17.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stipend for participating teachers: <b>\$1,000</b>
Testing coordinator will copy and distribute benchmark assessments; collect and score assessments; and report scores to teachers and administration.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Wages for testing coordinator at \$15/ hour: <b>\$500</b>
School administration will work with teachers to identify students who require intervention services based on their benchmark assessment scores as well as other in class formative assessments.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>No Cost</b>
Throughout the year administration will analyze testing data in order to determine trends within classes and to identify which teachers need more professional development in the area of working with the Common Core standards.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Student Assessment System: \$7,310</b>
<b>LCAP Year 3: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	*Benchmark assessments will be given during 2017-18 school year with an increase in student achievement over the previous years. *Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services *Students scoring significantly below the benchmarks will receive targeted intervention services. *Additional mentoring will be offered to teachers whose students do not show sufficient academic growth.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Testing coordinator will copy and distribute benchmark assessments; collect and score assessments; and report scores to teachers and administration.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Wages for testing coordinator at \$15/ hour: <b>\$500</b>
School administration will work with teachers to identify students who require intervention services based on their benchmark assessment scores as well as other in class formative assessments.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<b>No Cost</b>
Throughout the year administration will analyze testing data in order to determine trends within classes and to identify which teachers need more professional development in the area of working with the Common Core standards.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<b>Student Assessment System: \$7,310</b>

<b>GOAL 5</b>	<b>To articulate a comprehensive, professional development plan for teachers regarding how to incorporate CCSS and ELD standards into the Waldorf curriculum, the needs of English Learners, appropriate and effective interventions for struggling students in addition to curative education practices.</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
<b>Identified Need:</b>	WSCS teachers receive Waldorf training each summer in preparation for the coming school year, but there is still a need for development around how to incorporate the demands of the Common Core standards into the Waldorf curriculum in a thorough and systematic manner.	
<b>Goal Applies to:</b>	Schools: WSCS	
	Applicable Pupil Subgroups:	All
<b>LCAP Year 1: 2015-16</b>		
<b>Expected Annual Measurable</b>	*WSCS will create and implement a professional development calendar for the school year that will include the topic to be covered, the presenter and the date of each training. *Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase as	

<b>Outcomes:</b>	measured by the WSCS benchmark assessments and other assessments.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>No Cost</b>
School administration will use data from the needs assessment as well as other evaluations to establish a calendar of professional development activities for the school year. Calendar to be established by September 2015 and will be implemented throughout the school year.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost will vary depending on presenters who are contracted from outside the school. Estimate: <b>\$3,000</b>
In June 2016, administration will conduct a teacher survey to review the professional development trainings carried out during the school year and elicit suggestions for further development in the future.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>No Cost</b>

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	*WSCS will create and implement a professional development calendar for the school year that will include the topic to be covered, the presenter and the date of each training. *Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase as measured by the WSCS benchmark assessments and other assessments.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>No Cost</b>



School administration will use data from the needs assessment as well as other evaluations to establish a calendar of professional development activities for the school year. Calendar to be established by September 2016 and will be implemented throughout the school year.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost will vary depending on presenters who are contracted from outside the school. Estimate: <b>\$3,000</b>
In June 2017, administration will conduct a teacher survey to review the professional development trainings carried out during the school year and elicit suggestions for further development in the future.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>No Cost</b>

**LCAP Year 3: 2017-18**

<b>Expected Annual Measurable Outcomes:</b>	*WSCS will create and implement a professional development calendar for the school year that will include the topic to be covered, the presenter and the date of each training. *Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase as measured by the WSCS benchmark assessments and other assessments.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>No Cost</b>
School administration will use data from the needs assessment as well as other evaluations to establish a calendar of professional development activities for the school year. Calendar to be established by September 2017 and will be implemented throughout the school year.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Cost will vary depending on presenters who are contracted from outside the school. Estimate: <b>\$3,000</b>
In June 2018, administration will conduct a teacher survey to	Schoolwide	<input checked="" type="checkbox"/> ALL	<b>No Cost</b>

review the professional development trainings carried out during the school year and elicit suggestions for further development in the future.

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient

Other Subgroups:(Specify) \_\_\_\_\_

## 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?

Original

To develop an articulated, Common Core-aligned reading curriculum for grades K-8.

Related State and/or Local Priorities:

GOAL from prior year LCAP:		1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Goal Applies to:	Schools: <b>WSCS</b> Applicable Pupil Subgroups: <b>all</b>
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Expected Annual Measurable Outcomes:	Increase student reading fluency and comprehension measures as measured by school-created benchmark assessments. Maintenance of student reading proficiency throughout middle school years as measured by benchmarks, as they become ready, and reading comprehension measures.	Actual Annual Measurable Outcomes:	*Common Core aligned benchmark assessments are completed and will be piloted next year. This was the base year using a schoolwide reading program with fluency and comprehension measures. Data will be stored in order to measure growth in the coming years.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Over the next three years Woodland Star will identify a reading curriculum for implementation, purchase instructional materials for teachers along with additional books for classroom libraries, and provide professional development for teachers.	*Reading curriculum materials: <b>\$1,000</b> *Professional development for teachers. <b>% of HG and RB salaries</b> *Additional reading material for all classroom libraries with an emphasis on non-fiction. <b>\$2,000</b> , source: grants. *unless otherwise specified, all funding to come from general fund.	Woodland Star successfully implemented the Core Phonics reading curriculum and assessment program for use in grades 1-8. We also purchased teacher guides and resource books as well as student books. More work is needed on professional development sessions with teachers on how to implement the Common Core State Standards as well as the ELD standards.	Reading Curriculum and Assessments: <b>\$425</b> Professional Development by education director and administrator: <b>\$2,000</b> Classroom libraries: <b>\$1,340 (\$300 from grants)</b>
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>*Continuing professional development for reading instruction needed.          *More work is needed on professional development sessions with teachers on how to implement the Common Core State Standards as well as the ELD standards.          *Training for teachers as to how to access and use the SAS for tracking student progress.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p><b>To increase English Learner student success in ELA and literacy.</b></p>	<p>Related State and/or Local Priorities:          1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__          COE only: 9__ 10__          Local : Specify _____</p>
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Goal Applies to:	Schools: WSCS	Applicable Pupil Subgroups: English Learners
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<p>Expected Annual Measurable Outcomes:</p>	<p>*Increase student achievement on reading/ELA benchmark assessments.          *Increase number of students attaining annual CELDT growth.          *Reclassification of all EL students by middle school.          *EL students receiving more targeted intervention as part of their school day.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>*This is our first year of collecting this data which will be used to measure an increase in achievement in the coming years using by the MAZE and Core Phonics assessments, as appropriate, across all grade levels. Next year will be the first year of collecting data with our benchmark assessments.          *Our work with students for this year will be measured in September 2015. Scores will be compared to previous years' growth.          *All middle school students currently reclassified.          *First grade (small groups), 3<sup>rd</sup> and 4<sup>th</sup> grade reading intervention pull-out.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Increase professional development opportunities for teachers related to ELD instructional strategies.            Purchase of ELD instruction curricular materials</p>	<p>Professional development trainings for teachers Cost:</p>	<p>ELD Specialist, EL assistant and EL parent attended trainings at County Office of Ed. Purchase of ELD student materials and teacher resources.</p>	<p>SCOE Trainings: Cost: <b>\$350</b>            ELD Materials: <b>\$150</b> grant</p>

		<b>\$1,000</b> Purchase of ELD instruction curricular materials. Cost <b>\$2,000</b> Source: grand funding.		funded, <b>\$200</b> general fund
Scope of service:	School-wide		Scope of service:	School-wide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Purchase of intervention level reading materials for classroom libraries. Purchase of student reading materials relevant to ELD students i.e. culturally relevant books featuring Latino protagonists		Purchase of intervention level reading material for classrooms and culturally relevant books. Cost: <b>\$2,000</b> . Source: grant funding.	Books were purchased for classrooms from grants and Scholastic Bucks.	
			Purchase of books and intervention materials for 1 <sup>st</sup> , 2 <sup>nd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> : <b>\$270</b> (grants)	
Scope of service:	School-wide		Scope of service:	School-wide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Increase ELD and intervention level support for identified students.		Increase intervention and ELD support for students during	Increased designated ELD time and reading interventions with pull-outs.	
			Teachers delivering additional ELD and intervention	

		school day. Cost: <b>\$15,000</b> , source: general fund.			services. Cost: <b>\$20,770</b> in salaries from general fund
Scope of service:	School-wide		Scope of service:	School-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Provide after-school support i.e. homework club, book club.		After-school intervention support. No cost.	These programs continued throughout the year.		No cost.
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5. Hold monthly ELAC meetings with parent education components to foster increased parent engagement.		Monthly parent education ELAC meetings. No cost.	ELAC meetings were held regularly each month.		No cost.
Scope of service:	School-wide		Scope of service:	School-wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	More funding needed for ELD materials and professional development for teachers. Continued need for developing intervention program to benefit primarily EL and low income students. Continued development for afterschool and extended day programs. Expand goal to measure success of students in all core academic areas.		

Original GOAL from prior year LCAP:	<b>To supply students and staff with instructional technology to successfully implement the Common Core state standards and SBAC and to educate students regarding media literacy and media interface skills.</b>		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__ <input checked="" type="checkbox"/> 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: WSCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	* 95% of teachers with appropriate device to implement CCSS and prepare students for SBAC.  *The school will have enough devices (Chromebooks) for the largest middle school class to simultaneously launch a media literacy lesson i.e. keyboarding or lesson on safe and appropriate use of the technology.  *Increase by 50% the number of teachers trained in using on-line CCSS planning tools. Teachers will receive on-going PD related to media literacy instruction.	Actual Annual Measurable Outcomes:	*3 new Chromebooks for teachers, goal met  *Purchased full suite of Chromebooks as well as media literacy curriculum and keyboarding curriculum.  *Still in process. 3 staff members trained on technology and being implemented in the middle school.

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures	
		Budgeted Expenditures			
1. Over the next three years WSS will purchase appropriate technology for students and staff to instructional purposes.		Purchase of appropriate technology for students to participate in SBAC. Cost: <b>\$15,000</b> , source: general fund. Purchase of technology for teacher's professional use. Cost: <b>\$1,000</b> , source: general fund.	28 Chromebooks purchased		<b>\$8,778</b>
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
2. Provide keyboarding instruction for middle school students.		<b>No cost.</b>	Bought curriculum		<b>\$150</b>
Scope of service:	Grades 6-8		Scope of service:	Grades 6-8	



<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Develop a media literacy curriculum and establish protocols for use of media for instructional practices.		Develop and implement protocols for media use and instruction. <b>No cost.</b>	Cyberwise curriculum		<b>\$350</b>
Scope of service:	Grades 6-8		Scope of service:	Grades 6-8	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Institute handwriting/cursive curriculum.		Review and implementation of handwriting/ cursive curriculum, cost: <b>\$1,000</b> , source: general fund.	Purchased curriculum for 2 teachers to begin implementation plus a font for use on computer.		<b>\$150</b>
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Upgrading as needed over the year, media literacy curriculum to continue, replace/update technology, additional middle school teachers to be trained as classes move up into grades taking SBAC and benchmark assessments on computers.
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Original GOAL from prior year LCAP:	Over the course of the next three years WSS will develop a comprehensive, CCSS aligned/Waldorf aligned, benchmark assessment system across all grade levels and content areas.	Related State and/or Local Priorities: 1__x 2__x 3__ 4__x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: WSCS	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Creation of standardized, CCSS aligned benchmark assessment tools.  Creation of student assessment calendar.  Integration of student data into online SAS tool.	Actual Annual Measurable Outcomes:	Benchmark assessments have been created for reading and math grades 3-8. Creation of writing assessments is in progress.  Student assessment calendar will follow the end of each trimester.  SAS has been purchased and is being used to create benchmark assessments.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Adoption of Student Assessment System (SAS) to track achievement data and assist teachers in integrating CCSS standards.	Purchase an SAS for the purposes of designing CCSS aligned benchmark assessments: <b>\$6,000</b>	Woodland Star has purchased the SAS and is presently using it to create our benchmark assessments.	<b>\$6,000</b>

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Adoption of teacher planning tools and resources to support integration of CCSS with Waldorf developmental curriculum. Provide professional development to assist teachers in integrating CCSS into Waldorf curriculum	Professional Development: No costs. Review and adoption of teacher resource tools for integration of CCSS with Waldorf curriculum. Cost: <b>\$1,000.</b>		Still in progress, will continue next year		<b>\$0</b>
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Create a Common Core committee to develop benchmark assessments, assessment calendars and conference reporting rubrics for grades 1-5.	Stipend for participating teachers: <b>\$4,000</b>		A group of teachers and administrators completed a series of Common Core aligned benchmark assessments in reading and math skills for grades 3-8. Piloting of benchmark assessments will begin in grades 3 and 8 this school year. Work on the writing benchmark assessments is in progress and will be completed next school year. Common Core aligned reporting rubrics were completed this year and will be used by teachers during 2015-16.		Actual teacher stipend: <b>\$1,000</b>

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Future plans for SAS include tracking achievement, creation of more assessment tools as needed. Writing benchmarks to be developed and implemented during 2015-16. All benchmarks will be piloted during the 2015-16 school year following the calendar for each trimester with results available to parents at November and March conferences as well as in end of year reports.			

**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:	\$92,348
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All the expenditures mentioned in Woodland Star’s LCAP plan that do not specifically target the unduplicated pupils will benefit low-income and English Learner students. For example, the articulated reading program we are developing, in addition to the benchmark assessments, will allow teachers and administration to identify students who are below grade-level expectations and provide intervention services for them. Our technology goal will help students become more computer literate and prepare them for standardized testing.

- 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.

0	%	Please see above.
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**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).