

**Introduction:**

**LEA:** California Virtual Academy at Kings **Contact (Name, Title, Email, Phone Number):** Kimberly Walker, Regional Program Coordinator, [kwalker@caliva.org](mailto:kwalker@caliva.org), 805-581-0202  
**LCAP Year:** 2015-16

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

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

	<p>income students and parents. A survey was also sent to these stakeholders to obtain additional written input. The feedback from the meeting and survey was integrated into the plan.</p> <p>A survey was also sent to these stakeholders to obtain additional written input. The feedback from the meeting and survey was integrated into the plan.</p>
<p><b>Annual Update:</b> A survey was sent out to stakeholders requesting feedback on CAVA@Kings LCAP goals. 25.8% of parents, 45.2% of students, 29% of staff, and 0% of community members responded to the survey.</p>	<p><b>Annual Update:</b> Stakeholder's responses from survey indicated that they were satisfied with the LCAP goals. One stakeholder indicated that there was a missing goal from the LCAP, however they did not leave a comment identifying the goal that was missing. We worked with CAVA @ Kings Stakeholders in order to reduce the amount of goals from 10 goals to 3 goals.</p>

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	Increase achievement for all students in all areas of academics.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need : Low achievement based upon the 14-15 SBAC results showing that 36% of students scored Not Met for ELA; while 53% of students rated Not Met for Math.

Goal Applies to: Schools: N/A  
 Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: Students will demonstrate a 3% increase in ELA and Math proficiency as measured by the Smarter Balanced ELA Assessment.

Increase the percent of EL students who are reclassified by an additional 3%.  
 RFEP Rates: 2013 - 11%, 2014 - 50%, 2015 - 38%

75% of Title I students scoring below grade level on initial universal screener will demonstrate more than one year of growth as measured by diagnostic scores, establishing a baseline with 2016-17 data for future growth targets.

Increase pass rates for students taking AP Exams to 63%.

Increase completion rate to 85% for both English and Math.

Due to the nature of independent study, it is not possible to meet A-G requirements in this school setting, specifically in laboratory sciences and fine arts.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	TK-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Training, materials  Teachers Supplemental 77,375.79

		(Specify)	
Provide a standards based resource program for AP students and AP Calculus textbooks	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	standards-based resource program; AP Calculus Textbooks Supplemental
A-G: Provide resources and information to students on ways to satisfy A-G requirements. Also, encourage students to enroll in community college courses, SAT 2 exams and AP exams as a way to meet A-G requirements.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Comprehensive English Language development program addressing language and academic needs of diverse EL population such as newcomers to long term ELs.	12 TK-	<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 Teachers Supplemental 3,346.65 Supplemental ELD Program
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	12 TK-	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers

<p>Daily practice and reinforcement of skills through initial diagnostic assignments and supplemental activities.</p>	<p>TK-12</p>	<p><input checked="" type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Teachers, benchmark assessment tool</p>
<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the diagnostic assessment data.</p>	<p>TK-12</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  At-Risk Students</p>	<p>Teachers \$107,264</p>
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the diagnostic assessment data and parent conferencing.</p>	<p>TK-12</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:  (Specify)  At-Risk Students</p>	<p>Title I Staff Title I \$71,000  I-Ready Instruction Title I \$5,000  A+ Curriculum Title I</p>
<p>Hire an additional bilingual teacher.</p>	<p>TK-12</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>Teachers Supplemental</p>
<p>Transitional kindergarten program</p>	<p>pre-K</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>Teachers</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Students will demonstrate a 3% increase in ELA and Math proficiency as measured by the Smarter Balanced ELA Assessment.  Increase the percent of EL students who are reclassified by an additional 3%. RFEP Rates: 2013 - 11%, 2014 - 50%, 2015 - 38%  75% of Title I students scoring below grade level on initial universal screener will demonstrate more than one year of growth as measured by diagnostic scores, establishing a baseline with 2016-17 data for future growth targets.  Increase pass rates for students taking AP Exams by 2%.  Increase completion rate by 2% for both English and Math.  Due to the nature of independent study, it is not possible to meet A-G requirements in this school setting, specifically in laboratory sciences and fine arts.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	TK-12	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training, materials  Supplemental 95,062.83  Teachers
Evaluate current progress monitoring assessment and if needed purchase a new assessment	TK-12	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Progress monitoring assessment

		English proficient _ Other Subgroups: (Specify)	
Create an Individualized Learning Plan (ILP) for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.	TK-12	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers, Student Information System \$7,763 Diagnostic Tool Base
Comprehensive English Language development program addressing language and academic needs of diverse EL population such as newcomers to long term ELs.	TK-12	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELD Teachers Supplemental 4,111.64 Supplemental ELD Program
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.	TK-12	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers
Daily practice and reinforcement of skills through diagnostic assessment tool assignments and supplemental activities.	TK-12	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers Diagnostic Tool Base

<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the diagnostic assessment data.</p>	<p>TK-12</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  At-Risk Students</p>	<p>Teachers Supplemental</p>
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the diagnostic assessment data and parent conferencing.</p>	<p>TK-12</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)                  At-Risk Students</p>	<p>Title I Staff Title I \$71,000                  i-Ready Instruction Title I \$5,000                  A+ Curriculum Title I</p>
<p>Provide a standards based resource program for AP students and AP Calculus textbooks</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>standards-based resource program, AP Calculus textbooks Supplemental</p>
<p>A-G: Provide resources and information to students on ways to satisfy A-G requirements. Also, encourage students to enroll in community college courses, SAT 2 exams and AP exams as a way to meet A-G requirements.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will demonstrate a 3% increase in ELA and Math proficiency as measured by the Smarter Balanced ELA Assessment.</p> <p>Increase the percent of EL students who are reclassified by an additional 3%. RFEP Rates: 2013 - 11%, 2014 - 50%, 2015 - 38%</p> <p>75% of Title I students scoring below grade level on initial universal screener will demonstrate more than one year of growth as measured by diagnostic scores, establishing a baseline with 2016-17 data for future growth targets.</p> <p>Increase pass rates for students taking AP Exams by 2%.</p> <p>Increase completion rate by 2% for both English and Math.</p> <p>Due to the nature of independent study, it is not possible to meet A-G requirements in this school setting, specifically in laboratory sciences and fine arts</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	TK-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training and materials Supplemental 54,808.33
Comprehensive English Language development program addressing language and academic needs of diverse EL population such as newcomers to long term ELs.	TK-12	<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 Teachers Supplemental 2,370.56 Supplemental ELD Program
Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work	TK-12	<input checked="" type="checkbox"/> All OR:	Teachers

<p>samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Daily practice and reinforcement of skills through initial diagnostic assignments and supplemental activities.</p>	TK-12	<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>	Diagnostic Tool Base
<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the diagnostic assessment data.</p>	TK-12	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  At Risk</p>	Teachers
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the diagnostic assessment data and parent conferencing.</p>	TK-12	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  At Risk</p>	Title I Teachers Title I i-Ready Instruction Title I A+ Curriculum Title I
<p>Provide a standards based resource program for AP students and AP Calculus textbooks</p>	9-12	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	standards-based resource program, AP Calculus textbooks Supplemental

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hire an additional bilingual teacher.	TK-12	<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)	Teacher
Transitional kindergarten program	pre-K	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher
A-G: Provide resources and information to students on ways to satisfy A-G requirements. Also, encourage students to enroll in community college courses, SAT 2 exams and AP exams as a way to meet A-G requirements	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers

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

<p>GOAL 2:</p>	<p>Develop a positive school culture that fosters an increase in engagement between students, teachers, and learning coaches.</p>	<p>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</p>
<p>Identified Need :</p>	<p>Low achievement based upon the 14-15 SBAC results showing that 36% of students scored Not Met for ELA; while 53% of students rated Not Met for Math.</p> <p>Low achievement based upon the 14-15 rates: 95.6% of attended students; 16.4% of chronic absenteeism.</p> <p>13-14 -- 34.3% HS dropout rate          14-15 -- 27.1% HS dropout rate          13-14 -- 58.6% HS cohort graduation rate          14-15 -- 55.3% cohort HS graduation rate</p> <p>IEP parent participation is 95.12%, for the 15-16 SY.</p>	
<p>Goal Applies to:</p>	<p>Schools: N/A</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>100% of CAVA @ Kings students will have access to high quality resources and materials in all courses.</p> <p>100% of identified students will have access to appropriate services and support.</p> <p>100% of CAVA @ Kings students will be assigned to highly qualified and credential teachers.</p> <p>100% of our students will be assigned lessons in curriculum that is Common Core aligned.</p> <p>75% of our students will be on track in their assigned lessons.</p> <p>CAVA@ Kings student attendance and graduation rates will increase by 5%.</p> <p>CAVA@Kings students will increase engagement in the OLS and OLMS platforms and Class Connect sessions by 3%.</p> <p>Increase the percentage of parents attending Learning Coach Orientations and Workshops, establish a baseline during the 16-17 school year.</p> <p>Maintain or increase parent participation in IEPS by 2%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	all	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training, materials Supplemental 71,499.21
Utilize the FAST program in order to increase teacher/student relationships, social-emotional needs and school engagement for foster youth. Identify a social emotional support program that is conducive to the virtual environment.	TK-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FAST Staff Supplemental <hr/> Teachers <hr/> Social Emotional Support Program Supplemental

<p>Regular and frequent communication with newsletters, email, phone calls and live sessions</p>	<p>TK-12</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers and administrators</p>
<p>School spirit days, assemblies and honor roll recognition</p>	<p>TK-12</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers and administrators</p>
<p>New Online Middle School platform to increase communication, engagement and progress.</p>	<p>6-8</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers</p>
<p>Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students.</p>	<p>Tk-12</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>FAST and Teachers</p>
<p>Guidance Counselors will support and promote career</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Guidance Counselors and Teachers</p>

<p>and college readiness for high school students.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including intervention assignments and live class sessions.</p>	<p>k-12</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Intervention Teachers</p>
<p>Build regional teams with class connect content courses and homeroom teachers to help encourage connections between student and school and encourage relationship building.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers</p>
<p>Provide textbooks and materials as required for AP Calculus” All students, grades 9-12</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers</p>
<p>Provide parent education and orientation classes.</p>	<p>k-12</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Teachers and administrators</p>

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
		<ul style="list-style-type: none"> <li><input type="checkbox"/> All -----</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input checked="" type="checkbox"/> Other Subgroups: (Specify)</li> <li><u>Special Education students</u></li> </ul>	
<p>At least 95% of IEPs will be preceded by telephone contact by Education Specialists in order to initiate participation and provide reminders for the upcoming IEP meeting.</p>	<p>TK-12</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All -----</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input checked="" type="checkbox"/> Other Subgroups: (Specify)</li> <li>students with IEPs</li> </ul>	<p>Special Education Teacehrs</p>

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>100% of CAVA @ Kings students will have access to high quality resources and materials in all courses.</p> <p>100% of identified students will have access to appropriate services and support.</p> <p>100% of CAVA @ Kings students will be assigned to highly qualified and credential teachers.</p> <p>100% of our students will be assigned lessons in curriculum that is Common Core aligned.</p> <p>75% of our students will be on track in their assigned lessons.</p> <p>CAVA@ Kings student attendance and graduation rates will increase by 5%.</p> <p>CAVA@Kings students will increase engagement in the OLS and OLMS platforms and Class Connect sessions by 3%.</p> <p>Increase the percentage of parents attending Learning Coach Orientations and Workshops, establish a baseline during the 16-17 school year.</p> <p>Maintain or increase parent participation in IEPS by 2%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	all	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training, materials Supplemental 87,842.94
Utilize the FAST program in order to increase teacher/student relationships, social-emotional needs and school engagement for foster youth.	TK-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FAST Staff Supplemental Teachers Social Emotional Support Program Supplemental

<p>Regular and frequent communication with newsletters, email, phone calls and live sessions</p>	<p>k-12</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Teachers and administrators</p>
<p>New Online Middle School platform to increase communication, engagement and progress.</p>	<p>6-8</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Teachers</p>
<p>School spirit days, assemblies and honor roll recognition</p>	<p>k-12</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Teachers and administrators</p>
<p>Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students.</p>	<p>Tk-12</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Teachers and FAST team</p>
<p>Guidance Counselors will support and promote career and college readiness for high school students.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> All  OR:</p>	<p>Guidance Counselors and teachers</p>

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including intervention assignments and live class sessions.	k-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Build regional teams with class connect content courses and homeroom teachers to help encourage connections between student and school and encourage relationship building.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Provide textbooks and materials as required for AP Calculus” All students, grades 9-12	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Provide parent education and orientation classes.	K-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Teachers and administrators

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
At least 95% of IEPs will be preceded by telephone contact by Education Specialists in order to initiate participation and provide reminders for the upcoming IEP meeting.	TK-12	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with IEPs	Special Education Teachers

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	100% of CAVA @ Kings students will have access to high quality resources and materials in all courses. 100% of identified students will have access to appropriate services and support. 100% of CAVA @ Kings students will be assigned to highly qualified and credential teachers. 100% of our students will be assigned lessons in curriculum that is Common Core aligned. 75% of our students will be on track in their assigned lessons. CAVA@ Kings student attendance and graduation rates will increase by 5%. CAVA@Kings students will increase engagement in the OLS and OLMS platforms and Class Connect sessions by 3%. Increase the percentage of parents attending Learning Coach Orientations and Workshops, establish a baseline during the 16-17 school year. Maintain or increase parent participation in IEPs by 2%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	k-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Training and materials Supplemental 50,645.72

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Utilize the FAST program in order to increase teacher/student relationships, social-emotional needs and school engagement for foster youth.	6-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Social Emotional Support Program Supplemental FAST Staff Supplemental Teachers
Regular and frequent communication with newsletters, email, phone calls and live sessions	k-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers and administrators
School spirit days, assemblies and honor roll recognition	k-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers and administrators
Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students.	Tk-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers

		(Specify)	
Guidance Counselors will support and promote career and college readiness for high school students.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Guidance Counselors and Teachers
Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including intervention assignments and live class sessions.	k-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Intervention Teachers
Build regional teams with class connect content courses and homeroom teachers to help encourage connections between student and school and encourage relationship building.	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Provide textbooks and materials as required for AP Calculus” All students, grades 9-12	9-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers

<p>Provide parent education and orientation classes.</p>	<p>K-12</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers and administrators</p>
<p>At least 95% of IEPs will be preceded by telephone contact by Education Specialists in order to initiate participation and provide reminders for the upcoming IEP meeting.</p>	<p>TK-12</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  Students with IEPs</p>	<p>Special Education Teachers</p>

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

GOAL 3:	Develop an environment to ensure that all students are assigned to credentialed teachers, and have access to targeted programs, services, and materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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 : All students should have access to appropriate services, programs, and materials at all times. While currently we are 100% in compliance with this goal. We will continue to achieve this 100%

Goal Applies to: Schools: n/a  
 Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: Monitor and ensure that 100% of students will be assigned to fully credentialed teachers.  
 Monitor and ensure that 100% of students will have access to a broad course of study.  
 Monitor and ensure that 100% of students will be assigned standards aligned curriculum.  
 Monitor and ensure that 100% of students will 100% will have access to curriculum assessments and materials.  
 Monitor and ensure that 100% of identified students will have access to special programs.  
 20% of stakeholders will complete school surveys for seeking input on school measures and needs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	TK-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training, materials
New Online Middle School platform	6-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teachers

		<input checked="" type="checkbox"/> Other Subgroups: (Specify)	
Individualized Learning Plans (ILPs) for students	TK-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Response to Intervention model for providing academic instruction to all students.	12 TK-	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers <hr/> Title I Staff Title I <hr/> i-Ready Instruction Title I <hr/> A+ Curriculum Title I
Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners	12 TK-	<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)	training, materials Supplemental
Implement FAST (Family Academic Support Team) in TK-8 and continue to utilize the FAST at the HS level to increase teacher/student relationships, social emotional needs and school engagement	12 TK-	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FAST Staff Supplemental <hr/> Social Emotional Support Program Supplemental

<p>Increase the parent education sessions to include a troubleshooting technology topic.</p>	<p>6-8</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Teachers and administrators</p>
<p>Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).</p>	<p>TK-12</p>	<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:                  (Specify)                  SPED</p>	

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Monitor and ensure that 100% of students will be assigned to fully credentialed teachers.                  Monitor and ensure that 100% of students will have access to a broad course of study.                  Monitor and ensure that 100% of students will be assigned standards aligned curriculum.                  Monitor and ensure that 100% of students will 100% will have access to curriculum assessments and materials.                  Monitor and ensure that 100% of identified students will have access to special programs.                  20% of stakeholders will complete school surveys for seeking input on school measures and needs.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Professional Development</p>	<p>TK-12</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Training, materials</p>
<p>New Online Middle School platform</p>	<p>6-8</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Teachers</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)	
Individualized Learning Plans (ILPs) for students	12 TK-	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Response to Intervention model for providing academic instruction to all students.	12 TK-	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers <hr/> Title I Staff Title I <hr/> Supplemental Title I Curriculum Title I
Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners	12 TK-	<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)	training, materials Supplemental
Implement FAST (Family Academic Support Team) in TK-8 and continue to utilize the FAST at the HS level to increase teacher/student relationships, social emotional needs and school engagement	6-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Social Emotional Support Program Supplemental <hr/> FAST Staff Supplemental

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase the parent education sessions to include a troubleshooting technology topic.	6-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers and administrators
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	TK-12	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SPED	

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Monitor and ensure that 100% of students will be assigned to fully credentialed teachers. Monitor and ensure that 100% of students will have access to a broad course of study. Monitor and ensure that 100% of students will be assigned standards aligned curriculum. Monitor and ensure that 100% of students will 100% will have access to curriculum assessments and materials. Monitor and ensure that 100% of identified students will have access to special programs. 20% of stakeholders will complete school surveys for seeking input on school measures and needs.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development	TK-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Training and materials

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
New Online Middle School platform	6-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Individualized Learning Plans (ILPs) for students	TK-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers
Response to Intervention model for providing academic instruction to all students.	TK-12	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers <hr/> Title I Staff <hr/> Supplemental TI Program
Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners	TK-12	<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:	training and materials Supplemental

		(Specify)	
Implement FAST (Family Academic Support Team) in TK-8 and continue to utilize the FAST at the HS level to increase teacher/student relationships, social emotional needs and school engagement	TK-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FAST Staff Supplemental Social Emotional Support Program Supplemental
Increase the parent education sessions to include a troubleshooting technology topic.	6-8	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teachers and administrators
Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).	TK-12	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SPED	

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

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase the percentage of pupils mastering English Language Arts (ELA) grade level benchmarks in grades K-2.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	N/A	
	Applicable Pupil Subgroups:	Grades K-2	
Expected Annual Measurable Outcomes:	75% of students will be on or above grade level in reading at the end of the school year as measured by the end of year diagnostic assessment.	Actual Annual Measurable Outcomes:	53% of students will be on or above grade level in reading at the end of the school year as measured by the i-Ready Diagnostic assessment. We do not have comparable data for previous years as we used a different diagnostic assessment tool.
	<p>Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%.</p> <p>Reclassified Fluent English Proficient (RFEP) students will increase proficiency in English Language Arts by 5% each year as measured by the i-Ready Diagnostic.</p>		<p>Students On or Above Grade Level at the End of the Year Kinder - 66% 1st - 71% 2nd - 25%</p> <p>45 students completed the assessment</p> <p>Percentage of EL student who were reclassified increased by 4%. 2014 - 55% 2015 - 59%</p> <p>Reclassified Fluent English Proficient (RFEP) students will increase proficiency in English Language Arts in i-Ready Diagnostic. Baseline year.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Professional Development	<p>Training, materials</p> <p>Title I \$2500</p>	<p>Professional Development was provided to K2 teachers in the following area. ELA Common Core</p>	<p>Training Materials Teachers Supplemental 121914</p>

	<p>Teachers Supplemental \$99,857</p>	<p>Writing Common Core Common Core Teaching Strategies Bi-weekly data conferences focused on targeting ELA instruction, reviewing class progress, and reviewing strategies to increase student engagement. iReady training is provided for teachers on how to look at the data and make it meaningful.</p>	
<p>Scope of Service   K-2</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   K-2</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>Progress monitoring assessment</p>	<p>Diagnostic Assessment</p>	<p>The school began using i-Ready Reading Diagnostic Assessment in September of 2014. Students will complete the assessment three times a year. Teachers monitor progress on a consistent basis, and follow up with students not meeting goals. Teachers use Action Plans and Work Contracts to allow students to gain additional guidance in staying on target.</p>	<p>i-Ready Reading Diagnostic Assessment \$5 per student</p>
<p>Scope of Service   K-2</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</p>		<p>Scope of Service   K-2</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>proficient                  _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Create an Individualized Learning Plan (ILP) for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Teachers, Intervention Lead Teacher, Student Information System Supplemental \$6,751</p>	<p>Every student received a quality ILP that included goals, assignments and strategies for moving the individual student forward. The ILPs were updated quarterly. All students have a Common Core aligned ELA course. There are no teachers mis-assigned. Intervention Engagement Specialists assessed each student individually using pre-determined grade level assessments to obtain the level of support necessary to their needs.</p>	<p>Student Information System Supplemental 10713</p>
<p>Scope of Service   K-2</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   K-2</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>Provide ELD instruction through an online ELD programs and live online classes.</p>	<p>ELD Teachers Supplemental \$4,319</p>	<p>Students were assigned 90 minutes a week to complete in Reading Eggs. Students were offered three live class connect sessions of ELD each week.</p>	<p>ELD Teachers Supplemental 5468</p>
<p>Scope of Service   K-2</p> <hr/> <p><input type="checkbox"/> All                  OR:                  _ Low Income pupils  <input checked="" type="checkbox"/> English Learners                  _ Foster Youth                  _ Redesignated fluent English</p>		<p>Scope of Service   K-2</p> <hr/> <p><input type="checkbox"/> All                  OR:                  _ Low Income pupils  <input checked="" type="checkbox"/> English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
<p>Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.</p>	<p>Teachers</p>	<p>Increased instructional time has been provided to students in reading and writing through Class Connect sessions and in-person meetings. Targeted Intervention (TI) sessions occur with the homeroom teacher a minimum of 30 minutes 3 times per week. Instruction is provided in a small group setting to meet the needs of the learners. In addition, students enrolled in MARK12, a reading remediation program, have 90 minutes of intervention per week. Data-driven, skill focused content Class Connect sessions provide students with instructional support in grade level content standards (CCSS aligned), assigned OLS content, intervention support, and academic enrichment. Teachers meet with each student in-person a minimum of one time per quarter to provide instruction and support, conduct assessments, and review student work. Teachers evaluate student work samples regularly to identify mastery of core skills and concepts. Feedback is given during power conferences in-person or in Blackboard. Feedback is also given to both the student and learning coach through communication via e-mail, k-mail, or the Online School. Teachers use targeted instruction based on data from iReady. Some teachers work with small groups or one on one, to offer support in completing assignments. Teachers host writing sessions online and in-person, weekly park days focusing on writing and reading. Class specific online sessions are offered by teachers in ELA.</p>	

<p>Scope of Service   K-2</p>		<p>Scope of Service   K-2</p>	
<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>Daily practice and reinforcement of skills using supplemental activities.</p>	<p>Teachers, diagnostic assessment tools</p>	<p>Struggling students in grades K-2 were assigned Intervention Support Team services using iReady content and Mark 12 courses in lieu of ELA courses. lessons (pathways) on their Individualized Learning Plan. Daily, weekly, and monthly reports are provided and reviewed to analyze student engagement and proficiency in completed lessons. We also utilize a cumulative report that shows results from all monthly assigned pathways combined.</p>	
<p>Scope of Service   K-2</p>		<p>Scope of Service   K-2</p>	
<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>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by</p>	<p>Teachers Supplemental \$92,273</p>	<p>Teachers provide 1:1 and small group interventions in ELA as needed. Teachers use Scantron Data, OLS assessments and Study Island Pathway</p>	<p>Teachers Supplemental 15906</p>

<p>curriculum assessments aligned to CCSS and frequent diagnostic assessment data.</p>		<p>exposure rates to determine areas of need as they relate to the OLS.</p>	
<p>Scope of Service   K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk Students</p>		<p>Scope of Service   K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk Students</p>	
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, scoring below grade level expectation on the diagnostic assessment data, and parent conferencing.</p>	<p>Title I Staff \$71,000</p> <hr/> <p>Diagnostic Assessment &amp; Instruction \$5,000</p>	<p>Students completed the i-Ready Reading assessment at the beginning of the year and at the end of the first semester. % of students demonstrated a gain. Students were placed into small groups and given appropriate academic leveled support via credentialed and specifically trained teachers.</p> <p>In CAVA @ Kings, two students were referred for ELA support in grades K-2. Of those that participated, 0% of SMART goals were met.</p>	
<p>Scope of Service   K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk Students</p>		<p>Scope of Service   K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At-Risk Students</p>	
<p>Supplemental Educational Services</p>	<p>Approved SES Providers Other</p>	<p>5 students applied for SES and 5</p>	<p>Approved SES Providers</p>

(SES) will be provided to students for support in English Language Arts.	\$32,000	received tutoring.	
Scope of Service   K-2 <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   K-2 <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hire an additional bilingual teacher.	Teachers Supplemental \$62,500	No bilingual teacher was hired during the 15-16 school year, as there were no bilingual applicants in Kings.	
Scope of Service <hr/> _ 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)		Scope of Service <hr/> _ 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)	
Transitional kindergarten program	teachers Base	Began a transitional kindergarten program.	
Scope of Service   pre-K <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   pre-K <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Direct Instruction with credentialed teachers will increase to 15 hours a week in 16-17, this will include BBC and in person.		

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

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

Original GOAL 2 from prior year LCAP:	Increase proficiency on Smarter Balanced ELA assessments in grades 3-11.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: N/A	Applicable Pupil Subgroups: Grades 3-11
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Expected Annual Measurable Outcomes:	Increase the percentage of students in grades 3-8 who will be proficient in reading by 3% as measured by the SBAC assessment results  Increase the percent of students in grade 11 who will demonstrate proficient or higher skill levels by 3% as measured by SBAC.  Increase the percent of English Learner (EL) students who are reclassified each year by an additional 3%.  Reclassified Fluent English Proficient (RFEP) students will increase proficiency in the state assessment in English Language Arts and Mathematics by 5% each year.	Actual Annual Measurable Outcomes:	SBAC Results for ELA from 14-15: Below Avg & Avg Low - 16% Avg High & Above Avg - 72%  At this time, we cannot measure if a 3% increase was met due no comparable data from the 13-14 school year.  Percentage of EL student who were reclassified increased by 4%. 2014 - 55% 2015 - 59%  Reclassified Fluent English Proficient (RFEP) students will increase proficiency in English Language Arts in Smarter Balance Assessment. Baseline year.
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials Title I \$2500 Teachers Supplemental	Professional Development was provided to teachers in the following area. ELA Common Core Writing Common Core Common Core Teaching Strategies SBAC and how to access practice ELA	Training, materials

		<p>tests, to use in person and online with students.</p> <p>Bi-weekly Data Conferences were held with teachers to review iSM results that are aligned to SBAC, ELA assessments. Teachers planned instruction based on ELA needs from the iSMs. All teachers received some Common Core training with teaching strategies and resources offered.</p> <p>Instruction was targeted to cover CCSS. Learning coaches attend online sessions with teachers to be introduced to the practice tests and the specialized interventions offered weekly.</p> <p>Professional Development in November reviewed SBAC scores from 2014-15 to see where students need specific support, and methods to support students were discussed as well.</p> <p>Throughout the year, grades 9-11 implemented 4 separate Interim Assessments in their ELA courses that were CC based and structured like questions and activities on the SBAC in order to allow the students repeated exposure to these concepts and tasks and to allow teachers to specifically support them as well. The Curriculum Specialist for the English Department held small group DDI meetings with teachers in which IAs were addressed and discussed. Teachers held live sessions dedicated to Interim Assessments before and after the assignments were given.</p>	
<p>Scope of Service   3-12</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>		<p>Scope of Service   Grades 3-12</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in ELA. Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Teachers, Intervention Lead Teacher, Student Information System, Diagnostic Assessment</p>	<p>Every student received a quality ILP that included goals, assignments and strategies for moving the individual student forward. The ILPs were updated quarterly. All students have a Common Core aligned ELA course. There are no teachers mis-assigned.</p>	
<p>Scope of Service   3-12</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   3-12</p> <hr/> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide ELD instruction through an online ELD programs and live sessions.</p>	<p>ELD Teachers          ESL Reading Smart</p>	<p>Alignments were created to correlate CCSS with each K12 lesson in reading.</p>	
<p>Scope of Service   3-12</p> <hr/> <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>Scope of Service   3-12</p> <hr/> <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>Regular and consistent monitoring, collection and feedback of</p>	<p>Teachers</p>	<p>Grades 3-5          Students are assigned 3 ELA Critical</p>	<p>Teachers</p>

<p>performance activities assigned to students in their content courses.</p>		<p>Skills common core aligned performance tasks during the year. These tasks stretch students understanding and application of the thought process as necessitated by CCSS. Teachers use a rubric to scores the task and provide feedback to the students. The task and rubric are added to the student's portfolio. Teachers use the information collected during this assessment to drive instruction.</p> <p>Middle School Teachers meet with families at a minimum of 1x each quarter/2x each semester. They meet once in-person and once virtually. The work with the students to assess for mastery, collect work samples, set goals and discuss the need for any additional interventions.</p> <p>High School Teachers review one or more assignments weekly to identify a learning gap or area of need, then invite students to a live session designed to target that area of need. GE teachers also held parent sessions that were geared specifically to grammar and writing and the common core standards."</p>	
<p>Scope of Service   Grades 3-12</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Grades 3-12</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.</p>	<p>Teachers</p>	<p>"Targeted interventions based on iSM Reading and OLS ELA assessments; content class connect sessions in GUM and Composition at each grade level ;</p>	
<p>Scope of Service Grades 3-12</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 Grades 3-12</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>Utilize common core content in Interrim SBAC (IBA) to provide instructional support and preparation for Smarter Balance Assessment.</p>	<p>Teachers, benchmark assessment tools</p>	<p>HRCC breakout rooms to focus on concepts; breaking down of SBAC concepts for teachers to review with their students; offer supports and resources to LCs b. All MS teachers attended PLC sessions that covered ELA CCSS. Included in these sessions were teaching strategies and collaboration time. c.</p>	
<p>Scope of Service Grades 3-12</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 Grades 3-12</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>Hire an additional bilingual teacher.</p>	<p>Teachers</p>	<p>No bilingual teacher was hired during the 15-16 school year, as there were no</p>	

<p>Scope of Service   3-12</p>		<p>bilingual applicants in Kings.</p> <p>Scope of Service   Grades 3-12</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> <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>Utilize the Why Try program in order to increase teacher/student relationships, social-emotional needs and school engagement for foster youth.</p>	<p>Teachers, Why Try</p>	<p>Why Try was not implemented in the 15-16 school year due to the challenges of presenting the in person component to the virtual school. Administrators participated in a Town Hall on Social-Emotional Learning in April, 2016 and are investigating other programs that may prove to be a better resource.</p>	
<p>Scope of Service   Grades 6-12</p> <p> <input type="checkbox"/> All                  -----                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)             </p>		<p>Scope of Service   Grades 6-12</p> <p> <input type="checkbox"/> All                  -----                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)             </p>	
<p>Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.</p>	<p>ELD Teachers, Teachers</p>	<p>3-8: At the end of each semester the ELD Specialist sends the GE teacher a survey asking for specific data on how each RFEP student is performing in the language arts curriculum as well as the i-Ready assessment. If the student is not performing at grade level, the ELD department will either offer ELD</p>	<p>ELD Teachers, Teachers FAST Staff Supplemental 38,541</p>

		<p>services or refer the student to intervention.</p> <p>HS: At the end of each semester the ELD Specialist sends the GE teacher a survey asking for specific data on how each RFEP student is performing in the language arts curriculum as well as the i-Ready assessment. If the student is not performing at grade level, the ELD department will either offer ELD services or refer the student to intervention. In HS, in addition to intervention, the students who were failing due to lack of engagement are referred to the FAST team. Of the 22 students referred to the FAST program, 16 have worked with a FAST team member.</p>	
<p>Scope of Service   3-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   3-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers provide tutoring in reading/ELA instruction on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and diagnostic assessment results.</p>	<p>Teachers Base</p> <p>Student Information System (School Pathways) Supplemental</p>	<p>3-5 - 3 times a week (if a teacher teaches interventions 3 times a week, often is a student receiving interventions from their GE teacher?)</p> <p>Middle school - Teachers look at baseline assessments, un-mastered lessons on the OLS, teacher observation and collaboration with the LCs to determine what focus of instruction is needed each quarter/week for the student.</p>	

		<p>High School Teachers review one or more assignments weekly to identify a learning gap or area of need, then invite students to a live session designed to target that area of need.</p>	
<p>Scope of Service   Grades 3-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At-risk Student</p>		<p>Scope of Service   Grades 3-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At-risk Student</p>	
<p>Small group reading intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level ELA goals based on CCSS, baseline assessment results, and parent conferencing.</p>	<p>Title I Staff Title I 14150</p> <hr/> <p>Diagnostic Assessment &amp; Instruction Title I 1000</p> <hr/> <p>A+ Curriculum Title I 870</p>	<p>The i-Ready diagnostic was used as a universal screener to identify below grade level students in K-8. Students were referred to intervention based on these scores, teacher observation and Learning Coach request. High school students also self-referred to the program. Students were given a general assessment to identify skill deficiencies and placed at the appropriate Tier. A+ is used to create synchronous lessons and activities for writing intervention students to build writing skills. Lessons focus on specific areas to bring students up to grade level in that specific topic. Students working on various topics in writing, including ideas, organization, writing with strong voice &amp; word choice, and writing fluent sentences.</p> <p>In CAVA @ Kings, 19 students were referred for reading support in grades 3-8. Of those that participated, 79% of</p>	<p>Title I Staff</p> <hr/> <p>i-Ready Diagnostic &amp; Instruction Supplemental 4414</p>

		SMART goals were met.  In CAVA @ Kings, four students were referred for reading support in grades 9-12. Of those that participated, 25% of SMART goals were met.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Grades 3-12</td> </tr> </table>	Scope of Service	Grades 3-12		<table border="1"> <tr> <td>Scope of Service</td> <td>Grades 3-12</td> </tr> </table>	Scope of Service	Grades 3-12	
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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 checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At-risk Student</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) At-risk Student</p>					
Supplemental Educational Services (SES) will be provided to students for support in English Language Arts	Approved SES Providers Title I \$7488	5 students applied for SES and 5 received tutoring.	Approved SES Providers Title I				
<table border="1"> <tr> <td>Scope of Service</td> <td>3-12</td> </tr> </table>	Scope of Service	3-12		<table border="1"> <tr> <td>Scope of Service</td> <td>3-12</td> </tr> </table>	Scope of Service	3-12	
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MARK12 (Mastery...Acceleration...Remediation...K12) course designed for students who are reading two or more grades below grade level.	Mark 12 Course Supplemental Curriculum Specialist Supplemental	Based on assessments, qualifying students were provided MARK 12 curriculum in grades 3-6 for remedial instruction.					
<table border="1"> <tr> <td>Scope of Service</td> <td>3-6</td> </tr> </table>	Scope of Service	3-6		<table border="1"> <tr> <td>Scope of Service</td> <td>3-6</td> </tr> </table>	Scope of Service	3-6	
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<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In grades 3-5, teachers will need additional training on using the provided rubrics to score ELA Critical Skills performance tasks. At this time, these tasks are being used to provide immediate feedback to students. Next year we would like to analysis trends seen between students. Before this can be done, a record system must be developed. We will also be increasing the direct instruction time with credentialed teachers to 15 hours a week. For grades 6-8, students will be utilizing the new Online Middle School platform from K12. For K-8 students, we will be increasing the number of assignments that are graded by the credentialed teacher as well as increase communication between students and teachers.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Increase the percentage of pupils mastering mathematics grade level benchmarks in grades K-2.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: n/a Applicable Pupil Subgroups: Grades K-2		
Expected Annual Measurable Outcomes:	75% of students will be on or above grade level in mathematics at the end of the school year as measured by the end of year diagnostic assessment.	Actual Annual Measurable Outcomes: 74% of students will be on or above grade level in math at the end of the school year as measured by the i-Ready Diagnostic assessment.  Students On or Above Grade Level at the End of the Year Kinder - 47% 1st - 14% 2nd - 13%  45 students completed the assessment	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials Title I \$2500 Teachers Supplemental	Professional Development was provided to K2 teachers in the following area. Math Common Core Common Core Teaching Strategies Bi-weekly data conferences focused on targeting Math instruction. iReady training was provided for teachers, on how to look at the data and make it meaningful.	Training, materials
Scope of Service	K-2	Scope of Service	K-2

<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>Evaluate current progress monitoring tool and if needed purchase a new assessment.</p>	<p>Progressing monitoring assessment</p>	<p>It was determined a new K2 math diagnostic assessment was needed. The school began using i-Ready Reading and Math Diagnostic Assessment in September of 2014. Students will complete the assessment three times a year.</p>	<p>i-Ready Math Diagnostic Assessment \$5 per student</p>
<p>Scope of Service   K-2</p>		<p>Scope of Service   K-2</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create an Individualized Learning Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Teachers, Intervention Lead Teacher, Student Information System</p>	<p>Every student received a quality ILP that included goals, assignments and strategies for moving the individual student forward. The ILPs were updated quarterly. All students have a Common Core aligned math course. There are no teachers mis-assigned. Teachers create meaningful ILP's for each student, based on the level of support they need in Math.</p>	<p>Teachers, Intervention Lead Teacher, Student Information System</p>
<p>Scope of Service   K-2</p>		<p>Scope of Service   K-2</p>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create alignments for CCSS and curriculum.</p>	<p>Curriculum Specialists</p>	<p>Alignments were created to correlate CCSS with each K12 lesson in math.</p>	
<p>Scope of Service   K-2</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   K-2</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>Increase instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions.</p>	<p>Teachers</p>	<p>Professional development was provided in increasing attendance at live Class Connects. Increased instructional time has been provided to students in math. Teachers evaluate student work samples regularly to identify mastery of core skills and concepts. Feedback is given during power conferences via BbC, in-person, or phone. Feedback is also given via e-mail/k-mail communication with both the student and the learning coach. In person instruction was provided weekly to students at park days in Math. Teachers use targeted instruction, in person and online, based on data from iReady.</p>	

<p>Scope of Service   K-2</p>		<p>Scope of Service   K-2</p>	
<p><input checked="" type="checkbox"/> All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Daily practice and reinforcement of skills through benchmark assessment tool and supplemental activities.</p>	<p>Teachers, benchmark assessment tool</p>	<p>Teachers use targeted instruction, in person and online, based on data from iReady.</p>	
<p>Scope of Service   K-2</p>		<p>Scope of Service   K-2</p>	
<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income 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>Transitional kindergarten program</p>	<p>teachers</p>	<p>Began a transitional kindergarten program.</p>	
<p>Scope of Service   pre-K</p>		<p>Scope of Service   pre-K</p>	
<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Teachers provide tutoring in math on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the diagnostic assessment.</p>	<p>Staff Base Student Information System (School Pathways) Supplemental</p>	<p>Teachers provide 1:1 and small group interventions in math as needed. Teachers use i-Ready Diagnostic Assessment Data, OLS assessments and Study Island Pathway exposure rates to determine areas of need as they relate to the OLS.</p>	
<p>Scope of Service: K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At-risk</p>		<p>Scope of Service: K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>	
<p>Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, scoring below grade level expectation on the diagnostic assessment, and parent conferencing.</p>	<p>Title I staff Title I \$14150 Diagnostic Assessment &amp; Instruction Title I \$1000 A+ Title I \$870</p>	<p>100% of the 3 students who completed the i-Ready Diagnostic assessment at the beginning and end of the first semester showed a growth.</p> <p>In CAVA @ Kings, one student was referred for math support in grades K-2. Of those that participated, 0% of SMART goals were met.</p>	
<p>Scope of Service: K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At-risk</p>		<p>Scope of Service: K-2</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At Risk</p>	

Supplemental Educational Services (SES) will be provided to students for support in math.	Approved SES Provider Title I \$7488	5 students applied for SES and 5 received tutoring.received tutoring.	Approved SES Provider Title I								
<table border="1"> <tr> <td data-bbox="100 230 243 302">Scope of Service</td> <td data-bbox="243 230 569 302">K-2</td> </tr> <tr> <td colspan="2" data-bbox="100 328 569 607"> <input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	K-2	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 230 1182 302">Scope of Service</td> <td data-bbox="1182 230 1514 302">K-2</td> </tr> <tr> <td colspan="2" data-bbox="1031 328 1514 607"> <input type="checkbox"/> All                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	K-2	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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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?	Direct Instruction with credentialed teachers will increase to 15 hours a week in 16-17, this will include BBc and in person.										

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

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

Original GOAL 4 from prior year LCAP:	Increase proficiency on Smarter Balanced Mathematics assessments in grades 3-11.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades 3-11		
Expected Annual Measurable Outcomes:	An increase of 3% of 3-8 grade students will be on or above grade level in reading at the end of the school year as measured by the SBAC assessment results.  An increase of 3% of 9-11 grade students will be on or above grade level in reading at the end of the school year as measured by the SBAC.	Actual Annual Measurable Outcomes: SBAC Results for Math from 14-15: Grades 3-8: 10.42% were at or above grade level Grades 11: 11% were at or above grade level  At this time, we cannot measure if a 3% increase was met due no comparable data from the 13-14 school year.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials Title I \$2500 Teachers Supplemental	Professional Development was provided to teachers in the following areas. Math Common Core Common Core Teaching Strategies Increasing attendance at live Class Connects Our Teachers received training on SBAC, and how to access practice Math tests, to use in person and online with students. Bi-weekly Data Conferences were held with teachers to review iSM results that are aligned to SBAC Math assessments. All teachers received Common Core training with teaching strategies and resources offered. Instruction was targeted to	Training, materials

		<p>cover CCSS.  Curriculum PD on 11/16 looked at SBAC data from 14-15 SY and focused on addressing Common Core standards within learning objectives. During Curriculum PD on 3/7, Math teachers created rubrics to grade IA questions, discussed expectations for performance task responses and how to use rubrics to communicate these expectations in live sessions. During DDIs throughout the year, math teachers examine quiz statistics for the IAs to identify areas of need and plan supports. During March DDI, math teachers identified Standards for Mathematical Practice that need support and planned a CC to focus on one of these SMPs as an objective. b. All MS teachers attended PLC sessions that covered math CCSS. Included in these sessions were teaching strategies and collaboration time. c. GE teachers also held parent sessions that provided them with tips and tricks on how to better support their student's understanding of math problems and how they relate to CCSS.</p>	
<p>Scope of Service 3-11</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 3-11</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create an Individualized Learning Plan for each student and utilize a</p>	<p>Teachers, Intervention Lead Teacher, Student Information</p>	<p>Every student received a quality ILP that included goals, assignments and</p>	

<p>Response to Intervention model to determine level of support each pupil needs in Mathematics. Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>System, Scantron</p>	<p>strategies for moving the individual student forward. The ILPs were updated quarterly. All students have a Common Core aligned math course. There are no teachers misassigned.</p>	
<p>Scope of Service 3-11</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 3-11</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create alignments for CCSS and curriculum.</p>	<p>Curriculum Specialists</p>	<p>Alignments were created to correlate CCSS with each K12 lesson in mathematics.</p>	
<p>Scope of Service 3-11</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 3-11</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>Regular and consistent monitoring, collection and feedback of performance activities assigned to students in their content courses.</p>	<p>Teachers</p>	<p>Grades 3-5 Teachers collect Common Core aligned Teachers Graded Assignments (TGAs) quarterly. TGAs are scored and feedback is provided to the student and learning coach via email, phone, or during a power conference in BbC. Middle School</p>	

		<p>Teachers meet with families at a minimum of 1x each quarter/2x each semester. They meet once in-person and once virtually. The work with the students to assess for mastery, collect work samples, set goals and discuss the need for any additional interventions.</p> <p>Learning coaches attend online sessions with teachers to be introduced to the practice tests and the specialized interventions offered weekly.</p>	
<p>Scope of Service   3-11</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   3-11</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>Direct instruction to incorporate and support the elements of common core including: peer feedback, multimedia, oral speech and presentation, individual/small group authentic problem solving, cross subject transfer, etc.</p>	<p>Teachers</p>	<p>Teachers planned instruction based on mathematics needs from the iSM's. "targeted interventions based on iSM Math and OLS Math assessments; daily content class connect sessions in Math at each grade level ;</p>	
<p>Scope of Service   3-11</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   3-11</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>Utilize common core content in Interim SBAC (IBA) to provide instructional support and preparation for Smarter Balance Assessment.</p>	<p>Teachers, Study Island, Interim SBAC</p>	<p>All teachers received Common Core training with teaching strategies and resources offered. Instruction was targeted to cover CCSS. HRCC breakout rooms to focus on concepts; breaking down of SBAC concepts for teachers to review with their students; offer supports and resources to LCs"</p>	
<p>Scope of Service 3-11</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service 3-11</p> <hr/> <p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Utilize the Why Try program in order to increase teacher/student relationships, social-emotional needs and school engagement for foster youth.</p>	<p>Teachers and Why Try</p>	<p>The Family Academic Support Liaisons held monthly workshops to address social emotional needs. 53 workshops on topics from time management to goal setting to topics in art therapy were offered to students. Additionally, the school social worker hosted support groups for those affected by natural disasters, teen mothers, and grief. Administrators participated in a Town Hall on Social-Emotional Learning in April, 2016 and are investigating other programs that may prove to be a better resource.</p> <p>WhyTry was integrated into MS Homeroom Class Connect sessions. The Family Academic Support Liaisons held monthly workshops to address social emotional needs. 53 workshops</p>	

		<p>on topics from time management to goal setting to topics in art therapy were offered to students. Additionally, the school social worker hosted support groups for those affected by natural disasters, teen mothers, and grief. Administrators participated in a Town Hall on Social-Emotional Learning in April, 2016 and are investigating other programs that may prove to be a better resource. Due to the nature of the program we are planning to utilize a system, other than Why Try, that is more conducive to working virtually with students.</p>	
<p>Scope of Service   Grades 6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" 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   Grades 6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers provide tutoring in math on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and diagnostic assessment results.</p>	<p>Teachers Base Student Information System (School Pathways) Supplemental</p>	<p>Teachers provide targeted instruction to students that were identified as needed extra support based upon diagnostic and interim assessments.</p>	
<p>Scope of Service   3-11</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service   3-11</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English</p>	

<p>proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At-Risk Students</u></p>		<p>proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At-Risk Students</u></p>	
<p>Small group math intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level math goals based on CCSS, baseline assessment results, and parent conferencing.</p>	<p>Title I Staff Title I \$14150  i--Ready Diagnostic &amp; Instruction Title I \$1000  A+ Curriculum Title I \$870</p>	<p>63% of the 24 students who completed the i-Ready Diagnostic assessment at the beginning and end of the first semester showed growth. The i-Ready diagnostic was used as a universal screener to identify below grade level students in K-8. Students were referred to intervention based on these scores, teacher observation and Learning Coach request. High school students also self-referred to the program. Students were given a general assessment to identify skill deficiencies and placed at the appropriate Tier. A+ is being used in math intervention at the high school level as asynchronous, supplemental instruction to help students reach grade level mastery in targeted areas of need. The research-based lesson plans are also used in synchronous lessons.</p> <p>In CAVA @ Kings, 121 students were referred for math support in grades 3-11. Of those that participated, 70% of SMART goals were met.</p>	
<p>Scope of Service   3-11</p>		<p>Scope of Service   3-11</p>	
<p><u>All</u>  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At-Risk Students</u></p>		<p><u>All</u>  -----  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At-Risk Students</u></p>	
<p>Supplemental Educational Services</p>	<p>Approved SES Providers Title I</p>	<p>5 students applied for SES and 5</p>	<p>Approved SES Providers Title I</p>

(SES) will be provided to students for support in mathematics.	\$7488	received tutoring.					
<table border="1"> <tr> <td data-bbox="109 204 239 263">Scope of Service</td> <td data-bbox="247 204 554 263">3-12</td> </tr> </table>	Scope of Service	3-12		<table border="1"> <tr> <td data-bbox="1041 204 1171 263">Scope of Service</td> <td data-bbox="1180 204 1503 263">3-12</td> </tr> </table>	Scope of Service	3-12	
Scope of Service	3-12						
Scope of Service	3-12						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will be increasing the direct instruction time with credentialed teachers to 15 hours a week. For grades 6-8, students will be utilizing the new Online Middle School platform from K12. For K-8 students, we will be increasing the number of assignments that are graded by the credentialed teacher. Curriculum Specialists will hold monthly Data Driven Instruction (DDI) with teachers to discuss and improve instructional strategies to improve pass rates of struggling students in math classes.</p> <p>Math student will also have the opportunity to attend more live instructional math sessions.</p> <p>Struggling students will be required to attend more live instructional sessions.</p> <p>Math students will be tiered based on math skill level.</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 5 from prior year LCAP:	Increase pupils' writing rubric score on writing samples submitted to teachers	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades K-12		
Expected Annual Measurable Outcomes:	70% of students in grades K-12 will achieve a writing rubric score that is on/above grade level by the end of the school year, as measured by grade level writing samples scored by each student's GE/homeroom teacher.  ELA CAHSEE pass rate will increase by 5% for the 15-16SY.	Actual Annual Measurable Outcomes: At this time, we do not have micro data on the amount of students who scored on or above grade level in writing using the writing rubric. Teachers analyze student writing samples frequently using a writing rubric, however data as a whole is not recorded to the school. For grades 3-12, teachers utilize embedded teacher graded assessments to evaluate student writing.  CAHSEE was suspended for the 15-16 school year.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials Title I \$2500 Teachers	Common Core Writing Bi-weekly data conferences have included assessment of student writing 2. Teachers collaborated throughout the year on writing practices in their classrooms, and share resources.	
Scope of Service	K-12	Scope of Service	K-12
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Verify the writing assignments/rubrics embedded in the ELA courses are aligned to CCSS. Select which embedded writing assignments/rubrics will be used to consistently assess students' writing ability.</p>	<p>Curriculum Specialists</p>	<p>It has been verified that the writing assignments/rubrics embedded in the ELA courses are common core aligned for grades K-8.</p>	
<p>Scope of Service: K-12</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: K-12</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase instructional time with credentialed teacher.</p>	<p>Teachers</p>	<p>Students received increased direct instruction in writing through Class Connect classes for grades k-8. Teachers have increased instructional time for writing in specialized intervention. Quarterly peer review of class samples with teacher collaboration was begun in semester; writer's workshops offered by teachers as outings; teacher feedback on Composition assignments submitted by students; offering supports and resources to LCs. Throughout the year, teachers hold live sessions dedicated to all steps of the writing process for written assignments given in English classes in all grades. These sessions include direct instruction about how to complete the assignment and/or write in specific ways, targeted tutoring to specifically</p>	

		<p>support individual students on their written assignments, and writer's workshops in which individuals and small groups of students work with teachers on all steps of the writing process. Teachers present rubrics to students before assignments are due so students understand how they are graded. Also, teachers accept upgrades or multiple drafts of written assignments so that students have multiple chances to improve their writing skills and scores based on rubric scores and feedback. Content PD in March focused on using and creating Common Core based rubrics in courses so all teachers were shown the importance of rubrics, how to create them, and how to use them. They were also given time in breakout rooms to create rubrics together and use rubrics to score assignments together.</p>	
<p>Scope of Service   K-12</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   K-12</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Ongoing evaluation of student writing during data conferences between teachers and their supervisors. Ongoing grade level teacher collaboration to review student work and plan instruction, using rubric and other designated evaluation tools.</p>	<p>Staff</p>	<p>K-5 Students are required to keep a writing journal and bring it to each quarterly in-person meeting.</p>	

<p>Scope of Service   K-12</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   K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create an Individualized Learning Plan for each student</p>	<p>Staff</p>	<p>ILP's reflect writing assignments aligned to CCSS</p> <p>Teachers offer support to Learning Coaches in writing, and provide resource</p>	
<p>Scope of Service   K-12</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   K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers provide tutoring in writing on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS.</p>	<p>Teachers</p>	<p>Teachers held targeted interventions, with writing as one of the focuses for these sessions.</p>	
<p>Scope of Service   K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service   K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>	

<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At-Risk Students</u>		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At risk</u>					
<p>Small group writing intervention classes for struggling students (tier 2 and 3). These students are selected and placed through a referral process used to target at risk learners, as identified by several areas that include teacher observation, lack of progress toward grade level writing goals based on CCSS.</p>	<table border="1"> <tr> <td>Title I Staff</td> </tr> <tr> <td>A+ Curriculum</td> </tr> </table>	Title I Staff	A+ Curriculum	<p>Students were referred to intervention based on key indicators and placed into small groups for appropriate academic leveled support via credentialed and specifically trained teachers.</p> <p>In CAVA @ Kings, 10 students were referred for writing support in grades K-8. Of those that participated, 53% of SMART goals were met.</p> <p>In CAVA @ Kings, 23 students were referred for writing support in grades 9-12. Of those that participated, 80% of SMART goals were met.</p>			
Title I Staff							
A+ Curriculum							
<table border="1"> <tr> <td>Scope of Service</td> <td>K-12</td> </tr> </table> <p>___ All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At-Risk Students</u></p>	Scope of Service	K-12		<table border="1"> <tr> <td>Scope of Service</td> <td>K-12</td> </tr> </table> <p>___ All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>At risk</u></p>	Scope of Service	K-12	
Scope of Service	K-12						
Scope of Service	K-12						
<p>Utilize a Response to Intervention model to determine level of support.</p>	<table border="1"> <tr> <td>Teachers Base</td> </tr> <tr> <td>Intervention Team Title I</td> </tr> </table>	Teachers Base	Intervention Team Title I	<p>Targeted and specific instruction in CC sessions; working on rough drafts with the teacher.</p>			
Teachers Base							
Intervention Team Title I							
<table border="1"> <tr> <td>Scope of Service</td> <td>Grades K-12</td> </tr> </table> <p><input checked="" type="checkbox"/> All          -----          OR:          ___ Low Income pupils</p>	Scope of Service	Grades K-12		<table border="1"> <tr> <td>Scope of Service</td> <td>K-12</td> </tr> </table> <p><input checked="" type="checkbox"/> All          -----          OR:          ___ Low Income pupils</p>	Scope of Service	K-12	
Scope of Service	Grades K-12						
Scope of Service	K-12						

<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<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>We will be increasing the direct instruction time with credentialed teachers to 15 hours a week. For grades 6-8, students will be utilizing the new Online Middle School platform powered by K12. For K-8 students, we will be increasing the number of assignments that are graded by the credentialed teacher.</p>		

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

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

Original GOAL 6 from prior year LCAP:	Increase learning coach exposure to common core writing standards and instructional strategies in order to improve pupils' writing abilities.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: N/A	Applicable Pupil Subgroups: Grades K-12	
Expected Annual Measurable Outcomes:	20% of learning coaches will attend workshops in the K12 Start website specific to common core writing standards and instructional strategies in order to improve students' writing abilities by the end of the school year as measured by attendance data from the website.	Actual Annual Measurable Outcomes:	Micro data on learning coach attendance to workshops is not available. However, workshops were offered frequently throughout the year to learning coaches as well as recordings were made available.
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Design training to be used to provide learning coach workshops in writing instruction. Provide appropriate resources including rubrics, grade level standards, and grade level anchor papers.	Staff, Materials	Teachers offer support to Learning Coaches in writing, and provide resources. CD Site Coordinators hold Parent Support Sessions that target writing support. Teachers offer feedback to students and LC's in regards to submitted writing assignments. Teachers have conferences with LC's, to show them rubrics and how to use them with teachers role modeling for the Learning coaches. Offer resources to LCs to use with their students (graphic organizers, etc.) Parent sessions were offered to sessions to provide support in helping students with the basics of grammar to better help students in their writing. Teachers post rubrics in their courses for students and learning coaches alike	

		<p>to access at any time. They also kmail rubrics to learning coaches and students alike. Teachers present rubrics in live sessions and have the option of inviting LCs to their live sessions to understand rubrics that way as well. Teachers are encouraged to include learning coaches in the writing process by reading and revising/editing drafts of student papers based on the rubric provided. Lastly, teachers are able to create rubrics to use on assignments for which a rubric isn't provided. Teachers have access to general Common Core based rubrics for all styles of writing, and are encouraged to use these as a starting point for creating rubrics from scratch in their courses.</p>	
<p>Scope of Service   Grades K-12</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   Grades K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Create an attendance tracking system so we can assess if parent attendance at workshops increases student achievement.</p>	<p>Staff</p>	<p>We were not able to track parent attendance for workshops as the sessions were voluntary. However, recordings were kmailed out to all that were invited, so they could watch the event at their choice.</p>	
<p>Scope of Service   Grades K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p>		<p>Scope of Service   Grades K-12</p> <hr/> <p><input checked="" type="checkbox"/> All</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)		OR: <input type="checkbox"/> Low Income 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 workshops designed for parents of low-income and English learner students.	Staff, training, materials	Parent sessions were offered to sessions to provide support in helping students with the basics of grammar to better help students in their writing.	
Scope of Service: K-12 <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Grades K-12 <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We recognize the need for additional support to our learning coaches. Therefore, we will be increasing the support from the FAST team as well as a deeper level of On boarding in order to increase learning coach proficiency with our curriculum and school platforms.		

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

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

Original GOAL 7 from prior year LCAP:	Increase attendance rate of assigned live web-based classes.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades K-12		
Expected Annual Measurable Outcomes:	50% of students in grades K-12 will attend assigned live virtual instructional sessions on a regular basis by the end of the school year as measured by the progress tracker.	Actual Annual Measurable Outcomes: At this time, we do not have accurate data on live virtual instruction as our reporting system was not reliable.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials	Assign teachers to training provided by K12. K-5 Professional Development Topics: Understanding the end mind, Student engagement in the Virtual Classroom, Student Referral Processes: iSM/Mid Year Diagnostic, IR Instructional Grouping, Planning for a Strong Finish. MS Professional Development Topics: Strong Start for Students, Analyzing and Understanding Data, Recognizing live data during instructions from questioning, Utilizing Data to Create Meaningful Instruction, Using Data during Instruction to Guide in the Moment Instruction, Rescuing At Risk Students, Break It Down-How to Support At Risk Students in the Classroom; Using Bloom's Levels of Questioning to Break Down Concepts, Setting High Expectations and	

		<p>Accountability for the Remainder of the Year, Monitoring Growth and Potential, Using Bloom's for Purposeful Questioning as a Data Source.                  High School Professional Development Topics: Focus on Quality Instruction, Grading Norms and Feedback, Using Assessments to Guide Instruction, WR Support, Goals, the Leader in All of Us, Using Tools to Support families and Guide Instruction, Objectives and Communicating the Importance of the Topic Being Taught, Communicating Progress with Families, Attendance, Compliancy, FAST, Improving Pass Rates, Encouraging Students to Assume Responsibilities for Learning and Engagement, Attendance, Data Driven Instruction, Peer Observations, Emphasizing Key Vocabulary</p>	
<p>Scope of Service   Grades K-12</p> <hr/> <p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   Grades K-12</p> <hr/> <p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Offer CCSS aligned web-classes in math, reading, writing, and grammar usage and mechanics. Offer additional classes in science, history, and a program for advanced learning.</p>	<p>Curriculum Specialists, materials, staff</p>	<p>Teachers held class specific online sessions so students could connect in a meaningful way with their teacher and classmates. Teachers gave clear messaging to families, and followed up with students who had absences. Mandatory CC and Interventions sessions for students who exhibit low performance with compliancy follow-up for missed sessions; working toward</p>	

		making sessions highly engaging so students want to attend; allowing students to mark specific lessons as complete if they attend a given CC session.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Grades K-12</td> </tr> </table>	Scope of Service	Grades K-12		<table border="1"> <tr> <td>Scope of Service</td> <td>Grades K-12</td> </tr> </table>	Scope of Service	Grades K-12	
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Design a more efficient attendance tracking system.	Staff, Student Information System	Attendance at live sessions is tracked through the OLS and filtered into the weekly Progress Tracker Report. Teachers offered incentives for attendance. Teachers used a progress tracker to track online class attendance, lesson completion, and attendance daily for all students.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Grades K-12</td> </tr> </table>	Scope of Service	Grades K-12		<table border="1"> <tr> <td>Scope of Service</td> <td>Grades K-12</td> </tr> </table>	Scope of Service	Grades K-12	
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Assign classes on the Individualized Learning Plan and provide data-driven instruction by aligning sessions with student needs.	Staff	Teachers had specific goals for live classes per student and follow up was taken and grades for CC sessions were on progress reports and report cards.					

<p>Scope of Service</p> <p>Grades K-12</p>		<p>Scope of Service</p> <p>Grades K-12</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Facilitate meetings of content-area teachers to determine best practices.</p>	<p>Staff</p> <p>Curriculum Specialists</p>	<p>Our high school content teams meet each month to collaborate and share best practices, led by the Curriculum Specialist.</p>	
<p>Scope of Service</p> <p>Grades 9-12</p>		<p>Scope of Service</p> <p>Grades 9-12</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Verify pupils have access through their online learning system to standards aligned curriculum.</p>	<p>Staff</p>	<p>Alignments are being created.</p>	
<p>Scope of Service</p> <p>Grades 9-12</p>		<p>Scope of Service</p> <p>Grades 9-12</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement</p>	<p>Teachers and WhyTry program</p>	<p>Why Try was not implemented in the 15-16 school year due to the challenges of presenting the in person component to the virtual school. Administrators participated in a Town Hall on Social-Emotional Learning in April, 2016 and are investigating other programs that may prove to be a better resource.</p>	<p>Teachers and WhyTry program Supplemental \$11,549</p>
<p>Scope of Service 6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" 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 6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Intervention Engagement Specialists will focus on engaging students to increase participation in intervention supports live class sessions.</p>	<p>Title I Staff Title I \$14150</p>	<p>Intervention Engagement Specialists systematically contacted and engaged families to increase participation and engagement. They utilized the department compliance policy to involve and collaborate with families.</p>	
<p>Scope of Service K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>At Risk</u></p>		<p>Scope of Service K-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide an internet subsidy for students who qualify for free or</p>	<p>Student Internet Subsidy Supplemental \$73,498</p>		<p>Student Internet Subsidy Supplemental 22243</p>

reduced lunch.				
Scope of Service	K-12		Scope of Service	K-12
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> <li>• To find more accurate way to track attendance to assigned live-web based sessions. The current reporting system was unreliable and inaccurate.</li> <li>• Student will have more access to teachers through an increase of live sessions.</li> <li>• An alternate Individualized Learning Plan format/system is being considered for revision.</li> <li>• Meetings held for Professional Learning Communities for content specific areas.</li> <li>• Systems are continually being updated.</li> </ul>		

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

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

Original GOAL 8 from prior year LCAP:	Increase the number of assignments pupils complete in grades K-12.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades K-12		
Expected Annual Measurable Outcomes:	Each grade level will show an increase of 5% of students completing assignments (on track/ahead/passing) as measured by the progress tracker.	Actual Annual Measurable Outcomes: At this time, we cannot measure if a 5% increase was met due no comparable data.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create an Individualized Learning Plan for each student.	Staff, Student Information System	Individualized Learning Plans were created for all students.	
Scope of Service	Grades K-12	Scope of Service	Grades K-12
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide each student with the Welcome to Online Learning course.	Online course	Welcome to Online Learning is ongoing.	
Scope of Service	Grades K-12	Scope of Service	Grades K-12

<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a support plan for students falling behind and/or not meeting exceptions.</p>	<p>Staff</p>	<p>Teachers monitor progress on a daily basis, and follow up with students not meeting goals. Teachers use Action Plans and Work Contracts to give additional support in staying on target with their educational goals. Bi-weekly Data Conferences were held with teachers and RLT to review class progress, attendance, and review strategies to increase student engagement. Some teachers work with small groups or one on one, to offer support in completing assignments. Live Class Connect sessions aligned to CCSS and OLS lessons. Frequent collection and evaluation of student work. Small group and 1:1 Class Connect sessions focusing on specific students needs in the OLS. Weekly in person events were held to work with students in all subjects in a stations type setting.</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;">Grades K-12</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Grades K-12		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Grades K-12</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	Grades K-12	
Scope of Service	Grades K-12						
Scope of Service	Grades K-12						

<p>Implement FAST program designed to support students' needs in the areas of academic achievement, engagement and Social-Emotional Learning</p>	<p>FAST Team Supplemental and Concentration</p>	<p>FAST was implemented at the High School levels and will be implemented in the future for K-8. At the High school level the FAST team provided support to 16 of 22 referred students. Students have made steady increases in course grades and engagement.</p>	
<p>Scope of Service   Grades 9-12</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   Grades 9-12</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>Utilize the Why Try Program in order to increase teacher/student relationships, social-emotional needs and school engagement</p>	<p>Teachers and WhyTry program</p>	<p>Researching additional opportunities for social, emotional learning.</p>	
<p>Scope of Service   6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" 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   6-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Design a more efficient progress tracking system.</p>	<p>staff</p>	<p>Use of check off sheets, weekly progress reminders SMART plans, work contracts, academic probation to support students</p>	
<p>Scope of Service   K-12</p>		<p>Scope of Service   K-12</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)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		We purchased AP Calculus texts for our AP Calculus students as the course did not provide a standard textbook. Students needed this text in order to master the material and pass the course.	Supplemental
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service 9-12 ----- <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		We purchased Study Island licenses for our AP students as the course did not provide a sufficient supplemental practice materials. Students needed this text in order to master the material and pass the AP Exam.	Supplemental
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		Scope of Service 9-12 ----- <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports and academic success in content courses.	Title I Staff	Intervention Engagement Specialists systematically contacted and engaged families to increase participation and engagement. They utilized the department compliance policy to involve and collaborate with families.	
Scope of Service   K-12		Scope of Service   K-12	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For students in 6-8, there will be an increase in assignments that are submitted to and graded with feedback by credentialed teachers. The grading scale will also reflect this addition. We will be increasing the direct instruction time with credentialed teachers to 15 hours a week for all grade levels. For grades 6-8, students will be utilizing the new Online Middle School platform from K12.		

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

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

Original GOAL 9 from prior year LCAP:	Increase high school course pass rates	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades 9-12		
Expected Annual Measurable Outcomes:	Increase the number of students passing High School courses by 5%	Actual Annual Measurable Outcomes: At this time, we cannot measure if a 5% increase was met due no comparable data from the 13-14 school year due to different data measurements.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	Training, materials Title I \$7488 Teachers Supplemental	In person professional developments were held once per semester to teachers related to student achievement for students in grades 9-12 in all content areas.	
Scope of Service	Grades 9-12	Scope of Service	Grades 9-12
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create an Individualized Learning Plan for each student.	Staff, Student Information System	Every student received a quality ILP that included goals, assignments and strategies for moving the individual	

				student forward.	
Scope of Service	Grades 9-12		Scope of Service	Grades 9-12	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Target students not completing assignments with Academic Support. Provide regular and consistent feedback to students.			High school progress trackers were used weekly to target low progressing students and academic supports put in place such as back on track plan, academic support and FAST referrals to improve student productivity and academic achievement.		
Scope of Service	Grades 9-12		Scope of Service	Grades 9-12	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Guidance Counselors will support and promote career and college readiness for high school students.		Guidance Counselors, UC/CSU Counselor Conference	Guidance counselors held monthly targeted sessions by grade level (grades 9-12) to address student academic needs and college preparedness.		
Scope of Service	Grades 9-12		Scope of Service	Grades 9-12	
<input checked="" type="checkbox"/> All ----- OR:			<input checked="" type="checkbox"/> All ----- OR:		

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Implement FAST program designed to support students' needs in the areas of academic achievement, engagement and Social-Emotional Learning</p>	<p>FAST Team Supplemental and Concentration</p>	<p>Twenty-two referrals were submitted to the FAST Team. Of the 22 referrals 16 students have worked with a FAST team member. Of these 16 students, 11 students are currently working with a FAST Team member. Of the 11 students approximately 60% have demonstrated an increase in course grade percentages for a majority of their classes.</p>	
<p>Scope of Service: Grades 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service: Grades 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Intervention Specialists will focus on engaging students and teaching study skills to increase participation in intervention supports, including diagnostic assessment intervention assignments and live class sessions.</p>	<p>Title I Staff Title I</p>	<p>Intervention Engagement Specialists systematically contacted and engaged families to increase participation and engagement. They utilized the department compliance policy to involve and collaborate with families.</p>	
<p>Scope of Service: 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> </ul>		<p>Scope of Service: Grades 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> </ul>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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?	We will be increasing the direct instruction time with credentialed teachers to 15 hours a week.		

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

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

Original GOAL 10 from prior year LCAP:	Decrease the high school graduation dropout rate	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: N/A Applicable Pupil Subgroups: Grades 9-12		
Expected Annual Measurable Outcomes:	Increase the daily student attendance and graduation rates for High School students and all subgroups by 5%.	Actual Annual Measurable Outcomes: At this time, we cannot measure if a 5% increase was met due no comparable data from the 13-14 school year due to different data measurements.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Create an Individualized Learning Plan for each student.	Staff	Every student received a quality ILP that included goals, assignments and strategies for moving the individual student forward. The ILPs were updated regularly.	
Scope of Service	Grades 9-12	Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Build regional teams to help encourage connections between student and school and encourage	Staff	Implementation of quarterly parent/teacher conferences for all students in grades 9-12. In addition,	

relationship building.		Individualized Learning Plans were provided to parents quarterly to provide information on 4 year course plan for high school.					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td>Grades 9-12</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<b>Scope of Service</b>	Grades 9-12		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<b>Scope of Service</b>		
<b>Scope of Service</b>	Grades 9-12						
<b>Scope of Service</b>							
Guidance Counselors will support and promote career and college readiness for high school students.	UC/CSU Counselor Conference and Guidance Counselors	Guidance counselors held monthly targeted sessions by grade level (grades 9-12) to address student academic needs and college preparedness.					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td>Grades 9-12</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<b>Scope of Service</b>	Grades 9-12		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Scope of Service</b></td> <td></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<b>Scope of Service</b>		
<b>Scope of Service</b>	Grades 9-12						
<b>Scope of Service</b>							
Implement FAST program designed to support students' needs in the areas of academic achievement, engagement and Social-Emotional Learning	FAST Team Supplemental and Concentration	Twenty-two referrals were submitted to the FAST Team. Of the 22 referrals 16 students have worked with a FAST team member. Of these 16 students, 11 students are currently working with a FAST Team member and 60% have demonstrated an increase in course grade percentages for a majority of their classes.					

<p>Scope of Service   Grades 9-12</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input 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>Intervention Specialists will focus on engaging and retaining students in intervention supports to increase participation and academic success in content courses.</p>	<p>Title I Staff Title I</p>	<p>Intervention Engagement Specialists systematically contacted and engaged families to increase participation and engagement. They utilized the department compliance policy to involve and collaborate with families.</p>	
<p>Scope of Service   9-12</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>At-risk</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Increase level of support from the FAST team with at risk students in order to give them back on track plans. We will be increasing the direct instruction time with credentialed teachers to 15 hours a week. HS will also be utilizing different grouping strategies in order to increase the level of support for at risk students</p>		

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

**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>\$262833</u>
The Supplemental funds are being expended on actions and service that are directed toward unduplicated student groups.	
<p>Low-Income:</p> <ul style="list-style-type: none"> <li>• Increased targeted interventions provided by teachers</li> <li>• Mark 12 reading remediation programs for grades 3-6</li> <li>• Provide reimbursement for internet for families</li> <li>• Create a Family Academic Support Team (FAST)</li> </ul> <p>English Language Learners:</p> <ul style="list-style-type: none"> <li>• Designated ELD instruction through an online program</li> <li>• ELD instruction by ELD teachers and SDAIE strategies by all teachers</li> <li>• Additional professional development on best strategies for working with EL</li> </ul> <p>Redesignated Fluent English Proficient:</p> <ul style="list-style-type: none"> <li>• Track the progress of each RFEP student</li> <li>• Clerical staff for tracking progress</li> <li>• Provide targeted interventions when students are not meeting standards</li> </ul> <p>Unduplicated Student Count – 55.4%                      All NSLP Eligible – 55.22%                      EL Funding Eligible – 1.24%                      RFEP – 4.96%                      Foster Youth – 0%</p> <p>The Family Academic Support Team is dedicated to supporting all students demonstrating a need for support in the areas of engagement and achievement. By focusing on providing proactive, positive support, these individuals work with students and learning coaches on developing strategies and skills needed for success in the virtual school environment. This support is offered via phone, synchronous web-based sessions, and involves all team members in developing a plan for success. Students will be identified through a referral process indicating an area of need in one of the specific areas to be addressed below.</p>	

- 1) Attendance/Chronic Absenteeism
- 2) Retention
- 3) Graduation Rate
- 4) Academic Achievement
- 5) Sense of School Connectedness
- 6) Student sense of self-efficacy
- 7) Social-Emotional Learning

Curriculum Specialists provide the following support for teachers working with all students in an effort to increase teacher effectiveness and to ensure the lessons provided are aligned to standards:

- Support teachers in targeting at risk populations and identified duplicated students struggling in their courses through data conferencing and data analysis.
- Standards-alignment of Curriculum
- Create Student Achievement Plans
- Support the administration of baseline assessments to identify students needing support
- Implement the use of formative interim assessments, as well as review and report data on participation and achievement, and recommend adjustments to these assessments
- Create and Lead Professional Development for teachers in the areas of Common Core standards and implementation, use of rubrics across the curriculum, and effective academic feedback

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.

6.89	%
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In 2015/16 the school calculates its minimum proportionality percentage will be 7%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Section 3, A we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	475,860.00	230,748.00	446,097.00	398,912.99	186,175.00	1,031,184.99
	0.00	0.00	107,264.00	0.00	0.00	107,264.00
Other	32,000.00	0.00	0.00	0.00	0.00	0.00
Supplemental	339,198.00	230,748.00	262,833.00	322,912.99	186,175.00	771,920.99
Title I	104,662.00	0.00	76,000.00	76,000.00	0.00	152,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types						

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources						

**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).