

Introduction:

LEA: Alexander Valley Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Bob Raines, Superintendent/Principal, braines@alexandervalleyusd.org, (707) 433-1375 **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Input for Revision Process: The School Site Council met on: <ul style="list-style-type: none"> • March 10, 2015 • April 15, 2015 • May 12, 2015 	The SSC is composed of three certificated and one classified employees, the Superintendent-Principal, and five parents, two of whom are parents of English Learners, and one of whom qualifies for free lunch. The SSC recommended that the LCAP reflect the community's desire to continue developing the garden and PE programs, and emphasize student achievement and the implementation of the Common Core and the 4C's

The Curriculum Committee met on:

- January 20, 2015
- February 17, 2015
- March 17, 2015
- April 21, 2015
- May 20, 2015

The Technology Committee met on:

- February 4, 2015
- March 4, 2015
- April 8, 2015
- May 6, 2015

The Emergency Preparations Committee met on:

- March 23, 2015
- April 22, 2015
- May 27, 2015

The Facilities Committee met on:

- March 13, 2015
- April 10, 2015
- May 8, 2015

The AVS Faculty met on:

- March 11, 2015
- April 15, 2015
- April 22, 2015
- May 6, 2015

The Curriculum Committee is composed of two certificated employees, two trustees, the Superintendent-Principal, and three parents. The committee stressed the inclusion of goals for student achievement, the implementation of the 4C's, and increasing rigor for all students

The Technology Committee is composed of two certificated employees, one classified employee, one trustee, the Superintendent-Principal, and two parents. The Committee recommended that, after completing the one-to-one implementation, that the LCAP include goals for problem solving, resourcefulness, and the development of digital skills, including digital citizenship.

The Emergency Preparations Committee is composed of two certificated employees, one Trustee, the Superintendent-Principal, and two community members. The Committee recommended that the LCAP continue to have goals to fully implement the Emergency EOP, focusing on responses to earthquake and intruder on campus.

The Facilities Committee includes two certificated employees, one classified employee, one trustee, the Superintendent-Principal, and two parents. The Committee recommended that the LCAP continue to have goals supporting the eventual construction of a multi-purpose room.

The AVS Faculty recommended that the LCAP focus on student achievement in reading writing in the Common Core, the implementation of the 4C's and the continued support of the PE and Garden programs.

The ELAC met on:

- January 16, 2015
- February 27, 2015

The AVS Student Council met on:

- January 27, 2015

The Board of Trustees met on:

- March 16, 2015
- April 20, 2015
- May 19, 2015
- June 15, 2015
- June 22, 2015

General Stakeholder Meeting was held on February 25, 2015. Stakeholders could participate in person or via google drive.

The ELAC is composed of all parents of English Learners at AVS. Two faculty members and the Superintendent attend all meetings and support the parents. The ELAC recommended that the LCAP continue to support the achievement of their children in reading, writing and mathematics.

The Student Council is composed of student representatives from all grades at AVS. The Students recommended that the PE program and the Garden program continue.

The Board of Trustees is composed of five elected or appointed residents of the district. The Trustees received reports from each committee monthly, and participated in each of the District Committees. The Board received reports of student performance on the benchmark assessments at the conclusion of each trimester. The Board urged the committees to maintain their focus on student achievement and enrichment programs such as the garden and PE. The Board also indicated their support of efforts to explore and initiate a capital campaign to build a multi-use room.

The Board held a public hearing on the revised LCAP on the 15th of June, and approved it at the June 22nd meeting. There were no additional comments on the LCAP at those meetings.

The Stakeholder Meeting was attended by fifteen parents in person, with another seventeen participating virtually. The stakeholder input focused on the continued implementation of the CCCSS, the 4C's, student achievement in reading, writing, and mathematics, the continued support for the PE and Garden programs, support for the implementation of one-to-one and digital skills for all students, and the initiation of a process to build a multi-purpose room. There were no comments from the stakeholders that required the Superintendent to respond in writing.

Annual Update:

Input for Review Process:

The School Site Council met on:

- November 4, 2014
- February 18, 2015
- March 10, 2015

The Curriculum Committee met on:

- October 28, 2014
- November 18, 2014
- December 16, 2014
- January 20, 2015
- February 17, 2015

The Technology Committee met on:

- November 5, 2014
- December 3, 2015
- January 7, 2015
- February 4, 2015

The Emergency Preparations Committee met on:

- December 8, 2014
- January 14, 2015
- February 27, 2015

The Facilities Committee met on:

- November 7, 2014
- December 12, 2014

Annual Update:

The SSC is composed of three certificated and one classified employees, the Superintendent-Principal, and five parents, two of whom are parents of English Learners, and one of whom qualifies for free lunch. The SSC saw that the goals for implementation of the CCCSS, the 4C's, support students' academic achievement, the development of the PE and Garden program, and technology expansion were moving along as hoped. They applauded the implementation of the EOP. They were disappointed that the facilities expansion had not moved along as quickly as hoped.

The Curriculum Committee is composed of two certificated employees, two trustees, the Superintendent-Principal, and three parents. The committee was supportive of the efforts to implement the CCCSS, and interventions for students failing to meet grade level expectations in mathematics and reading. The committee wanted to see more effort for writing intervention.

The Technology Committee is composed of two certificated employees, one classified employee, one trustee, the Superintendent-Principal, and two parents. The Committee found that goals for technology implementation were being reached, and asked that the new LCAP include goals for implementing one-to-one and continue digital access for children with out it at home.

The Emergency Preparations Committee is composed of two certificated employees, one Trustee, the Superintendent-Principal, and two community members. The Committee felt that the goals for implementation of the EOP were moving according to schedule.

The Facilities Committee includes two certificated employees, one classified employee, one trustee, the Superintendent-Principal, and two parents. The committee noted that progress was made on developing the long term facilities improvement plan, as well as the ongoing maintenance calendar.

- January 9, 2015
- February 13, 2015

The AVS Faculty met on:

- January 21, 2015
- February 18, 2015
- March 11, 2015

The ELAC met on:

- March 20, 2015
- April 24, 2015

The AVS Student Council met on:

- February 17, 2015

The Board of Trustees met on:

- October 21, 2014
- November 18, 2014
- December 9, 2014
- January 20, 2015
- February 17, 2015
- June 15, 2015
- June 22, 2015

General Stakeholder Meeting was held on February 25, 2015. Stakeholders could participate in person or via google drive.

The AVS Faculty proposed changes to the reading and mathematics intervention programs, which were implemented during the school year. They encouraged the implementation of the one-to-one initiative, supported the PE and Garden project, the EOP, and the long-term facilities improvement plan.

The ELAC is composed of all parents of English Learners at AVS. Two faculty members and the Superintendent attend all meetings and support the parents. The parents were very supportive of the efforts to ensure that their children were achieving grade level proficiencies, and appreciative of all the support they were receiving.

The Student Council is composed of student representatives from all grades at AVS. The Students commended the PE program and the Garden program continue, and were appreciative that iPads and other digital devices were available.

The Board of Trustees is composed of five elected or appointed residents of the district. The Board encouraged the hard work of the district committees, and urged them to maintain their focus on the safety and achievement of the students of AVUSD.

The Stakeholder Meeting was attended by fifteen parents in person, with another seventeen participating virtually. The portion of the meeting devoted

to the evaluation of the current LCAP produced support for the efforts to improve reading and mathematics achievement among all students, the availability of computer access for students after school, the PE and Garden programs, and an interest in improving facilities at AVS. There were no comments from the stakeholders that required the Superintendent to respond in writing.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	<p>1.Students (including EL, ED, and SpEd) will be proficient in the common core standards.</p> <p>1A. Improve reading comprehension for all students</p> <p>1B. All students read at grade level by the end of third grade, or have IEP/504 Plan (interventions)</p> <p>1C. Improve written expression for all students</p> <p>1D. Improve mathematical problem solving for all students</p> <p>1E. Develop and implement student assessment systems that hold students accountable individually and as a group</p> <p>1F. Maintain degree student CELDT improvement and RFEP reclassification rates</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Identified Need :	<p>1. Students need to be proficient in the common core standards.</p> <p>Metrics: 69% advanced or proficient on 2013 ELA CST, 47% advanced or proficient on district 3/2014 ELA CCCSS-aligned benchmark</p> <p>72% proficient or advanced on 3/2014 math CA Content Standards-aligned benchmark</p> <p>EL students average 1.0 level growth per year on CELDT</p> <p>15% of EL students are reclassified RFEP per year, 2011-2014</p> <p>The academic content and performance standards adopted by the state board need to be implemented fully (Math CCCSS being implemented initially this year in all classes)</p> <p>Students (including EL, ED and SpEd) need to have access to classes aligned to the academic content and performance standards adopted by the state board (All students have access to classes with ELA CCCSS implemented, students have access to classes with Math CCCSS being implemented initially this year)</p>
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Goal Applies to:	<p>Schools: Alexander Valley School</p> <p>Applicable Pupil Subgroups:</p> <p>1A. All, with special focus for EL students</p> <p>1B.All, with special focus for EL students</p> <p>1C. All, with special focus for EL students</p> <p>1D. All, with special focus for EL students</p> <p>1E. All, with special focus for EL students</p>
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		1F. EL students
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LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>57% of all students will score advanced or proficient on the ELA CCCSS-aligned benchmark assessment</p> <p>70% of all students will score advanced or proficient on the Math CCCSS-aligned benchmark assessment</p> <p>EL Students will maintain average of 1.0 level growth per year on the CELDT</p> <p>Maintain rate of 15% of EL students reclassified as RFEP each year, including all students graduating 6th grade</p> <p>The academic content and performance standards adopted by the state board will be implemented fully by 100% of all teachers</p> <p>100% of all students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board</p> <p>(Note: the metrics for priority 4 (pupil achievement) for the API, Advanced Placement Examination passage totals, % of students completing UC or CSU requirements, or EAP are all N/A)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Begin "reading recovery" type early literacy intervention program 	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)	reading intervention program 0000: Unrestricted Base \$20,945
<ul style="list-style-type: none"> Begin revised reading comprehension and decoding intervention (3rd – 6th) 	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)	reading comprehension and decoding 0000: Unrestricted Base \$17,340

Continue to fully implement new English Language Arts text (no cost)	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)	ELA text 0000: Unrestricted Base \$0
Implement writing intervention program options (S8,160, Resource 0000)	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)	0000: Unrestricted Base \$6000
continue to fully implement new Mathematics text (no additional cost)	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)	math text 0000: Unrestricted Base \$0
• Instruct mathematics vocabulary and strategies for explaining the students' mathematical thinking (no cost)	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)	math vocabulary 0000: Unrestricted Base \$0
Continue to use problem solving strategies in the	School	<input checked="" type="checkbox"/> All	problem solving strategies 0000: Unrestricted Base \$0

<p>adopted text (no cost)</p>	<p>wide</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>Implement selected assessment options in the math and ELA series (no cost)</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>math and ELA assessments 0000: Unrestricted Base \$0</p>
<p>Implement the SBA formative assessments and released questions and EdLeader21 group assessment tools (no cost)</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>assessments 0000: Unrestricted Base \$0</p>
<p>Maintain a research-based ELD component to the “reading recovery” type early literacy intervention program</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>ELD reading support 0000: Unrestricted Supplemental \$4,080</p>
<p>Continue to purchase materials and provide additional training for current reading fluency intervention (3rd – 6th)</p>	<p>For EL students school</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>ELD materials 2000-2999: Classified Personnel Salaries Supplemental \$1000</p>

	wide For ED students school wide	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain a research-based ELD component to the "reading recovery" type early literacy intervention program	For EL students school wide For ED 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)	ELD reading intervention 0001-0999: Unrestricted: Locally Defined Supplemental \$9854
Continue to provide explicit writing intervention for EL and ED students	For EL students school wide For ED 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)	ELD/ED writing 0001-0999: Unrestricted: Locally Defined Supplemental 8254
Explore writing intervention options within supplemental materials in adopted ELA text	For EL students school wide For ED 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)	writing intervention options 0000: Unrestricted Supplemental \$0
Identify and evaluate vocabulary development resources within adopted ELA text	For EL students	<input type="checkbox"/> All OR:	vocab development 0001-0999: Unrestricted: Locally Defined Supplemental \$0

	school wide For ED students school wide	<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)	
Teach explicit vocabulary and verbalization strategies for explaining the students' thinking	For EL students school wide For ED 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)	vocab and verbalization strategies 0001-0999: Unrestricted: Locally Defined Supplemental 3680
Investigate EL resources for problem solving strategies in the adopted text (no cost)	For EL students school wide For ED 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)	PS strategies 0001-0999: Unrestricted: Locally Defined Supplemental \$0
• Continue to provide in-class and pull out support for EL students Continue to Implement EL support material from the Reading Wonders and My Math text book series (no additional cost)	For EL 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)	EL Support in RW and MM 0001-0999: Unrestricted: Locally Defined Supplemental \$0
Maintain the On-line differentiated tutorial from Reading Wonders (no cost)	school wide	<input checked="" type="checkbox"/> All OR:	RW on-line 0000: Unrestricted Base 0

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide summer tutoring in reading and writing for identified EL and ED students	For EL students school wide For ED students school wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	summer tutoring 2000-2999: Classified Personnel Salaries Supplemental 1840

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	67% of all students will score advanced or proficient on the ELA CCCSS-aligned benchmark assessment 75% of all students will score advanced or proficient on the Math CCCSS-aligned benchmark assessment EL Students will maintain average of 1.0 level growth per year on the CELDT Maintain rate of 15% of EL students reclassified as RFEP each year, including all students graduating 6th grade The academic content and performance standards adopted by the state board will be implemented fully by 100% of all teachers 100% of all students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board (Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain "reading recovery" type early literacy intervention program	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	reading intervention 1000-1999: Certificated Personnel Salaries Base \$21,363

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
implement revised reading intervention (3rd – 6th)	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)	reading intervention 2000-2999: Classified Personnel Salaries Base \$17,686
Maintain the On-line differentiated tutorial from Reading Wonders (no cost)	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)	on-line tutorial 0000: Unrestricted Base 0
Continue to fully implement new English Language Arts text (no cost) with added targeted writing intervention		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	writing intervention 2000-2999: Classified Personnel Salaries Base 11,500
Continue to fully implement new Mathematics text (no additional cost)	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	math text 0000: Unrestricted Base 0

		_ Other Subgroups: (Specify)	
Continue to instruct vocabulary and strategies for explaining the students' thinking (no cost)	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted Base 0
Continue to use problem solving strategies in the adopted text (no cost)	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PS strategies 0000: Unrestricted Base 0
continue selected assessment options in the math and ELA series (no cost)	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	assessment in ela and math 0000: Unrestricted Base 0
Continue to implement the SBA interim assessments and EdLeader21 group assessment tools (no cost)	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	assessments (SBA and EdL21) 0000: Unrestricted Base 0

<p>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program (k-2)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD reading support 1000-1999: Certificated Personnel Salaries Supplemental \$4,162</p>
<p>Continue to purchase materials and provide additional training for current reading fluency intervention (3rd – 6th)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>eld reading fluency materials 4000-4999: Books And Supplies Supplemental \$2,081</p>
<p>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program (3rd - 6th)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD reading 2000-2999: Classified Personnel Salaries Supplemental \$4,162</p>
<p>Continue to provide explicit writing intervention for EL and ED students</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing intervention 2000-2999: Classified Personnel Salaries Supplemental \$6,222</p>

<p>maintain the targeted writing intervention program utilizing options within supplemental materials in adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing support within the text 0000: Unrestricted Supplemental 0</p>
<p>Utilize vocabulary development resources within adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>vocab development 0000: Unrestricted Supplemental 0</p>
<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (3rd- 6th grade)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>vocab/verbalize in math 1000-1999: Certificated Personnel Salaries Supplemental \$3,121</p>
<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (K-2nd)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>vocab/verbalize in math 1000-1999: Certificated Personnel Salaries Supplemental 3200</p>

<p>Continue to Implement EL support material from the Reading Wonders and My Math text book series (no additional cost)</p>	<p>For EL students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD ELA & Math support in RW and MM 0000: Unrestricted Supplemental 0</p>
<p>Provide summer tutoring in reading and writing for identified EL and ED students</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>summer tutoring 2000-2999: Classified Personnel Salaries Supplemental 1877</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

- 77% of all students will score advanced or proficient on the ELA CCCSS-aligned benchmark assessment
- 80% of all students will score advanced or proficient on the Math CCCSS-aligned benchmark assessment
- EL Students will maintain average of 1.0 level growth per year on the CELDT
- Maintain rate of 15% of EL students reclassified as RFEP each year, including all students graduating 6th grade
- The academic content and performance standards adopted by the state board will be implemented fully by 100% of all teachers
- 100% of all students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board

(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain "reading recovery" type early literacy intervention program	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)	early lit 2000-2999: Classified Personnel Salaries Base \$21,790
maintain revised reading intervention (3rd – 6th)	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)	reading intervention 1000-1999: Certificated Personnel Salaries Base 18,040
Continue to fully implement new English Language Arts text (no cost) with targeted writing intervention	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	ELA and Writing 2000-2999: Classified Personnel Salaries Base 11,730

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
Continue to fully implement new Mathematics text (no additional cost)	school wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	math text 0000: Unrestricted Base 0
Continue to use problem solving strategies in the adopted text (no cost)	school wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	PS strategies 0000: Unrestricted Base 0
continue selected assessment options in the math and ELA series (no cost)	school wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	math and ELA assessment options 0000: Unrestricted Base 0
Continue to implement the SBA interim assessments and EdLeader21 group assessment tools (no additional cost)	school wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent 	assessment 0000: Unrestricted Base 0

		English proficient _ Other Subgroups: (Specify)	
Continue to purchase materials and provide additional training for reading fluency intervention (3rd – 6th)	For EL students school wide For ED students school wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0001-0999: Unrestricted: Locally Defined Supplemental 2125
Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program (k-2)	For EL students school wide For ED students school wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	k-2 eld reading support 1000-1999: Certificated Personnel Salaries Supplemental 4250
Continue to provide explicit writing intervention for EL and ED students	For EL students school wide For ED students school wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	writing intervention 2000-2999: Classified Personnel Salaries Supplemental 6350
Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program	For EL students school wide For ED students school wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD early literacy 1000-1999: Certificated Personnel Salaries Supplemental 4245

<p>maintain the targeted writing intervention program utilizing options within supplemental materials in adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>writing intervention in the ela text 0000: Unrestricted Supplemental 0</p>
<p>utilize vocabulary development resources within adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>vocab development 2000-2999: Classified Personnel Salaries Supplemental 0</p>
<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (3rd- 6th grade)</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>UG vocab/verbalization in math 1000-1999: Certificated Personnel Salaries Supplemental 3185</p>
<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (K-2nd)</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>pri vocab/verbalizatoin 1000-1999: Certificated Personnel Salaries Supplemental 3265</p>
<p>Continue to Implement EL support material from the</p>	<p>For EL</p>	<p><input type="checkbox"/> All -----</p>	<p>ELD in RW and MM 0001-0999: Unrestricted: Locally Defined</p>

<p>Reading Wonders and My Math text book series (no additional cost)</p>	<p>students school wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplemental 0</p>
<p>Provide summer tutoring in reading and writing for identified EL and ED students</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>summer tutoring 2000-2999: Classified Personnel Salaries Supplemental 1914</p>

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

GOAL 2:	All students (including EL, ED, and SpEd) will have access to standards-aligned instructional materials	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	2. All students need Common Core aligned text books Metrics: All students have CCCSS aligned mathematics materials with support materials included. In 2013-14, no students had CCCSS aligned mathematics materials
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Goal Applies to:	Schools: 2. Alexander Valley School Applicable Pupil Subgroups: All, with special focus for EL students
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	All students will have CCCSS aligned math texts. The academic content and performance standards adopted by the state board will be implemented fully All students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board 60% of all students will achieve levels of at or exceeding standards on the mathematics portion of the Smarter Balanced Assessment (Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement a CCCSS aligned Math series (no cost)	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)	math series 4000-4999: Books And Supplies Base \$0

Continue to provide certificated staff Professional development (included, no cost)	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)	math PD 0000: Unrestricted Base 0
Continue to collaborate with other districts that adopt the same series (minimal to no cost)	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)	inter-district collaboration 5000-5999: Services And Other Operating Expenditures Base \$200

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	All students will have CCCSS aligned math texts. The academic content and performance standards adopted by the state board will be implemented fully All students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board 60% of all students will achieve levels of at or exceeding standards on the mathematics portion of the Smarter Balanced Assessment (Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement a CCCSS aligned Math series (no cost)	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	math text 4000-4999: Books And Supplies Base 0

		_ Other Subgroups: (Specify)	
Continue to provide certificated staff Professional development (included, no cost)	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)	math PD 0000: Unrestricted Base 0
Continue to collaborate with other districts that adopt the same series (minimal to no cost)	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)	interdistrict pd 5000-5999: Services And Other Operating Expenditures Base 200

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>All students will have CCCSS aligned math texts.</p> <p>The academic content and performance standards adopted by the state board will be implemented fully</p> <p>All students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board</p> <p>60% of all students will achieve levels of at or exceeding standards on the mathematics portion of the Smarter Balanced Assessment</p> <p>(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt anContinue to implement a CCCSS aligned Math series (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	4000-4999: Books And Supplies Base 0

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to provide certificated staff Professional development (included, no cost)	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)	math pd 0000: Unrestricted Base 0
Continue to collaborate with other districts that adopt the same series (minimal to no cost)	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)	interdistrict pd 5000-5999: Services And Other Operating Expenditures Base 200

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

<p>GOAL 3:</p>	<p>All students will experience powerful learning utilizing the 4C's</p> <p>3A. Integrate digital technology into the day-to-day instruction to support 4-c's</p> <p>3B. Develop and implement grade level specific experiential/project-based learning activities, aligned to the CCCSS, in social studies and science</p> <p>3C. Provide community-based learning opportunities for students</p> <p>3D Develop grade level tech skills expectations</p> <p>3E. All students need to do 21st century work</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to be resourceful when using technology</p> <p>Students need access to digital learning resources</p> <p>Students need access to computer classes</p> <p>Students need to be engaged in their learning</p> <p>Metrics: Bright bytes: teacher and student use of 4C's "emerging," 27% of students report ease with foundational skills, 13% familiar with digital citizenship, per Bright Bytes 1/2014 assessment)</p>	
<p>Goal Applies to:</p>	<p>Schools: 3. Alexander Valley School</p> <hr/> <p>Applicable Pupil Subgroups: All, with special focus for EL students</p>	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes: Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over 2014-15 for students and staff

Students will demonstrate resourceful solutions to problems when using technology according to teacher observation

All students will have access to digital learning resources

All students will have access to computer classes

All students will demonstrate engagement in their learning according to teacher and administrator observation

(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A, and metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Common Sense Media Digital Citizenship Curriculum (no cost)	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)	CSM Digital Citizenship 0000: Unrestricted Base \$0
Open the computer lab on 3 selected afternoons	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)	open comp lab 2000-2999: Classified Personnel Salaries Base \$1,800
Teachers will receive professional development support to Integrate ELA and Science/social studies instruction K-6	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	ELA/Sci integration 5000-5999: Services And Other Operating Expenditures Base \$1000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement the math performance tasks in the new text (no cost)	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)	math perf tasks 0000: Unrestricted Base \$0
Continue to integrate the School Garden into the math and science classroom instruction	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)	math/sci and garden PD 5000-5999: Services And Other Operating Expenditures Base \$1000
Continue Land Paths/In Our Own Back Yard program for 3rd grade (no cost)	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)	IOOBY 0000: Unrestricted Base 0
Investigate and implement local community based learning activities (Gleaners, etc.)	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:	local community based learning 0000: Unrestricted Base \$500

		(Specify)	
Develop AVS Student Tech Standards	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)	tech standards 5000-5999: Services And Other Operating Expenditures Base \$500
Implement Common Sense Media Digital Citizenship Curriculum with an emphasis on safely utilizing resources (no cost)	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)	CSM digital resourcefulness 0000: Unrestricted Base 0
Develop a continuum of “tech resources” for students (no cost)	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)	tech resources 0000: Unrestricted Base 0
Continue to employ Tech Skills Instructor	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)	tech teacher 2000-2999: Classified Personnel Salaries Base \$10,200

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over 2014-15 for students and staff

Students will demonstrate resourceful solutions to problems when using technology according to teacher observation

All students will have access to digital learning resources

All students will have access to computer classes

All students will demonstrate engagement in their learning according to teacher and administrator observation

(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A, and metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement Common Sense Media Digital Citizenship Curriculum (no cost)	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)	CSM dig cit 0000: Unrestricted Base 0
Keep classrooms open on four afternoons a week	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)	open classrooms 0000: Unrestricted Base 0
Support teachers to Implement NGSS	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	ngss pd 5000-5999: Services And Other Operating Expenditures Base \$1000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
continue to implement the math performance tasks in the new text (no cost)	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	math perf tasks 0000: Unrestricted Base 0
Continue to support teachers to integrate the School Garden into the math and science classroom instruction	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	pd for garden/math-sci integration 5000-5999: Services And Other Operating Expenditures Base \$1000
Continue Land Paths/In Our Own Back Yard program for 3rd grade (no cost)	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IOOBY 0000: Unrestricted Base 0
continue local community based activities (Gleaners, etc)	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	local community based learning 5000-5999: Services And Other Operating Expenditures Base \$500

		(Specify)	
Implement AVS Student Tech Standards	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)	tech standards 0000: Unrestricted Base \$500
Continue to implement Common Sense Media Digital Citizenship Curriculum with the safe resourcefulness focus (no cost)	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)	CSM dig cit resourcefulness 0000: Unrestricted Base 0
Continue to teach students to use the continuum of "tech resources" (no cost)	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)	tech resources 0000: Unrestricted Base 0
Continue to employ Tech Skills Instructor	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)	tech instructor 1000-1999: Certificated Personnel Salaries Base \$10,400

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over 2014-15 for students and staff

Students will demonstrate resourceful solutions to problems when using technology according to teacher observation

All students will have access to digital learning resources

All students will have access to computer classes

All students will demonstrate engagement in their learning according to teacher and administrator observation

(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A, and metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement Common Sense Media Digital Citizenship Curriculum (no cost)	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)	CSM dig cit 0000: Unrestricted Base 0
Keep classrooms open on four afternoons a week	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)	open classrooms 0000: Unrestricted Base 0
Support teachers to implement the NGSS	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	5000-5999: Services And Other Operating Expenditures Base 1000

		_ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	
continue to implement the mathematics performance tasks in the new math text (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	math perf tasks 0000: Unrestricted Base 0
Continue to support teachers to integrate the School Garden into the math and science classroom instruction	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	garden/math-sci integration 5000-5999: Services And Other Operating Expenditures Base 1000
Continue Land Paths/In Our Own Back Yard program for 3rd grade (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	IOOBY 0000: Unrestricted Base 0
continue to implement community based learning activities (Gleaners, etc.)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups:	local community learning 5000-5999: Services And Other Operating Expenditures Base 500

		(Specify)	
Implement AVS Student Tech Standards	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)	tech standards 4000-4999: Books And Supplies Base 500
Continue to implement Common Sense Media Digital Citizenship Curriculum resourcefulness focus(no cost)	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)	CSM dig cit resourcefulness 0000: Unrestricted Base 0
Continue to teach students to use the continuum of "tech resources" (no cost)	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)	tech resources 0000: Unrestricted Base 0
Continue to employ technology skills instructor	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)	tech teacher 1000-1999: Certificated Personnel Salaries Base 10,400

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

GOAL 4:	4A. All teachers will remain highly qualified 4B. Develop long term professional development plans for certificated and classified staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	All teachers need to be highly qualified (currently, 100% are highly qualified and appropriately placed) All teachers need to have long-term professional development plans All classified staff need to have long term professional development plan
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Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	4A. 100% of teachers will be HQ and appropriately placed 4B. 100% of all classified employees will have long term professional development plans 4C. 100% of all certificated employees will have long-term professional development plans that include CCCSS implementation and enabling EL students to access the CCCSS and ELD Standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only HQ staff	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)	HQ staff 1000-1999: Certificated Personnel Salaries Base \$573,097
Identify and address continuing professional development needs to implement the Math series	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	math pd 5000-5999: Services And Other Operating Expenditures Base \$5000

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Identify and address continuing professional development needs to implement the adopted ELA series</p>	<p>School wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>ELA PD 5000-5999: Services And Other Operating Expenditures Base \$5000</p>
<p>Provide additional professional development for all certificated staff on topics to be identified for EL students</p>	<p>For EL students school wide</p> <p>For ED students school wide</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>EL PD 5000-5999: Services And Other Operating Expenditures Supplemental 4000</p>
<p>Provide additional professional development for classified staff on topics to be identified for EL students</p>	<p>For EL students school wide</p> <p>For ED students school wide</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>targeted ELD PD 5000-5999: Services And Other Operating Expenditures Supplemental 4000</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes: 4A. 100% of teachers will be HQ and appropriately placed
 4B. 100% of all classified employees will have long term professional development plans
 4C. 100% of all certificated employees will have long-term professional development plans that include CCCSS implementation and enabling EL students to access the CCCSS and ELD Standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only HQ staff	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)	HQ staff 1000-1999: Certificated Personnel Salaries Base \$578812
Identify and address continuing professional development needs to implement the Math series	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)	math pd 5000-5999: Services And Other Operating Expenditures \$5000
Identify and address continuing professional development needs to implement the adopted ELA series	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)	ELA pd 5000-5999: Services And Other Operating Expenditures Base \$5000
Provide additional professional development for all	For EL	<input type="checkbox"/> All	ELD pd cert 0001-0999: Unrestricted: Locally Defined Base

certificated staff on topics to be identified for EL students	students school wide For ED students school wide	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)	\$3,112
Provide additional professional development for classified staff on topics to be identified for EL students	For EL students school wide For ED 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELD pd classified 5000-5999: Services And Other Operating Expenditures Supplemental \$2,060

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	4A. 100% of teachers will be HQ and appropriately placed 4B. 100% of all classified employees will have long term professional development plans 4C. 100% of all certificated employees will have long-term professional development plans that include CCCSS implementation and enabling EL students to access the CCCSS and ELD Standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only HQ staff	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)	HQ staff 1000-1999: Certificated Personnel Salaries Base 588478

<p>Identify and address continuing professional development needs to implement the adopted ELA and Math series</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>math and ela pd 0000: Unrestricted Base 5000</p>
<p>Provide additional professional development for certificated staff on topics to be identified for EL students</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>cert eld pd 5000-5999: Services And Other Operating Expenditures Supplemental 3200</p>
<p>Provide additional professional development for classified staff on topics to be identified for EL students</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>class eld pd 5000-5999: Services And Other Operating Expenditures Supplemental 2100</p>

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

GOAL 5:	Increase overall student wellness, physical fitness, and attendance.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Students need to increase their levels of fitness and wellness Students need to decrease levels of unexcused absences PFT: 76% of 5th graders in HFZ 2011-12 and 2012-13 combined During 2014-15, 25 students had three or more unexcused absences (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All, with a special focus for EL and ED Students
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase students meeting fitness standards (PFT) by 10% over 2013-14 Decrease unexcused absences by 50% over 2014-15
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop, adopt, and implement fitness standards (no cost)	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)	fitness standards 0000: Unrestricted Base 0
Continue to implement a joint program with Alexander	School	<input checked="" type="checkbox"/> All	PE/garden 2000-2999: Classified Personnel Salaries Base

Valley School for PE/garden/nutrition instructor	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$7,500 PE Garden 1000-1999: Certificated Personnel Salaries Base \$7,500
Continue to implement a system to reward students for healthy food choices	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)	rainbow rewards 0000: Unrestricted Base \$100
Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.)	For EL students school wide For ED 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	spanish wellness outreach 0001-0999: Unrestricted: Locally Defined Supplemental \$1,020
Continue to implement a system to reward students low waste options	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)	recycle rewards 0000: Unrestricted Base \$100
Provide family wellness education programs	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	family wellness 0000: Unrestricted Base 500

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Explore and publish translated Family fitness newsletters	For EL students school wide For ED 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)	spanish fitness newsletters 0001-0999: Unrestricted: Locally Defined Supplemental \$918

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increase students meeting fitness standards (PFT) by 10% over 2013-14 Decrease unexcused absences by 50% over 2014-15 (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement fitness standards (no cost)	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)	fitness standards 0000: Unrestricted Base 0
Continue to implement a joint program with Alexander Valley School for PE/garden/nutrition instructor	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	PE/garden 2000-2999: Classified Personnel Salaries Base 7,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PE/garden 1000-1999: Certificated Personnel Salaries Base 7,500
Continue to implement a system to reward students for healthy food choices	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)	rainbow rewards 0000: Unrestricted Base \$100
Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.)	For EL students school wide For ED 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	spanish outreach 5000-5999: Services And Other Operating Expenditures Supplemental \$1,040
continue to publish translated Family fitness newsletters	For EL students school wide For ED 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)	spanish fitness newsletter 5000-5999: Services And Other Operating Expenditures Supplemental \$936

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: Increase students meeting fitness standards (PFT) by 10% over 2013-14
 Decrease unexcused absences by 50% over 2014-15
 (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement fitness standards (no cost)	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)	fitness standards 0000: Unrestricted Base 0
Continue to implement a joint program with Alexander Valley School for PE/garden/nutrition instructor	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)	garden/PE 2000-2999: Classified Personnel Salaries Base 7500 graden/PE 1000-1999: Certificated Personnel Salaries Base 7500
Continue to implement a system to reward students for healthy food choices	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)	rainbow rewards 0000: Unrestricted Base 100
Provide Spanish outreach regarding Family fitness	For EL	<input type="checkbox"/> All	spanish fitness outreach 5000-5999: Services And Other

<p>activities at school (100 Mile Club, etc.)</p>	<p>students school wide For ED students school wide</p>	<p>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)</p>	<p>Operating Expenditures Supplemental 1062</p>
<p>continue to publish translated Family fitness newsletters</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>spanish fitness newsletters 5000-5999: Services And Other Operating Expenditures Supplemental 983</p>

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

GOAL 6:	Teachers will develop instructional strategies that lead to greater differentiation in the classroom	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	6. Teachers need to learn instructional strategies (such as gradual release of responsibility) that support students' different learning styles and needs
	Metric: stakeholder comments, Teacher observational data
	Baseline: GRR in use 50% of the time in 3 of 7 classrooms

Goal Applies to:	Schools: Alexander Valley School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide additional professional development in Gradual Release of Responsibility	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)	GRR PD 5000-5999: Services And Other Operating Expenditures Base \$1000
Continue to implement a Peer coaching program for Gradual Release of Responsibility	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	Peer coaching for GRR 1000-1999: Certificated Personnel Salaries Base \$700

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide additional professional development in Gradual Release of Responsibility	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	GRR PD 5000-5999: Services And Other Operating Expenditures Base \$1000
Continue to implement a Peer coaching program for Gradual Release of Responsibility	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Peer GRR coaching 1000-1999: Certificated Personnel Salaries Base 700
	school wide	<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
continue to implement Gradual Release of Responsibility model	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)	GRR PD 5000-5999: Services And Other Operating Expenditures Base 400
Continue to implement a Peer coaching program for Gradual Release of Responsibility	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)	GRR peer coaching 1000-1999: Certificated Personnel Salaries Base 700

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

GOAL 7:	Support students to develop perseverance and problem solving strategies in the face of academic challenges	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	7. Students need to persevere in the face of academic challenges
	Metric: 10 unsolicited stakeholder comments

Goal Applies to:	Schools: Alexander Valley School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	100% of Certificated staff will use Ed Leader 21 Rubrics to assess student perseverance at least four times in the school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to utilize supports from adopted texts to build perseverance strategies (no cost)	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)	perseverance strategies in text 0000: Unrestricted Base 0
Implement the EdLeader21 4c's rubrics (no cost)	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	EdLeader21 rubrics 0000: Unrestricted Base 0

		_ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Certificated staff will use Ed Leader 21 Rubrics to assess student perseverance
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to utilize supports from adopted texts to build perseverance strategies (no cost)	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)	perseverance resources 0000: Unrestricted Base 0
Continue to implement the EdLeader21 4c's rubrics (no cost)	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)	EdLeader21 rubrics 0000: Unrestricted Base 0

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Certificated staff will use Ed Leader 21 Rubrics to assess student perseverance
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to utilize supports from adopted texts to build perseverance strategies (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	perseverance strategies 0000: Unrestricted Base 0

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to implement the EdLeader21 4c's rubrics (no cost)	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)	EdLeader21 rubrics 0000: Unrestricted Base 0

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

GOAL 8:	Maintain safe and secure school environment	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	8. Students need a safe and secure school environment Metric: 2 at-home suspensions in 2012-13, 0 at-home suspensions in 2013-14, 0 expulsions in 2013-14 Informal school climate surveys indicate that 80% of students feel safe and secure at school.
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Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Maintain school suspensions to less than 2 per year and expulsions at 0 per year 85% of Students continue to report feeling safe and secure at school via survey
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Explore and implement the Tool Box Program	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)	tool box 4000-4999: Books And Supplies Base \$1500
Implement a restorative discipline program aligned with local Secondary District (no cost)	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	restorative justice 0000: Unrestricted Base 0

		English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Maintain school suspensions to less than 2 per year and expulsions at 0 per year Students continue to report feeling safe and secure at school via survey
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
continue to implement the Tool Box Program	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	tool box 4000-4999: Books And Supplies Base 500
Continue to implement a restorative discipline program aligned with local Secondary District (no cost)	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	restorative discipline 0000: Unrestricted Base 0

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Maintain school suspensions to less than 2 per year and expulsions at 0 per year Students continue to report feeling safe and secure at school via survey
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
continue to implement the Tool Box Program	school	<input checked="" type="checkbox"/> All	Tool Box 4000-4999: Books And Supplies Base 500

	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to implement a restorative discipline program aligned with local Secondary District (no cost)	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)	restorative discipline 0000: Unrestricted Base 0

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

GOAL 9:	Maintain and improve high attendance totals	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	9. Students need to improve their level of school engagement Metric: 12% of students have >3 unexcused absences School Attendance for 2013-14 was 96.75%
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Goal Applies to:	Schools: Alexander Valley School	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	9. Maintain attendance rate and reduce the number of students with >3 unexcused absences to 8% of total (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement enhanced attendance tracking system in SchoolWise (no cost)	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)	attendance tracking 0000: Unrestricted Base 0
Continue to publish weekly "tardy charts" and give rewards for arriving on time	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	tardy charts 4000-4999: Books And Supplies Base \$250

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Refine the attendance tracking system to account for legitimate family activity absences	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)	family absence coding 0000: Unrestricted Base 0
Continue to implement parental intervention and education program (no cost)	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)	parent attendance outreach 4000-4999: Books And Supplies Base 200

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	9. Maintain attendance rate and reduce the number of students with >3 unexcused absences to 8% of total (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement enhanced attendance tracking system in SchoolWise (no cost)	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	schoolwise tracking 0000: Unrestricted Base 0 0000: Unrestricted Base 0

		_ Other Subgroups: (Specify)	
Continue to publish weekly "tardy charts" and give rewards for arriving on time.	School wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	tardy charts 4000-4999: Books And Supplies Base \$250
Utilize the refined attendance tracking system to account for legitimate family activity absences	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	family absence code 0000: Unrestricted Base 0
Continue to implement parental intervention and education program (no cost)	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	parent attendance outreach 4000-4999: Books And Supplies Base 200

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	9. Maintain attendance rate and reduce the number of students with >3 unexcused absences to 8% of total (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
DContinue to implement enhanced attendance tracking system in SchoolWise (no cost)	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)	attendance tracking 0000: Unrestricted Base 0
Continue to publish weekly "tardy charts" and give rewards for arriving on time.	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)	tardy charts 4000-4999: Books And Supplies Base 200
Utilize the refined attendance tracking system to account for legitimate family activity absences		<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)	family activity codes 0000: Unrestricted Base 0
Continue to implement parental intervention and education program (no cost)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	parent attendance intervention 4000-4999: Books And Supplies Base 400

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

<p>GOAL 10:</p>	<p>All Parents (including parents of EL, ED, and SpEd students) need to remain engaged in their children's education</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>			
<p>Identified Need :</p>	<p>10A. Increase overall student wellness and physical fitness (71% of students scored in the Health Fitness Zone on the 2012-13 and 2013-14 CA PFT)</p> <p>10B. Connect with parents and supplement home tech infrastructure (90% report access to internet at home, 65% indicate access to high speed internet)</p> <p>10C. Offer tech support at school for kids who don't have it at home</p> <p>10D. Offer Junior achievement program to all students</p> <p>10E. Engage parents and the community in the emergency response plan</p>				
<p>Goal Applies to:</p>	<table border="0"> <tr> <td data-bbox="325 766 436 802">Schools:</td> <td data-bbox="436 766 1995 802">Alexander Valley School</td> </tr> <tr> <td data-bbox="325 808 520 873">Applicable Pupil Subgroups:</td> <td data-bbox="520 808 1995 1104"> <p>10A. All, with special focus on EL and ED families</p> <p>10B. All, with special focus on EL and ED families</p> <p>10C. All, with special emphasis for ED students</p> <p>10D. All</p> <p>10E. All</p> </td> </tr> </table>	Schools:	Alexander Valley School	Applicable Pupil Subgroups:	<p>10A. All, with special focus on EL and ED families</p> <p>10B. All, with special focus on EL and ED families</p> <p>10C. All, with special emphasis for ED students</p> <p>10D. All</p> <p>10E. All</p>
Schools:	Alexander Valley School				
Applicable Pupil Subgroups:	<p>10A. All, with special focus on EL and ED families</p> <p>10B. All, with special focus on EL and ED families</p> <p>10C. All, with special emphasis for ED students</p> <p>10D. All</p> <p>10E. All</p>				

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

- 10A. All families will receive outreach from PE/Health/ Garden instructor
- 10B. All families without digital hardware at home receive loaned laptops or desktops
- 10C. The computer lab is open three days a week after school
- 10D. Junior Achievement is offered in all classrooms
- 10E. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response plan

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)	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)	family fitness activities 0000: Unrestricted Base 0
Pursue grants to supplement home tech (no cost)	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)	home tech grants 0000: Unrestricted Base 0
Maintain a computer and printer lending program for families without home tech, identified by the home tech survey	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)	home tech lending 5000-5999: Services And Other Operating Expenditures Base \$300

		(Specify)	
Continue to encourage parents to use strategies to use smartphones as "hot spots" (no cost)	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)	home hot spots 0000: Unrestricted Base 0
Solicit volunteers for the EOP from parent and business community	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)	EOP volunteers 0000: Unrestricted Base 0
Recruit and train additional junior achievement volunteers (no cost)	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)	JA volunteers 0000: Unrestricted Base 0
Implement JA program in all classrooms	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)	JA 0000: Unrestricted Base 0

<p>Meet annually with AVS parents to share their role in the Emergency Plan (no cost)</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>EOP parent meeting 0000: Unrestricted Base 0 Solicit volunteers from parent and business community 0000: Unrestricted Base 0</p>
<p>Pursue grants to supplement home tech (no cost)</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>home tech grants 0000: Unrestricted Base 0</p>
<p>Maintain a computer and printer lending program for families without home tech</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>tech loaning program 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>
<p>Continue to offer parents training in using tech</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>parent tech training 0000: Unrestricted Supplemental 926</p>
<p>Continue to open the computer lab students during Nuevos Horizontes Adult English Classes for computer use classes, and general use</p>	<p>For EL students school</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>open comp lab NH 2000-2999: Classified Personnel Salaries Supplemental 2856</p>

	<p>wide For ED students school wide</p>	<p><input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Explore and publish Family fitness newsletters</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>fitness newsletters 4000-4999: Books And Supplies Base 250</p>
<p>Continue to offer parents training in using tech</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>parent tech training 0000: Unrestricted Base 0</p>
<p>Meet with Alexander Valley community groups to integrate them into the plan going forward. (no cost)</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>EOP community meetings 0000: Unrestricted Base 0</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

- 10A. Families and students will continue to have instruction from PE/Health/ Garden instructor
- 10B. Targeted families continue to receive support
- 10C. The computer lab is open four days a week after school
- 10D. Junior Achievement is offered in all classrooms
- 10E. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response plan

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)	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)	fitness activities 0000: Unrestricted Base 0
Pursue grants to supplement home tech (no cost)	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)	home tech grants 0000: Unrestricted Base 0
Maintain a computer and printer lending program for families without home tech	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)	home tech lending 5000-5999: Services And Other Operating Expenditures Base \$300

		(Specify)	
Continue to encourage parents to use strategies to use smartphones as “hot spots” (no cost)	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)	hot spots 0000: Unrestricted Base 0 • 0000: Unrestricted Base \$500
Solicit volunteers for the EOP from parent and business community	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)	EOP volunteers 0000: Unrestricted Base 0
Recruit and train additional junior achievement volunteers (no cost)	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)	JA volunteers 0000: Unrestricted Base 0
Implement Junior Achievement program in all classrooms	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)	JA 0000: Unrestricted Base 0

Meet annually with AVS parents to share their role in the Emergency Plan (no cost)	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)	parents EOP meetings 0000: Unrestricted Base 0
Pursue grants to supplement home tech (no cost)	For EL students school wide For ED 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)	home tech grants 0000: Unrestricted Base 0
Maintain a computer and printer lending program for families without home tech as identified by the home tech survey	For EL students school wide For ED 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)	comp lending 5000-5999: Services And Other Operating Expenditures Base 300
Continue to offer parents training in Spanish for using tech	For EL students school wide For ED 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)	spanish tech training 5000-5999: Services And Other Operating Expenditures Supplemental \$500
Continue to keep the computer lab open during Nuevos Horizontes Adult English Classes for specific classes and general use	For EL students school	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	open comp lab 2000-2999: Classified Personnel Salaries Base 2913

	wide For ED students school wide	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Publish Family fitness newsletters	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)	fitness newsletters 4000-4999: Books And Supplies Base 250
Continue to offer parents training in using tech	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)	parent tech training 0000: Unrestricted Base 0
Continue ongoing meetings with Alexander Valley community groups regarding the EOP.	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)	community EOP 0000: Unrestricted Base 0
•		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	

		English proficient _ Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,800 • (MGT NH) 0001-0999: Unrestricted: Locally Defined

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	10A. All families will receive outreach from PE/Health/ Garden instructor 10B. Targeted families receive support to increase home tech 10C. The computer lab is open three days a week after school 10D. Junior Achievement is offered in all classrooms 10E. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response plan
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)	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 <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	family fitness 0000: Unrestricted Base 0
continue to pursue grants to supplement home tech	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	grants for home tech 0000: Unrestricted Base 0

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain a computer and printer lending program for families without home tech	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)	tech lending 5000-5999: Services And Other Operating Expenditures Base 300
Continue to offer parents training in using tech based on annual home tech survey	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)	parent tech training 0000: Unrestricted Base 0
Recruit and train additional junior achievement volunteers (no cost)	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)	ja volunteers 0000: Unrestricted Base 0
Implement JA program in all classrooms	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	implement ja 0000: Unrestricted Base 0

		_ Other Subgroups: (Specify)	
Continue ongoing meetings with Alexander Valley community groups regarding the EOP	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)	community eop meetings 0000: Unrestricted Base 0
Pursue grants to supplement home tech (no cost)	For EL students school wide For ED 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)	home tech grants 0000: Unrestricted Base 0
Maintain a computer and printer lending program for families without home tech	For EL students school wide For ED 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)	tech lending 5000-5999: Services And Other Operating Expenditures Supplemental 300
Continue to offer parents training in using tech in spanish	For EL students school wide For ED 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)	spanish parent tech training 0000: Unrestricted Supplemental 500

<p>Continue to keep the computer lab open during Nuevos Horizontes Adult English Classes for specific classes and general use</p>	<p>For EL students school wide For ED students school wide</p>	<p><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)</p>	<p>open comp lab 2000-2999: Classified Personnel Salaries Supplemental 2971</p>
<p>Publish Family fitness newsletters</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>fitness newsletter 5000-5999: Services And Other Operating Expenditures Base 250</p>
<p>Meet annually with AVS parents to share their role in the Emergency Plan (no cost)</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>parent meetings re EOP 0000: Unrestricted Base 0</p>
<p>Solicit volunteers for the EOP from parent and business community</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>EOP volunteers 0000: Unrestricted Base 0</p>

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

GOAL 11:	11A. Have an up to date, current tech environment 11B. Have an up-to-date modern facility	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Students and teachers need an up-to-date, modern, safe and clean learning environment
Metric:	<ul style="list-style-type: none"> • FIT survey 99.11% “good” ratings, overall “exemplary” rating • Bright Bytes survey result “exemplary” for access

Goal Applies to:	Schools: Alexander Valley School
Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	11A. All classrooms will have digital equipment capable of running applications released in the past three years 11B. Maintain Exemplary FIT rating
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Present a presentation hardware purchasing plan to the Board of Trustees (no cost)	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)	presentation hardware 0000: Unrestricted Base \$0
Implement one:one digital device program in remaining grade levels	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	one-to-one 0000: Unrestricted Base 11500

		English proficient _ Other Subgroups: (Specify)	
Investigate community willingness to support a capital campaign and proceed	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	capital campaign 0000: Unrestricted Base \$500
Continue to implement the plan to address high priority/low cost facilities improvements	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	facility improvements 0000: Unrestricted Base 15,000
Continue to implement the facilities maintenance calendar	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	maintenance calendar 2000-2999: Classified Personnel Salaries Base \$13,300

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	11A. All classrooms will have digital equipment capable of running applications released in the past three years 11B. Maintain Exemplary FIT rating
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
install projection technology in all classrooms	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)	projection tech 4000-4999: Books And Supplies Base 25000
Continue to implement the plan to move to 1:1 (cost TBD)	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)	one-to-one 4000-4999: Books And Supplies Base 1000
continue to mount the capital campaign for major facilities upgrades	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)	capital campaign 0000: Unrestricted Base 0
Continue to implement the plan to address high priority/low cost facilities improvements	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	facilities improvements 5000-5999: Services And Other Operating Expenditures Base 15000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to implement the facilities maintenance calendar	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	maintenance calendar 2000-2999: Classified Personnel Salaries Base 13600

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	11A. All classrooms will have digital equipment capable of running applications released in the past three years 11B. Maintain Exemplary FIT rating
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
maintain projection technology in all classrooms	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	projection tech 0000: Unrestricted Base 1000
Continue to implement the 1:1 plan	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	one-to-one 0000: Unrestricted Base 1000

		(Specify)	
complete the capital campaign for major facilities upgrades	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)	capital campaign 0000: Unrestricted Base 0
Continue to implement the plan to address high priority/low cost facilities improvements	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)	facility improvements 5000-5999: Services And Other Operating Expenditures Base 15000
Continue to implement the facilities maintenance calendar	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)	maintenance calendar 2000-2999: Classified Personnel Salaries Base 13900

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>1A. Improve reading comprehension for all students 1B. All students read at grade level by the end of third grade, or have IEP/504 Plan (interventions) 1C. Improve written expression for all students 1D. Improve mathematical problem solving for all students 1E. Develop and implement student assessment systems that hold students accountable individually and as a group 1F. Maintain degree student CELDT improvement and RFEP reclassification rates</p>	<p>Related State and/or Local Priorities: 1 _ 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</p>	
<p>Goal Applies to:</p>	<p>Schools: Alexander Valley School</p> <hr/> <p>Applicable Pupil Subgroups:</p> <p>1A. All, with special focus for EL students 1B. All, with special focus for EL students 1C. All, with special focus for EL students 1D. All, with special focus for EL students 1E. All, with special focus for EL students 1F. EL students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1A. Establish baseline data in district benchmark assessments 1B. Establish baseline data in district benchmark assessments 1C. Establish baseline data in district benchmark assessments 1D. Establish baseline data in district benchmark assessment 1E. Identify and implement ELA assessments and rubrics for individual and group work 1F. Maintain and expand ELD support for identified students</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1A. Baseline reading comprehension data was established from the fall and winter trimester benchmark assessments for all grades. 1B. Baseline composite reading achievement data was established from the fall and winter trimester benchmark assessments for students in grades K-3. 1C. Baseline written expression data was established from the fall and winter trimester benchmark assessments for all grades. 1D. Baseline mathematical problem solving data was established from the fall and winter trimester benchmark assessments for all grades. 1E. ELA assessments and rubrics for individual student performance were identified for all grades. Assessments and rubrics for group work continue to be developed.</p>

	1F. ELD support for identified students was increased with additional targeted (out of class) support in small groups and individually
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> Implement an early reading intervention program (K-2) 	<ul style="list-style-type: none"> Investigate and implement a "reading recovery" type early literacy intervention program 0000: Unrestricted Base \$20,535 	The early reading intervention program was maintained, and a working group has developed a proposal for a "reading recovery" type intervention program for implementation in the coming school year.	0000: Unrestricted Base \$10,668
Scope of Service: School wide		Scope of Service: Schoolside	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<ul style="list-style-type: none"> Implement a reading comprehension intervention program (3rd – 6th) 	<ul style="list-style-type: none"> Evaluate and extend current reading fluency intervention (3rd – 6th) 0000: Unrestricted \$17,000 Investigate and implement the On-line differentiated tutorial from Reading Wonders (no cost) 	The current upper grade reading intervention program was maintained, and a working group has developed a proposal for a "reading recovery" type intervention program for implementation in the coming school year.	0000: Unrestricted Base \$12,068
Scope of Service: School wide		Scope of Service: school wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)							
<ul style="list-style-type: none"> Implement an early reading intervention program (K-2) 	<ul style="list-style-type: none"> Investigate and implement an early reading intervention program (no cost) 0000: Unrestricted Base \$0 Investigate and hire credentialed early reading intervention position <p>(\$8,000 to \$20,535 depending on date of implementation, Resource 0000) 0000: Unrestricted \$20,535</p>	<p>While maintaining the current reading intervention program, the working group identified a model for a reading recovery-type program for upper grade students that will be implemented in the fall.</p>	<p>0000: Unrestricted Base \$12,068</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table> <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>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table> <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>	Scope of Service	school wide	
Scope of Service	School wide						
Scope of Service	school wide						
<ul style="list-style-type: none"> Provide a targeted writing intervention program for all students 	<ul style="list-style-type: none"> Fully implement new English Language Arts text (no cost) 0000: Unrestricted Base 0 Explore writing intervention program options <p>(no cost to \$8,000, depending on date of implementation Resource 0000) 0000: Unrestricted \$8,000</p>	<p>Fully implemented new English Language Arts text (no cost). Explored writing intervention program options within the context of CCCSS reading intervention with the working group. A reading intervention program to be implemented in the new school year will incorporate targeted writing intervention</p>	<p>0000: Unrestricted Base 0</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	Scope of Service	school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	Scope of Service	school wide	
Scope of Service	school wide						
Scope of Service	school wide						

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<ul style="list-style-type: none"> • Adopt and implement a CCCSS aligned mathematics program, K-6th 	<ul style="list-style-type: none"> • Fully implement new Mathematics text 0000: Unrestricted \$18,160 	<p>the mathematics text was purchased and fully implemented</p>	<p>0000: Unrestricted Base 18,160</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	school wide	
Scope of Service	School wide						
Scope of Service	school wide						
<ul style="list-style-type: none"> • Implement a rapid response mathematics intervention pull out program (3rd- 6th grade) 	<ul style="list-style-type: none"> • Develop vocabulary and strategies for explaining the students' thinking (no cost) 0000: Unrestricted Base 0 	<p>Identified vocabulary and strategies for explaining the students' thinking (no cost). Students were identified based on formative assessments conducted in the instructional context, and were provided additional targeted instruction later that day</p>	<p>0000: Unrestricted Base 10,801</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	school wide	
Scope of Service	School wide						
Scope of Service	school wide						
<ul style="list-style-type: none"> • Implement a rapid response push-in mathematics intervention program (K- 	<ul style="list-style-type: none"> • Use problem solving strategies in 	<p>Problem solving strategies in the adopted text were utilized</p>	<p>0000: Unrestricted Base 0</p>				

2nd)	the adopted text (no cost) 0000: Unrestricted Base 0										
<table border="1"> <tr> <td data-bbox="100 203 243 279">Scope of Service</td> <td data-bbox="243 203 569 279">School wide</td> </tr> <tr> <td colspan="2" data-bbox="100 279 569 589"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	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)			<table border="1"> <tr> <td data-bbox="1031 203 1182 279">Scope of Service</td> <td data-bbox="1182 203 1514 279">school wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 279 1514 589"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	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)		
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<ul style="list-style-type: none"> Investigate group-based student assessment systems. 	<ul style="list-style-type: none"> Evaluate the assessment options in the math and ELA series and select a focused group of useful assessments (no cost) 0000: Unrestricted Base 0 	Evaluated the assessment options in the math and ELA series and selected a focused group of useful assessments	0000: Unrestricted Base 0								
<table border="1"> <tr> <td data-bbox="100 760 243 836">Scope of Service</td> <td data-bbox="243 760 569 836">School wide</td> </tr> <tr> <td colspan="2" data-bbox="100 836 569 1146"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	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)			<table border="1"> <tr> <td data-bbox="1031 760 1182 836">Scope of Service</td> <td data-bbox="1182 760 1514 836">school wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 836 1514 1146"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	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)		
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Scope of Service	school wide										
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<ul style="list-style-type: none"> Modify current assessment systems to reflect CCCSS 	<ul style="list-style-type: none"> Investigate the SBA formative assessment and released questions (no cost) 0000: Unrestricted Base 0 Investigate EdLeader21 group assessment tools 0000: Unrestricted Base \$500 	Investigated the SBA formative assessment and released questions, Investigated EdLeader21 group assessment tools, implemented performance assessments from the adopted mathematics text	SBA 0000: Unrestricted Base 0 Ed Leader 0000: Unrestricted Base \$500 perf assessments 0000: Unrestricted Base 0								
<table border="1"> <tr> <td data-bbox="100 1356 243 1432">Scope of Service</td> <td data-bbox="243 1356 569 1432">School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td data-bbox="1031 1356 1182 1432">Scope of Service</td> <td data-bbox="1182 1356 1514 1432">school wide</td> </tr> </table>	Scope of Service	school wide					
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<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>• Implement an early reading intervention program (K-2) with specific English language vocabulary and concept development</p>	<p>• Investigate and implement a research-based ELD component to the “reading recovery” type early literacy intervention program 0000: Unrestricted Base \$4,000</p>	<p>Investigated and developed a research-based ELD component to the “reading recovery” type early literacy intervention program to be implemented in the coming year, while maintaining an ELD reading intervention program</p>	<p>0000: Unrestricted Base \$5,764</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">For EL and ED students school wide</td> </tr> </table> <p>-----</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	For EL and ED students school wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Scope of Service</td> <td style="padding: 5px;">For EL and ED students school wide</td> </tr> </table> <p>-----</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	For EL and ED students school wide	
Scope of Service	For EL and ED students school wide						
Scope of Service	For EL and ED students school wide						
<p>• Implement a reading comprehension intervention program (3rd – 6th) with specific English language vocabulary and syntax development</p>	<p>• Purchase materials and provide additional training for current reading fluency intervention (3rd – 6th) 0001-0999: Unrestricted: Locally Defined \$2,000</p>	<p>While maintaining the current reading fluency intervention and ELD programs, the working group identified specific programmatic modifications for the coming year</p>	<p>0001-0999: Unrestricted: Locally Defined Supplemental 3,843</p>				

<p>Scope of Service</p> <p>For EL students school wide</p> <p>For ED students school wide</p>		<p>Scope of Service</p> <p>For EL students school wide</p> <p>For ED students school wide</p>	
<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>__ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>• Implement an early reading intervention program (K-2)</p>	<p>• Investigate and implement a research-based ELD component to the “reading recovery” type early literacy intervention program 0001-0999: Unrestricted: Locally Defined \$4,000</p>	<p>Investigated and developed a research-based ELD component to the “reading recovery” type early literacy intervention program to be implemented in the coming year, while maintaining an ELD reading intervention program</p>	<p>0000: Unrestricted Supplemental 4,572</p>
<p>Scope of Service</p> <p>For EL students school wide</p> <p>For ED students school wide</p>		<p>Scope of Service</p> <p>For EL students school wide</p> <p>For ED students school wide</p>	
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<p>• Implement the CCCSS aligned language arts curriculum</p>	<p>• Provide explicit writing intervention for EL and ED students 0001-0999:</p>	<p>Provided explicit writing intervention for EL, RFEP and ED students</p>	<p>0001-0999: Unrestricted: Locally Defined Supplemental 3,843</p>

		Unrestricted: Locally Defined \$6,000		
Scope of Service	For EL students school wide For ED students school wide		Scope of Service	For EL students school wide For ED students 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)			_ 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)	
• Develop a targeted writing intervention program			Teachers implemented in-class targeted writing intervention strategies	
Scope of Service	For EL students school wide For ED students school wide		Scope of Service	For EL students school wide For ED students 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)			_ 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)	
• Implement in-class vocabulary development program			Classroom teachers identified and implemented a targeted vocabulary development program, with a specific	
			0000: Unrestricted Supplemental 0	
			0000: Unrestricted Supplemental 324	

		<p>emphasis on EL students and students with limited exposure to academic language</p>	
<p>Scope of Service</p> <p>For EL students school wide</p> <p>For ED students school wide</p>		<p>Scope of Service</p> <p>For EL students school wide</p> <p>For ED students school wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>• Implement a rapid response mathematics intervention pull out program (3rd- 6th grade)</p>	<p>• Teach explicit vocabulary and verbalization strategies for explaining the students' thinking</p> <p>0001-0999: Unrestricted: Locally Defined Base \$3,000</p>	<p>Explicit strategies for verbalizing responses to mathematics problems, including academic and mathematical vocabulary were taught in the math intervention program.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 6172</p>
<p>Scope of Service</p> <p>For EL students school wide</p> <p>For ED students school wide</p>		<p>Scope of Service</p> <p>For EL students school wide</p> <p>For ED students school wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<ul style="list-style-type: none"> Implement a rapid response push-in mathematics intervention program (K-2nd) 		<p>in-class math support was provided to targeted students based on teachers' formative assessment</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental 4,629</p>								
<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide		<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide	
Scope of Service	For EL students school wide										
	For ED students school wide										
Scope of Service	For EL students school wide										
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<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>									
<ul style="list-style-type: none"> Continue to provide in-class and pull out support for EL students 	<ul style="list-style-type: none"> Implement EL support material from the Reading Wonders and My Math text book series (no additional cost) 	<p>Implemented EL support material from the Reading Wonders and My Math text book series</p>	<p>0000: Unrestricted Supplemental 0</p>								
<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>For EL students school wide</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	For EL students school wide		<table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>EL students</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	EL students					
Scope of Service	For EL students school wide										
Scope of Service	EL students										
<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>A working group was convened to review research and develop a reading intervention program that addresses the challenges presented by the increased expectations for students after the implementation of the CCCSS. The working group also explored writing intervention program options within the context of CCCSS reading intervention. The reading intervention program to be implemented in the new school year will incorporate targeted writing intervention for all identified students. The group concluded that the students served by the reading intervention programs made progress under older standards, but that the bar had been raised with the adoption of the CCCSS. English learners in particular needed</p>										

	<p>additional support with the increased language demands of the CCCSS in both mathematics and ELA. During the middle of the year, the mathematics text publisher released performance task assessments aligned to the Smarter Balanced Assessment. The Faculty utilized these assessments for half the year, and plan to incorporate them into the assessment plan for the coming school year.</p> <p>The working group also identified specific materials and strategies that will be purchased and incorporated into the coming school year that will address the unique needs of the English learners in the context of reading intervention services</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Adopt CCCSS aligned mathematics text books		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Alexander Valley School		
	Applicable Pupil Subgroups: All, with special focus for EL students		
Expected Annual Measurable Outcomes:	2. All students will have CCCSS aligned math texts	Actual Annual Measurable Outcomes:	All students have CCCSS aligned math texts
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Adopt and implement a CCCSS aligned mathematics program, K-6th	<ul style="list-style-type: none"> • Purchase and implement a CCCSS aligned Math series 0000: Unrestricted \$18,200 • Provide certificated staff Professional development (included, no cost) • Collaborate with other districts that adopt the same series (minimal to no cost) 	Purchased and implemented a CCCSS aligned Math series Provided certificated staff Professional development Collaborated with other districts that adopt the same series	math adoption 4000-4999: Books And Supplies Base 18,200 professional development 0000: Unrestricted Base 0 collaboration 0000: Unrestricted Base
Scope of Service	School wide	Scope of Service	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 checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		All students received CCCSS-aligned math textbooks. The professional development provided by the publisher was helpful, though the faculty chooses to seek other sources for PD in the coming year. Collaboration with the teachers from a neighboring district was marginally helpful, given their relative inexperience with the CCCSS. In the coming year, the faculty will evaluate specific lessons and chapters and modify or replace some with lessons and instructional materials that they feel are more promising	

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

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

Original GOAL 3 from prior year LCAP:	3A. Integrate digital technology into the day-to-day instruction to support 4-c's 3B. Develop and implement grade level specific experiential/project-based learning activities, aligned to the CCCSS, in social studies and science 3C. Provide community-based learning opportunities for students 3D Develop grade level tech skills expectations 3E. Build students' abilities to be resourceful when using technology	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All, with special focus for EL students		
Expected Annual Measurable Outcomes:	3. Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over Jan. 2014 for students and staff	Actual Annual Measurable Outcomes:	Bright Bytes survey data, collected in May of 2015, indicated that teachers and students all have integrated digital technology into their day-to-day practices (25% improvement over 1/2014), their understanding of Digital Citizenship principles (35% improvement over 1/2014), and increased integration of 4-C's practices (20% improvement over 1/2014).
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
• Adopt and implement a Digital Citizenship curriculum for students (K-6) and staff		Investigated and implemented Common Sense Media Digital Citizenship Curriculum Budgeted Expenditures: • Investigate and implement Common Sense Media Digital Citizenship Curriculum (no cost) 0000: Unrestricted \$0 Estimated Actual Annual Expenditures: CSM dig.cit 0000: Unrestricted Base \$0	
Scope of Service	School wide	Scope of Service	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		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
• Offer technology access for parents and students without same at home	• Open the computer lab on 2 selected afternoons 0000: Unrestricted Base \$1,300	Opened classrooms with computer access on four afternoons a week	open classes 0000: Unrestricted Base \$0
Scope of Service School wide		Scope of Service schoolwide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
• Investigate and adopt the New Generation Science Standards	• Explore the ELA text for integration opportunities (no cost)	Reviewed changes to grade level subject concentrations Investigated instructional materials for NGSS	0000: Unrestricted Base \$0
Scope of Service School wide		Scope of Service school wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
• Align the grade level science curriculum to the NGSS	• Identify additional opportunities to integrate instruction (no cost) 0000: Unrestricted Base \$0	Identified additional opportunities to integrate instruction (no cost)	0000: Unrestricted Base \$0
Scope of Service School wide		Scope of Service school wide	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>• Identify and implement specific grade level project based learning activities for social studies and science</p>	<p>• Investigate the math performance tasks in the new text (no cost) 0000: Unrestricted Base \$0 • Integrate the School Garden into the math and science classroom instruction 0000: Unrestricted \$1000</p>	<p>Implemented the math performance tasks in the new text Integrated the School Garden into the math and science classroom instruction</p>	<p>performance tasks 0000: Unrestricted Base \$0 ----- garden/math integration 0000: Unrestricted Base \$5,226</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service school wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>• Investigate opportunities for community-based learning</p>	<p>• Continue Land Paths/In Our Own Back Yard program for 3rd grade (no cost) 0000: Unrestricted Base \$0</p>	<p>Continued Land Paths/In Our Own Back Yard program for 3rd grade</p>	<p>IOOBY 0000: Unrestricted Base \$0</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>• Develop and implement one community based learning activity for each grade level</p>	<p>• Extend Root and Shoots activities to all grade levels 0000: Unrestricted \$500 • Implement and publish Oral History Project with Healdsburg Senior Living Center \$250</p>	<p>Joined the efforts of the Healdsburg Area Gleaners Conducted student-driven community service activities (warm coat drive for local shelter, toy drive for The Living Room, pet toy drive for the local Animal Shelter)</p>	<p>community service 0000: Unrestricted Base \$0</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>• Refine and implement a continuum of technology skills, K-6</p>	<p>• Develop/update AVS Student Tech Standards (no cost) • Present AVS Student Tech Standards to the Board of Trustees for Adoption (no cost) • Implement AVS Student Tech Standards (no cost) • Hire Tech Skills instructor \$10,000</p>	<p>Developed a draft AVS Student Tech Standards Presented draft AVS Student Tech Standards to the Board of Trustees for discussion Employed Tech Skills instructor</p>	<p>Tech Standards 0000: Unrestricted Base \$0 Tech standards to board 0000: Unrestricted Base \$0 tech instructor 2000-2999: Classified Personnel Salaries Base \$4,560</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>• Identify age-appropriate technology “resourcefulness skills” that students can be expected to use in school,</p>	<p>• Investigate and implement Common Sense Media Digital Citizenship Curriculum (no cost) 0000: Unrestricted Base \$0</p>	<p>Investigated and implemented Common Sense Media Digital Citizenship Curriculum</p>	<p>CSM dig.cit 0000: Unrestricted Base \$0</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service school wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>• Overtly instruct students to use the “resourcefulness skills.”</p>	<p>• Identify a continuum of appropriate “tech resources” (i.e. YouTube videos, etc.) for student (no cost) 0000: Unrestricted Base \$0 • Explore instructional resources and strategies for teaching “resourcefulness” 0000: Unrestricted Base \$0</p>	<p>Identified a continuum of appropriate “tech resources” (i.e. YouTube videos, etc.) for student and Piloted questioning strategies that were intended to inspire resourcefulness</p>	<p>tech resources and strategies 0000: Unrestricted Base \$0</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service school wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be Rather than open the computer lab on specific afternoons with paid supervision, we decided to establish a calendar of open classrooms with internet access that were available to students and parents who did not have a quiet place to complete their</p>			

made as a result of reviewing past progress and/or changes to goals?

homework at home, or did not have access to technology or internet at home. Digital Citizenship was taught, utilizing the Common Sense Media curriculum, in both the classroom and in the computer lab. In the coming year, all classroom teachers will implement the DC curriculum in their classrooms. While teachers began their investigation of the New Generation Science Standards, the school community felt that there were ample reasons to slow that effort, given the recent adoption of new ELA and math text books. The faculty will investigate the NGSS in the coming year, and look to adjust the science progression. Additionally, given the new ELA adoption, the faculty identified opportunities for greater integration of the science standards into the ELA instruction. Based on comments from stakeholders, the Board of Trustees agreed to add a paid, garden instructor for the 2014-15 school year. That position will continue into the 2015-16 school year. Based on input from students, a variety of service projects were implemented over the school year, including drives for toys for child victims of domestic violence, warm coats for the shelterless, and toys and treats for dogs and cats in the local animal shelter. Numerous field trips were taken to sites identified by the Gleaners, where food was harvested and delivered to the local food bank. Stakeholders indicated that a slower approach to the development of student tech standards was warranted, given the rapid escalation in the tech skills needed by children. The Board of Trustees voted to purchase chrome books and tablets sufficient to provide one device for each student in the school.

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

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

Original GOAL 4 from prior year LCAP:	4A. All teachers will remain highly qualified 4B. Develop long term professional development plans for certificated and classified staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	4A. 100% of teachers will be HQ and appropriately placed 4B. 100% of all teachers will have long term professional development plans	Actual Annual Measurable Outcomes: 4A. 100% of teachers were HQ and appropriately placed 4B. 100% of all teachers had long term professional development plans	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Maintain HQ certificated staff Scope of Service: School wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	• Continue to hire only HQ staff (Resources 0000 and 1400) 1000-1999: Certificated Personnel Salaries \$589,139	Continued to hire only HQ staff Scope of Service: School wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	HQ staff 1000-1999: Certificated Personnel Salaries Base 573097
• Identify district-wide professional development goals	• Identify and address professional development needs to implement the newly adopted Math	Identified and addressed professional development needs to implement the newly adopted Math series	math PD 5000-5999: Services And Other Operating Expenditures Base 6500

	series 7000-7439: Other Outgo \$5000	Identified and addressed professional development needs to implement integration of technology into the general education curriculum	tech integration PD 5000-5999: Services And Other Operating Expenditures Base 1500				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
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Scope of Service	School wide						
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<ul style="list-style-type: none"> Identify personal professional development goals 	<ul style="list-style-type: none"> Identify and address continuing professional development needs to implement the adopted ELA series 5000-5999: Services And Other Operating Expenditures \$5000 Each Certificated Staff member will identify one Digital Technology goal for the year 0000: Unrestricted \$5000 	Identified and addressed continuing professional development needs to implement the adopted ELA series Each Certificated Staff member identified one Digital Technology goal for the year	<p>ELA PD 5000-5999: Services And Other Operating Expenditures Base 2500</p> <p>tech projects 5000-5999: Services And Other Operating Expenditures Base 1500</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
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<ul style="list-style-type: none"> Identify district-wide professional development goals 	<ul style="list-style-type: none"> Provide professional development for certificated staff regarding English academic vocabulary and 	Provided professional development for certificated staff regarding English academic vocabulary and syntax development for EL students	ELD PD 5000-5999: Services And Other Operating Expenditures Supplemental 3200				

	syntax development for EL students 0001-0999: Unrestricted: Locally Defined \$3000						
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>For EL students school wide For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide		<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>For EL students school wide For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide	
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Scope of Service	For EL students school wide For ED students school wide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<ul style="list-style-type: none"> Identify personal professional development goals 	<ul style="list-style-type: none"> Provide professional development for classified staff regarding English academic vocabulary and syntax development for EL students 0000: Unrestricted \$2,000 	<p>Provided professional development for classified staff regarding English academic vocabulary and syntax development for EL students</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 1800</p>				
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>For EL students school wide For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide		<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>For EL students school wide For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Professional development in ELA incorporated a great deal of ELD support. Faculty expressed interest in increased coaching and classroom based professional development options for the coming school year.
Certificated and classified staff all indicated that they saw great value in the professional development opportunities offered.

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

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

Original GOAL 5 from prior year LCAP:	Increase overall student wellness and physical fitness	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Alexander Valley School	Applicable Pupil Subgroups: All, with a special focus for EL and ED Students	
Expected Annual Measurable Outcomes:	Increase students meeting fitness standards (PFT) by 10% over 2011-13 (71% at the target levels 2011/12 through 2013-14)	Actual Annual Measurable Outcomes:	2014-15 CA PFT results are not yet available. 2013-14 results indicated that 67% of students scored in the Health Fitness Zones (HFZ) across the six assessments
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Develop/adopt district fitness standards, K-6	• Investigate fitness standards from other districts (no cost)	In faculty level discussions, the staff investigated fitness standards for each grade level	fitness standards 0000: Unrestricted Base 0
Scope of Service: School wide		Scope of Service: school wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
• Increase alignment of science, nutrition, and physical education curriculum	• Develop and implement a joint program with Alexander Valley School for PE/garden/nutrition instructor	Developed and implemented separate garden and PE programs	garden program 1000-1999: Certificated Personnel Salaries Base 10,482 PE program 2000-2999: Classified Personnel Salaries Base 19,852

		(Resource 0000, MGT 0510) 0000: Unrestricted \$15,000		
Scope of Service	School wide		Scope of Service	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)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
• Develop and implement family wellness education program		<ul style="list-style-type: none"> Develop and implement a system to reward students for healthy food choices 0000: Unrestricted \$100 Develop and implement a system to reward students low waste options 0000: Unrestricted \$100 Explore family education programs (no cost) 	Introduced and maintained "I Ate a Rainbow Today" rewards for children with lunches with items from all food groups Introduced and maintained a Recycling Club Sent home monthly garden newsletters with recipes for fresh produce	
			rainbow stickers 4000-4999: Books And Supplies Base 200 recycle club 0000: Unrestricted Base 0 newsletters 4000-4999: Books And Supplies Base 100	
Scope of Service	School wide		Scope of Service	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)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Develop and implement family wellness education program		<ul style="list-style-type: none"> Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.) 0001-0999: Unrestricted: Locally Defined \$1,000 Explore and publish translated 	provided spanish language written outreach regarding the family fitness activities, sent home monthly family fitness newsletters in spanish	
			outreach 0000: Unrestricted Base 0 newsletter translation 5000-5999: Services And Other Operating Expenditures Supplemental 700 newsletter production 4000-4999:	

		Family fitness newsletters 0001-0999: Unrestricted: Locally Defined \$900		Books And Supplies Supplemental 200
Scope of Service	For EL students school wide For ED students school wide		Scope of Service	For EL students school wide For ED 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 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 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?		Students, teachers, parents, and other community members reported that the garden and PE programs were a very welcome addition to the AVS program. Seven children met the 100 mile challenge during the school year, 24 met the 75 mile benchmark, 72 met the 50 mile benchmark, with the remainder all meeting the 25 mile benchmark of the 100 Mile Club. Faculty expressed a desire to expand the garden program by integrating it more deeply into their mathematics, science, and social studies instruction. The AVS Parent Club, with the support of the Board of Trustees, raised funds to construct a teaching space in the garden that would include capacity to teach children to prepare the produce from the Garden.		

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

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

Original GOAL 6 from prior year LCAP:	Fully implement the gradual release of responsibility instructional model		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	All teachers will implement the gradual release of responsibility instructional model in ELA	Actual Annual Measurable Outcomes:	All teachers have been observed implementing the gradual release of responsibility model in ELA instruction.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Instruct all certificated staff on the GRR Model	• Provide additional professional development in GRR 0000: Unrestricted \$1000	Provided additional professional development in GRR, taught by AVUSD faculty	grr pd 5000-5999: Services And Other Operating Expenditures Base 1000
Scope of Service: 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)		Scope of Service: 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)	
• All staff will identify one subject area to implement GRR	• Develop and implement a Peer coaching program for GRR 0000: Unrestricted Base 0	Developed and implemented a Peer coaching program for GRR, with the principal covering classes so that teachers could collaborate	peer grr 0000: Unrestricted Base 0

<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> <tr> <td colspan="2"> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School wide	<hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> <tr> <td colspan="2"> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School wide	<hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School wide										
<hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	School wide										
<hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
• Staff will expand their use of GRR School wide	expand GRR use	40% of faculty expanded their use of GRR beyond the ELA lessons	faculty expansion of GRR 0000: Unrestricted Base 0								
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> <tr> <td colspan="2"> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School wide	<hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> <tr> <td colspan="2"> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	School wide	<hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School wide										
<hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	School wide										
<hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Gradual Release of Responsibility (GRR) Model was introduced to staff through their participation in the Sonoma County Leadership Network. Staff, this past year, experimented with extending its use beyond the ELA lessons where it was initially implemented, to mathematics. 40% of faculty integrated the use of the GRR model into their regular practice.										

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Original GOAL 7 from prior year LCAP:	Support students to develop perseverance and problem solving strategies in the face of academic challenges		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Certificated staff will develop a strategy to measure and increase students' perseverance	Actual Annual Measurable Outcomes:	Staff had discussions of perseverance, though a means of measuring it was not identified.	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Certificated staff will identify indicators of perseverance and successful problem solving. 		<ul style="list-style-type: none"> Utilize supports from adopted texts to build strategies (no cost) 0000: Unrestricted Base 0 	Staff held discussions of the indicators of perseverance and successful problem solving, and utilized supports from adopted texts to build strategies	perseverance and problem solving 0000: Unrestricted Base 0
Scope of Service	School wide		Scope of Service	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)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<ul style="list-style-type: none"> Staff will identify means of documenting and measuring perseverance and problem solving. 		<ul style="list-style-type: none"> Investigate and implement the EdLeader21 4c's rubrics 0000: Unrestricted Base \$500 	Investigated and piloted the EdLeader21 4c's rubrics	EdLeader 4C's rubrics 5000-5999: Services And Other Operating Expenditures Base \$500

Scope of Service	School wide		Scope of Service	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)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The faculty found the task of defining and measuring perseverance to be more challenging than initially thought. The faculty will continue to investigate perseverance and problem solving qualities in the coming year. The Faculty found the EdLeader21 4C's rubrics to be helpful when describing the quality in question to children. Students reported greater understanding of the 4C's after working with the rubrics. The faculty will continue to pilot the 4-C's Rubrics from EdLeader 21 in the coming year				

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Original GOAL 8 from prior year LCAP:	Maintain safe and secure school environment	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Alexander Valley School	-----	
	Applicable Pupil Subgroups: All	-----	
Expected Annual Measurable Outcomes:	8. Maintain school suspensions to less than 2 per year and expulsions at 0 per year 8A. Investigate appropriate school climate survey	Actual Annual Measurable Outcomes:	There were no suspensions this school year and no suspensions. A school climate survey was not identified
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Implement the Tool Box program	• Explore and implement the Tool Box Program 0000: Unrestricted Base \$1500	Implemented the Tool Box Program	tool box 0000: Unrestricted Base 168
Scope of Service: School wide		Scope of Service: 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)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
• Develop and implement a restorative discipline program	• Explore resources to develop a restorative discipline program including working with local Secondary District (no cost) 0000:	Explored resources to develop a restorative discipline program	restorative discipline 0000: Unrestricted Base 0

		Unrestricted Base 0			
Scope of Service	School wide		Scope of Service	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)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The Tool Box Program was implemented in all classrooms and in a school wide program. Some classrooms piloted class meeting circles, with plans to expand in the coming year. Restorative practices were implemented in the disciplinary program, with plans to expand in the coming year. There were no at-home suspensions and no expulsions this year. There were two in-school suspensions.			

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

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

Original GOAL 9 from prior year LCAP:	Maintain and improve high attendance totals		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Alexander Valley School	-----	
	Applicable Pupil Subgroups: All	-----	
Expected Annual Measurable Outcomes:	9. Maintain attendance rate and reduce the number of students with >3 unexcused absences to 10% of total 9a. Maintain 100% course access for all students	Actual Annual Measurable Outcomes:	11 Students had =3 unexcused absences comprising 9.3% of all students
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Develop and implement a robust absence tracking system	• Explore and implement enhanced attendance tracking system in SchoolWise (no cost) 0000: Unrestricted Base 0	Implemented the enhanced attendance tracking system in SchoolWise	attendance tracking 0000: Unrestricted Base 0
Scope of Service: School wide		Scope of Service: school wide	
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
• Develop and implement a positive school attendance system	• Continue to publish weekly "tardy charts" and give rewards for arriving on time. 0000: Unrestricted \$250	Published weekly "tardy charts," awarded perfect attendance awards, and explored parental intervention and	tardy charts 0000: Unrestricted Base 0 perfect attendance 4000-4999: Books And Supplies Base 100

		<ul style="list-style-type: none"> Explore and implement parental intervention and education program (no cost) 	education program	parental intervention etc. 0000: Unrestricted Base 0				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide			<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
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<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Many unexcused absences were for legitimate family purposes (visiting relatives, family vacations, etc.) which will necessitate a change in our attendance tracking system. We will identify additional categories for recognition in the future, as well as class rewards for the class that has the best attendance each month.							

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

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

Original GOAL 10 from prior year LCAP:	10A. Increase overall student wellness and physical fitness 10B. Connect with parents and supplement home tech infrastructure 10C. Offer tech support at school for kids who don't have it at home 10D. Offer Junior achievement program to all students 10E. Engage parents and the community in the emergency response plan	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Alexander Valley School <hr/> Applicable Pupil Subgroups: 10A. All, with special focus on EL and ED families 10B. All, with special focus on EL and ED families 10C. All, with special emphasis for ED students 10D. All 10E. All		
Expected Annual Measurable Outcomes:	10A. All students have classes from PE/Health/ Garden instructor 10B. Home tech survey completed by all families in the fall 10C. The computer lab is open two days a week after school 10D. Junior Achievement is offered in all classrooms 10E. All families are aware of the emergency response plan	Actual Annual Measurable Outcomes: All students had weekly classes with the garden instructor. All students had three weekly classes with the PE instructor There were classrooms open each afternoon with computer access All families were aware of the emergency response plan Junior Achievement was not offered this year.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Develop and implement family wellness education program 	<ul style="list-style-type: none"> Develop Family fitness activities at school (100 Mile Club, etc.) (no cost) 0000: Unrestricted Base 0 Explore and publish Family fitness newsletters 0000: Unrestricted 	The 100 mile club, and Girls on the Run were implemented with great success. Family Wellness Newsletters were published each month	100 mile club, Girls on the Run 0000: Unrestricted Base \$0 Wellness Newsletters 4000-4999: Books And Supplies Base 200

		\$250						
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide			<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
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Scope of Service	School wide							
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>• Conduct annual home technology survey</p>	<p>• Investigate options for grants to supplement home tech (no cost) 0000: Unrestricted Base 0</p>		<p>Surplus laptops were loaned to children whose families reported that they did not have access to technology at home</p>	<p>laptop loans 5000-5999: Services And Other Operating Expenditures Base 250</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table>	Scope of Service				<table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table>	Scope of Service		
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<p>• Identify home tech needs</p>	<p>• Develop a computer and printer lending program for families without home tech 0000: Unrestricted \$300</p>		<p>a computer loan program provided laptops to seven children</p>	<p>laptop loans 5000-5999: Services And Other Operating Expenditures Supplemental 450</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>EL students school-wide ED students school-wide</td> </tr> </table>	Scope of Service	EL students school-wide ED students school-wide			<table border="1"> <tr> <td>Scope of Service</td> <td>EL students school-wide ED students school-wide</td> </tr> </table>	Scope of Service	EL students school-wide ED students school-wide	
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proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
• Identify sources to supplement home tech infrastructure	• Explore and share with parents strategies to use smartphones as “hot spots” (no cost) 0000: Unrestricted Base 0 • Offer parents training in using tech 0000: Unrestricted \$500	held training with parents regarding home tech options, including using smartphones as hot spots	home tech options 4000-4999: Books And Supplies Supplemental 500				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; background-color: #cccccc;">Scope of Service</td> <td>EL students school-wide ED students school-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ 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)	Scope of Service	EL students school-wide ED students school-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; background-color: #cccccc;">Scope of Service</td> <td>EL students school-wide ED students school-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> _ 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)	Scope of Service	EL students school-wide ED students school-wide	
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Scope of Service	School wide						
• Develop guidelines for use of the computer lab after school	• Open the computer lab on 2 selected afternoons 0000: Unrestricted \$1,300	Opened classrooms for four afternoons a week	open classes 0000: Unrestricted Base \$0				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; background-color: #cccccc;">Scope of Service</td> <td>School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; background-color: #cccccc;">Scope of Service</td> <td>School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All	Scope of Service	School wide	
Scope of Service	School wide						
Scope of Service	School wide						

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>• Identify staff to supervise computer labs after school</p>	<p>• Develop and implement guidelines for after noon computer lab use (no cost)</p>	<p>classroom teachers opened their rooms and made their class computers available in the afternoons</p>	<p>open classes 0000: Unrestricted Base \$0</p>
<p>Scope of Service School wide</p>		<p>Scope of Service School wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Offer tech support at school for kids who don't have it at home</p>	<p>• Open the computer lab for students during Nuevos Horizontes Adult English Classes (MGT NH) 0001-0999: Unrestricted: Locally Defined Base 1,800</p> <p>• Provide Nuevos Horizontes classes in computer use and digital citizenship (MGT NH) 0001-0999: Unrestricted: Locally Defined Base 1,000</p>	<p>Opened the computer lab for students during Nuevos Horizontes Adult English Classes, and provided Nuevos Horizontes classes in computer use and digital citizenship</p>	<p>open computer lab 0001-0999: Unrestricted: Locally Defined Base 500</p> <p>spanish language tech training. 0001-0999: Unrestricted: Locally Defined Base 1,000</p>
<p>Scope of Service EL and ELD Students</p>		<p>Scope of Service EL and ELD Students</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>• Identify JA volunteers for each grade level.</p>	<p>• Recruit and train volunteers (no cost)</p>	<p>JA was not offered this year</p>	<p>No Cost</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service school wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>• Implement JA program in all classrooms</p>	<p>• Implement the Junior Achievement program (no cost)</p>	<p>JA was not offered this year</p>	<p>No Cost</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>• Conduct outreach activities to the business community regarding the EOP</p>	<p>• Meet with Alexander Valley community groups to solicit their participation. (no cost) 0000: Unrestricted Base 0</p>	<p>solicited and received donations for supplies and materials from the Alexander Valley Association and the Alexander Valley Ladies' Aid</p>	<p>EOP donations 0000: Unrestricted Base \$0</p>

				Association			
Scope of Service	School wide			Scope of Service	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)				<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
<ul style="list-style-type: none"> • Conduct outreach activities to the parents community regarding the ERP 		<ul style="list-style-type: none"> • Meet with AVS parents to share their role in the Emergency Plan (no cost) 		Newsletters were published and drills were held to communicate with the parent community		EOP outreach 0000: Unrestricted Base 250	
Scope of Service	School wide			Scope of Service	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)				<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
<ul style="list-style-type: none"> • Solicit volunteers from parent and business community 		<ul style="list-style-type: none"> • Conduct a supply drive for targeted supplies (no cost) 		Received numerous donations from the Alexander Valley Assn. and Alexander Valley Ladies Aide, and identified volunteers.		donations for EOP 0000: Unrestricted Base \$0	
Scope of Service	School wide			Scope of Service	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				<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)									
• Conduct annual home technology survey	• Investigate options for grants to supplement home tech (no cost) 0000: Unrestricted Base 0	unable to identify grants to supplement home tech	home tech grants 0000: Unrestricted Base \$0								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border-left: 1px dashed black;">For EL students school wide</td> </tr> <tr> <td></td> <td style="border-left: 1px dashed black;">For ED students school wide</td> </tr> </table> _ 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)	Scope of Service	For EL students school wide		For ED students school wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border-left: 1px dashed black;">For EL students school wide</td> </tr> <tr> <td></td> <td style="border-left: 1px dashed black;">For ED students school wide</td> </tr> </table> _ 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)	Scope of Service	For EL students school wide		For ED students school wide	
Scope of Service	For EL students school wide										
	For ED students school wide										
Scope of Service	For EL students school wide										
	For ED students school wide										
• Identify home tech needs	• Refurbish and repair computers and printers to lend to families without home tech 0001-0999: Unrestricted: Locally Defined \$1,000	Refurbished and repaired computers and printers and lent them to families without home tech	laptop loans 4000-4999: Books And Supplies Base 1,000								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border-left: 1px dashed black;">For EL students school wide</td> </tr> <tr> <td></td> <td style="border-left: 1px dashed black;">For ED students school wide</td> </tr> </table> _ 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	Scope of Service	For EL students school wide		For ED students school wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #cccccc;">Scope of Service</td> <td style="border-left: 1px dashed black;">For EL students school wide</td> </tr> <tr> <td></td> <td style="border-left: 1px dashed black;">For ED students school wide</td> </tr> </table> _ 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)	Scope of Service	For EL students school wide		For ED students school wide	
Scope of Service	For EL students school wide										
	For ED students school wide										
Scope of Service	For EL students school wide										
	For ED students school wide										

proficient _ Other Subgroups: (Specify)				
• Identify sources to supplement home tech infrastructure		• Explore and share with parents strategies to use smartphones as “hot spots” (no cost) 0000: Unrestricted Base • Offer parents Spanish training in using tech 0001-0999: Unrestricted: Locally Defined \$500	held trainings in Spanish with parents regarding home tech options, including using smartphones as hot spots	spanish home tech training 0001-0999: Unrestricted: Locally Defined Supplemental 500 0001-0999: Unrestricted: Locally Defined Base \$500
Scope of Service For EL students school wide For ED students school wide			Scope of Service For EL students school wide For ED students school wide	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service For EL students school wide For ED students school wide			Scope of Service For EL students school wide For ED students school wide	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			<p>The School Faculty opened their classrooms and made their class computers available to students and parents after school, four days a week. Parents and students indicated their gratitude for the support. The faculty plans on repeating the program in the coming year.</p> <p>The Supply Drive was very successful with the Alexander Valley Association, but not productive from the school families. Additional funds were expended by the District to provide emergency supplies. Additional funds have been budgeted for supplies in the coming year.</p> <p>Attendance for the Spanish language tech training classes was high, and parents indicated great appreciation for the classes. The District plans to offer them again in the coming school year.</p>

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

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

Original GOAL 11 from prior year LCAP:	11A. Maintain up to date, current tech environment 11B. Maintain up-to-date modern facility (all the facilities, actions)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	11A. Classrooms will have up-to-date digital equipment 11B. Maintain Exemplary FIT rating	Actual Annual Measurable Outcomes: Chrome Books were purchased for all students in grades 2-6, and iPads were provided for all students in grades K-1 The FIT worksheet generated an "Exemplary" rating, as listed in the SARC	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Explore classroom presentation technology options and make a recommendation to the Board	• Each Certificated Staff member will identify one Digital Technology goal for the year 0000: Unrestricted \$5000	Each faculty member identified a digital goal for the year. All classrooms will be integrating one-to-one instruction in the coming year	tech goals and one-to-one 0000: Unrestricted Base 24,353
Scope of Service: School wide		Scope of Service: 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)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
• Develop a plan to implement 1:1 environment, with adequate infrastructure	• Consult with SCOE regarding presentation hardware options (no cost) 0000: Unrestricted Base 0	Consulted with SCOE regarding presentation hardware options, and Investigated other districts' presentation	tech consultation 0000: Unrestricted Base

	<ul style="list-style-type: none"> • Investigate other districts' presentation hardware (no cost) 0000: Unrestricted Base 0 • Consult with SCOE regarding strategies to move to 1:1 (no cost) 0000: Unrestricted Base 0 • Investigate other districts' 1:1 efforts (no cost) 0000: Unrestricted Base 0 	<p>hardware. Consulted with SCOE regarding strategies to move to 1:1, and Investigated other districts' 1:1 efforts</p>	
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<ul style="list-style-type: none"> • Develop short and long term facilities maintenance and development plan 	<ul style="list-style-type: none"> • Prioritize the Facility improvement "wish list" (no cost) 0000: Unrestricted Base 0 • Develop and implement a plan to address high priority/low cost facilities improvements (cost TBD) 0000: Unrestricted Base 0 • Investigate funding for "big ticket" facilities improvements (no cost) 0000: Unrestricted Base 0 • Write and implement a facilities maintenance calendar 0000: Unrestricted Base \$13,000 	<p>Prioritized the Facility improvement "wish list", and Developed a plan to address high priority/low cost facilities improvements. Investigated funding for "big ticket" facilities improvements, and begun planing for a capital campaign. Wrote and implemented a facilities maintenance calendar</p>	<p>facility wish list 0000: Unrestricted Base 0 facility priority list 0000: Unrestricted Base 0 capital campaign 0000: Unrestricted Base 0 maintenance calendar 0000: Unrestricted Base 13000</p>
<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>As a result of the consultation and investigation of one-to-one implementations, in the spring, the Board of Trustees, upon the recommendation of the District Technology Committee, voted to purchase chrome books for all students grade 2 - 6, and to deploy the existing iPads to grades k-1 so that all students will have a device available all day.</p> <p>The Board of Trustees, upon the recommendation of the District Facilities Committee, agreed to begin preparation for a capital campaign for a multi-use building.</p> <p>The maintenance calendar supports the efforts of staff to maintain a safe and attractive school environment, again resulting in a FIT rating of "exemplary."</p> <p>The faculty will implement the one-to-one program in the coming school year. The Superintendent and parent volunteers will begin a capital campaign for large facility improvements.</p>		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$29,427</u>
While the District will not receive base or concentration grant funds under the LCFF, the minimum proportionality percentage calculations indicate that the District would have received \$29,427 in supplemental and concentration grant funding. The District proposes to extend all academic intervention services with a focus on English Language Development, providing additional time and instruction for EL and ED students. This will be accomplished by extending existing services. Additionally, the District proposes to extend outreach to families of EL and ED students, with regard to wellness and use of technology through targeted services (i.e. Nuevos Horizontes Adult English classes), resulting in \$52,088 additional funds spent for EL and ED students.	

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

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

6.80	%
Line 8 of the Minimum Proportionality Percentage calculation sheet results in 6.8% increase in funding for services provided to English Learners, Economically Disadvantaged students, and Foster students. The increase listed in C above is equal to 10.76% of our base funding, based on a \$484,262 LCFF Phase-in Allocation, and expenditures of \$52,088 in 2015-16.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	47,135.00	787,300.00	746,210.00	757,047.00	743,838.00	2,247,095.00
Base	47,135.00	756,567.00	702,782.00	727,686.00	707,388.00	2,137,856.00
Supplemental	0.00	30,733.00	43,428.00	29,361.00	36,450.00	109,239.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	47,135.00	787,300.00	746,210.00	757,047.00	743,838.00	2,247,095.00
0000: Unrestricted	41,335.00	117,922.00	77,491.00	1,100.00	7,600.00	86,191.00
0001-0999: Unrestricted: Locally Defined	5,800.00	10,186.00	23,726.00	3,112.00	2,125.00	28,963.00
1000-1999: Certificated Personnel Salaries	0.00	594,380.00	581,297.00	629,258.00	640,063.00	1,850,618.00
2000-2999: Classified Personnel Salaries	0.00	24,412.00	38,496.00	65,460.00	66,155.00	170,111.00
4000-4999: Books And Supplies	0.00	20,500.00	2,200.00	29,281.00	1,600.00	33,081.00
5000-5999: Services And Other Operating Expenditures	0.00	19,900.00	23,000.00	28,836.00	26,295.00	78,131.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	47,135.00	787,300.00	746,210.00	757,047.00	743,838.00	2,247,095.00
0000: Unrestricted	Base	41,335.00	113,026.00	72,485.00	1,100.00	7,100.00	80,685.00
0000: Unrestricted	Supplemental	0.00	4,896.00	5,006.00	0.00	500.00	5,506.00
0001-0999: Unrestricted: Locally Defined	Base	5,800.00	2,000.00	0.00	3,112.00	0.00	3,112.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	8,186.00	23,726.00	0.00	2,125.00	25,851.00
1000-1999: Certificated Personnel Salaries	Base	0.00	583,579.00	581,297.00	618,775.00	625,118.00	1,825,190.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	10,801.00	0.00	10,483.00	14,945.00	25,428.00
2000-2999: Classified Personnel Salaries	Base	0.00	24,412.00	32,800.00	53,199.00	54,920.00	140,919.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	5,696.00	12,261.00	11,235.00	29,192.00
4000-4999: Books And Supplies	Base	0.00	19,800.00	2,200.00	27,200.00	1,600.00	31,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
4000-4999: Books And Supplies	Supplemental	0.00	700.00	0.00	2,081.00	0.00	2,081.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	13,750.00	14,000.00	24,300.00	18,650.00	56,950.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	6,150.00	9,000.00	4,536.00	7,645.00	21,181.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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