

Local Control and Accountability Plan and Annual Update

Introduction:

LEA: Stone Corral Elementary School

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LCAP Year: 2014

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Stone Corral Elementary School is the single K-8 school in the Stone Corral Elementary School District. Located in the northeastern quadrant of Tulare County, Stone Corral is an isolated rural school with a K-8 population of 142 students. The school's population is largely Hispanic (98%) and economically disadvantaged (100% based on free and reduced lunch data). In addition, 79% of our parents are not high school graduates.

All staff at Stone Corral Elementary has always been committed to providing each student with learning opportunities that optimizes their potential. Students are held to high expectations and the staff works toward providing an instructional program that is aligned to the Common Core Standards in all areas of the curriculum. Each teacher is fully credentialed and possesses the training and certification to work with second-language students.

Stone Corral Elementary School's philosophy of education is to provide a continuation of essential learning. It is our ultimate goal to supply each student with the basic facts, critical thinking skills and experiences to engage today's complex society. These will aid our youth in becoming self-sufficient individuals, mentally, physically and morally so that they can meet the demands of our rapidly changing world. It is essential to instill in each student the importance of individual worth and to create a positive self-image through development in initiative, resourcefulness, and responsibility.

All parents are encouraged to become informed and actively involved. We invite everyone to attend our Back-to-school Night, Parent Education Nights, kindergarten orientations, Open House, informational meetings, and student performances throughout the year. We encourage parents and community members to volunteer in classrooms, and become members of our school committees (SSC, ELAC and POM). Parents are aware that students are expected to demonstrate achievement of knowledge and skills on school, district, and state performance standards.

The Stone Corral instructional program staff consists of a Superintendent/Principal/ Teacher (grade 7-8), one Kindergarten teacher, one grade 1-2 teacher, one grade 2-3 teacher, and one grade 5-6 teacher, and 2 instructional aides.

The office and all of the classrooms have computers and are networked and have access to the internet.

Every Wednesday is a minimum day, where the teachers can collegially plan and participate in staff development.

School Vision and Mission

Stone Corral School is a place where we strive to nurture children to grow to their full potential. It is the mission of Stone Corral School, through a partnership with parents and community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. The following vision statement is to provide the standards that Stone Corral School strives to achieve and maintain:

Curriculum

Students receive a balanced, rigorous, standards-based curriculum. The school articulates the outcomes it seeks for all students and monitors student progress using a variety of assessments. Effective and differentiated instruction is used to support student learning.

Attention to Individual Students

Stone Corral School recognizes the value of each student. Every student is an integral member of the school community. Students' behavior, academic progress, and emotional well-being are monitored and assistance is given when needed.

Staff

The staff at Stone Corral School is committed to the success of every student. The staff consistently supports each other.

School Climate

Stone Corral School provides an orderly and inviting climate that is conducive to learning and protects instructional time.

Community Support

Stone Corral School will work closely with parents, community members.

With dignity for all, the Stone Corral School District will empower every child with essential skills and knowledge, inspire life long learning, and develop responsible citizens who are fair, trustworthy, responsible, and respectful.

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Stone Corral staff continues to work effectively toward a community of excellence. The timely process we used to involve and develop our stakeholders in the development of the LCAP includes administration training (1/9/14, 1/21/14, 2/6/14), meetings held in March of 2014 with teachers (1/16/14) , instructional aides (1/16/14), parents involved in the English Language Advisory Committee (2/25/14), School Site Council (2/8/14), and board meetings (2/14/12 and 3/13/14).</p> <p>School sites engaged in thoughtful and meaningful dialogue with parents, staff, and community members to examine the current level of performance of all students. The process included a specific examination of the States identified subgroups, (Low SES, Foster Youth, and English Learners).</p> <p>The LCAP process required schools to implement continuous improvement (CI) methodologies. These CI practices include:</p> <ol style="list-style-type: none"> 1. Active and authentic involvement of representatives from all stakeholder groups 2. Data Analysis – A three tiered data analysis to include (input, output and outcome data). 3. Gap Analysis – Accurate identification of current condition matched against the desired condition. 4. Cause Analysis – Accurately matching causes with current conditions (critical to identify internal and external causal factors). 5. Program or initiative selection – The action/s taken to eliminate the gap. 6. Program Evaluation – Identification of metrics/success indicators to optimally 	<p>As a result of including the school community (stakeholders) in the development of the LCAP, we have decided to focus on the high priorities: By utilizing the information listed the District was able to identify the following State Priorities:</p> <ol style="list-style-type: none"> 1. Implementation of Common Core State Standards 2. Ensuring Access to Student Instructional Materials 3. Student Achievement 4. Pupil Engagement 5. Parent Involvement

determine return on investment (ROI) of actions and expenditures.

7. Professional Learning – Analysis of the knowledge and skills needed by certificated and classified staff to successfully implement the new program or service. This is followed by the planning, implementation and evaluation of the professional learning.

In these meetings; the administration explained the new funding process of the Local Control Funding Formula (LCFF) as well as how the Local Control Accountability Plan (LCAP) is directly tied to the LCFF. The administration expressed the importance of having the staff and community involved in the process of developing, reviewing, and implementing the LCAP. A survey was given to the above mentioned groups in March of 2014 to start the engagement process of the LCAP. In order for the above groups to resourcefully participate in the survey, student, school, and district data was presented over a 3 year period in regards to attendance rates, academic performance index as determined by the California Standards State Testing results, district assessments, discipline rates, and results of the California English Language Development Test (CELDT). In these meetings the following information was also shared to inform the LCAP goal setting with the Stone Corral Community:

- CST Data for All Groups – 3 years
- Attendance Rate – Last 3 years of Data
- Dropout Rate – Junior High For the last 3 Years
- CELDT Results
- Reclassification Rates
- English Language Development Master Plan
- Single Plan for Student Achievement
- Healthy Kids & Character Counts Survey
- Results from LCAP Survey
- Tulare County Office of Education PowerPoint Presentation
- WestEd videos
- School Accountability Report Card (SARC)
- Single Plan for Student Achievement (SPSA)
- Local Benchmarks
- CST data for 3 years

The LCAP survey addressed the state priorities required in the LCAP. The stakeholders addressed the high priorities that Stone Corral Elementary needs to focus and improve upon.

The school met and will continue to meet with the following stakeholders to ensure continued engagement in the LCAP process and address how students needs were met or will be met:

- English Language Advisory Committee (ELAC)
- Title I Parents

The administration predicts that the involvement of stakeholders in this process will have a positive effect on student outcomes.

Common areas of high priority that emerged from site plans included:

Professional learning with a specific focus on:

<ul style="list-style-type: none"> a. CCSS aligned instruction b. Curriculum development – bridge material development given the absence of a broad base of CCSS aligned materials at the present time c. Technology – for purposes of instruction and test administration d. EL curriculum development and targeted instructional strategies (specifically identified in the District’s EL strategic Plan) <ul style="list-style-type: none"> • Positive Behavior Intervention Systems (PBIS and Social Emotional Learning (SEL) • Technology to support CCSS align curriculum and instruction, and SBAC testing • Additional discretionary funding/supply budgets • On-Grade Level Reading • Extended learning opportunities 	
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Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 the subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Section 2: Goals and Indicators ...

Goal #1

Improve Student Achievement in English Language Arts

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR			
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Student Achievement Data</p> <ul style="list-style-type: none"> ▪ SBAC ▪ CELDT ▪ Benchmarks ▪ ELA Grade <p>Additional Measurement Tools</p> <ul style="list-style-type: none"> ▪ Local Assessments ▪ AR Reading 	<p>Goal 1</p> <p>As a result of stakeholder input and data analysis we have determined to address the following goal:</p> <p>Improve student achievement in English Language Arts</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> ▪ English Language Learners ▪ Low Income ▪ Foster Youth 	<p>Single School District</p>	<p>Evaluation will occur each semester in the following school years:</p> <p>2014-2015 2015-2016 2016-2017</p>	<p>Positive progress based on previous year's data students will meet state standards as indicated by local assessments.</p> <p>Lesson Plans</p> <p>Classroom Observations</p>	<p>Positive progress based on previous year's data students will meet state standards as indicated by local assessments.</p> <p>Will update after SBAC (CAASPP) Results.</p> <p>Lesson Plans</p> <p>Curriculum Adoption (Grades 6-8)</p> <p>Instructional Rounds</p>	<p>Positive progress based on previous year's data students will meet state standards as indicated by local assessments.</p> <p>Will update after SBAC (CAASPP) Results.</p> <p>Lesson Plans</p> <p>Instructional Rounds</p> <p>Curriculum Adoption (Grades K-5)</p>	<p><u>A. Conditions of Learning</u> Priorities: 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> Priorities: 4 – Pupil Achievement 8 – Other Pupil Outcomes</p> <p><u>C. Engagement</u> 5 – Pupil Engagement</p>

Section 2: Goals and Indicators ...

Goal #2

Improve Student Achievement in Mathematics

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all</u> priorities in statute <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR			
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Student Achievement Data</p> <ul style="list-style-type: none"> SBAC Benchmarks Math Grades 	<p>Goal 2</p> <p>As a result of stake-holder input and data analysis we have determined to address the following goal:</p> <p>Improve student achievement in Mathematics</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> English Language Learners Low Income Foster Youth Special Education 	<p>Single School District</p>	<p>Evaluation will occur each semester in the following school years:</p> <p>2014-2015 2015-2016 2016-2017</p>	<p>Positive progress based on previous year's data students will meet state standards as indicated by local assessments.</p> <p>Lesson Plans</p> <p>Curriculum Adoption (Grades 6-8)</p>	<p>Positive progress based on previous year's data students will meet state standards as indicated by local assessments.</p> <p>Will update after SBAC (CAASPP) Results.</p> <p>Lesson Plans</p> <p>Instructional Rounds</p> <p>Curriculum Adoption (Grades K-5)</p>	<p>Positive progress based on previous year's data students will meet state standards as indicated by local assessments.</p> <p>Will update after SBAC (CAASPP) Results.</p> <p>Lesson Plans</p> <p>Instructional Rounds</p>	<p><u>A. Conditions of Learning</u> Priorities: 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> Priorities: 4 – Pupil Achievement 8 – Other Pupil Outcomes</p> <p><u>C. Engagement</u> 5 – Pupil Engagement</p>

Section 2: Goals and Indicators ...

Goal #3

Increase the Rate of EL Students Meeting Adequate Yearly Progress

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all</u> priorities in statute <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR			
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<ul style="list-style-type: none"> ▪ CELDT ▪ CALPADS Data ▪ Local Assessments ▪ ELA Grade ▪ SBAC 	<p>Goal 3</p> <p><i>As a result of stakeholder input and data analysis we have determined to address following goal:</i></p> <p><i>To increase the rate of EL students meeting adequate yearly progress.</i></p>	<p><i>English Learners</i></p>	<p><i>Single School District</i></p>	<p><i>Evaluation will occur each Spring semester in the following school years:</i></p> <p><i>2014-2015</i></p> <p><i>2015-2016</i></p> <p><i>2016-2017</i></p>	<p><i>Introduction of ELD Standards</i></p> <p><i>Start Implementation of ELD standards in all Core Classes</i></p> <p><i>Classroom Observation</i></p> <p><i>Lesson Plans</i></p> <p><i>Local Assessments</i></p>	<p><i>Full Implementation of ELD Standards</i></p> <p><i>Classroom Observation</i></p> <p><i>Local Assessments</i></p> <p><i>Lesson Plans</i></p> <p><i>(Will update after SBAC -CAASPP Results)</i></p>	<p><i>Utilize new State Assessment information to drive instruction and provided EL support in all core areas.</i></p> <p><i>Classroom Observation</i></p> <p><i>Lesson Plans</i></p> <p><i>Local Assessments</i></p> <p><i>(Will update after SBAC CAASPP Results)</i></p>	<p><u><i>A. Conditions of Learning</i></u> <i>Priorities:</i> 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u><i>B. Pupil Outcomes</i></u> <i>Priorities:</i> 4 – Pupil Achievement 8 – Other Pupil Outcomes</p>

Section 2: Goals and Indicators ...

Goal #4

Increase Technology Devices

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all</u> priorities in statute <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR			
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>LCAP Survey from Stakeholders</p> <p>District Technology Inventory Technology Plan</p>	<p><i>Goal 4</i></p> <p>As a result of the LCAP survey the School will work towards ensuring that all students have access to instructional materials (emphasis on technology).</p>	<p>Although the District will focus on all students, this goal will focus on the following groups:</p> <p>EL</p> <p>Low Income</p> <p>Special Education</p> <p>Foster Youth</p>	<p><i>Single School District</i></p>	<p><i>Evaluation will occur each Semester in the following school years:</i></p> <p>2014-2015</p> <p>2015-2016</p> <p>2016-2017</p>	<p>Purchase/update additional technology and devices, (ipads/ laptops/ desktops), to be at 60% of one-to-one student access to a technology device</p> <p>Classroom Observations</p> <p>Software Aligned to the CCSS</p> <p>Increase internet bandwidth from 10 MG to 100MG</p>	<p>Purchase/update additional technology and devices, (ipads/ laptops/ desktops), to be at 70% of one-to-one student access to a technology device.</p> <p>Classroom Observations</p> <p>Software Aligned to the CCSS</p> <p>Increase internet bandwidth from 10 MG to 100MG</p>	<p>Purchase/update additional technology and devices, (ipads/ laptops/ desktops), to be at 80% of one-to-one student access to a technology device.</p> <p>Classroom Observations</p> <p>Software Aligned to the CCSS</p> <p>Increase internet bandwidth from 10 MG to 100MG</p>	<p><i>A. Conditions of Learning Priorities:</i></p> <p>1 – Basic</p> <p>2 – Implementation of State Standards</p> <p>7 – Course Access</p> <p><i>B. Pupil Outcomes Priorities:</i></p> <p>4 – Pupil Achievement</p>

Section 2: Goals and Indicators ... Goal #5
Improve Pupil Attendance and Truancy Rates

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all</u> priorities in statute <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR			
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<ul style="list-style-type: none"> ▪ Attendance Data ▪ Truancy Rate ▪ SARB Referral 	<p>Goal 5</p> <p><i>As a result of stakeholder input and data analysis we have determined to focus on the following goal:</i></p> <p><i>Improving pupil Attendance and Truancy rates.</i></p>	School Wide	Single District	<p><i>Evaluation will occur each trimester in the following school years:</i></p> <p>2014-2015 2015-2016 2016-2017</p>	<p><i>Average Daily Attendance Goal</i></p> <p>96%</p> <p>SARB Referrals Less than 10% of Enrollment</p>	<p><i>Average Daily Attendance Goal</i></p> <p>97%</p> <p>SARB Referrals 10% from previous year</p>	<p><i>Average Daily Attendance Goal</i></p> <p>98%</p> <p>SARB Referrals 10% from previous year</p>	<p><u>B. Pupil Outcomes</u> Priorities: 4 – Pupil Achievement 8 – Other Pupil Outcomes</p> <p><u>C. Engagement</u> Priorities: 3 – Parent Involvement 5 – Pupil Engagement 6 – School Climate</p>

Section 2: Goals and Indicators ... **Goal #6**
Increase Parent participation

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR			
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<ul style="list-style-type: none"> ▪ LCAP Survey Results ▪ Past Participation Rates ▪ Sign In Sheets 	<p>Goal 6</p> <p><i>As a result of stakeholder input and data analysis we have determined to focus on the following goal:</i></p> <p><i>To improve the participation and increase learning opportunities for parents.</i></p>	School Wide	Single District	<p><i>Evaluation will occur each Semester in the following school years:</i></p> <p>2014-2015 2015-2016 2016-2017</p> <p><i>Agendas Sign-In Sheets</i></p>	<p><i>Participation in Parent Conferences, Parent Learning Opportunities and Events</i></p> <p style="text-align: center;">60%</p>	<p><i>Participation in Parent Conferences, Parent Learning Opportunities and Events</i></p> <p style="text-align: center;">70%</p>	<p><i>Participation in Parent Conferences, Parent Learning Opportunities and Events</i></p> <p style="text-align: center;">80%</p>	<p><u>B. Pupil Outcomes</u> 4 – Pupil Achievement</p> <p><u>C. Engagement</u> 3 – Parent Involvement 5- Pupil Engagement</p>

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a district wide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic

subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Section 3: Actions, Services, and Expenditures: Goal #1							
Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1</p> <p>Improve student achievement in English Language Arts</p>	<p><u>A. Conditions of Learning</u> Priorities: 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> Priorities: 4 – Pupil Achievement 8 – Other Pupil Outcomes</p>	<p>Intervention during and after school</p> <p>Professional Development</p> <p>Instructional Materials</p> <p>Library</p> <p>Technology</p> <p>Student academic and attendance incentives</p> <p>Extra & Co-Curricular Activities</p> <p>Textbook Adoption</p> <p>Summer School</p> <p>Academic Recovery Teacher</p>	ALL	LCAP writing committee will reconvene at the end of April 2015 to evaluate and update the plan	<p>Common Core Staff Development 15 times throughout the year (\$1,000- LCFF)</p> <p>Staff will attend trainings aligned to the CCSS (\$3,000 – LCFF)</p> <p>Intervention provided by staff members during and after school day (\$3,000-LCFF)</p> <p>Student incentives for performance throughout the year (\$2,000- LCFF)</p> <p>Provide support materials to assist in teaching to the ELA CCSS (\$5,000 – LCFF)</p>	<p>Common Core Staff Development 15 times throughout the year (\$1,000- LCFF)</p> <p>Staff will attend trainings aligned to the CCSS (\$3,000-LCFF)</p> <p>Intervention provided by staff members during and after school day (\$3,000-LCFF)</p> <p>Student incentives for performance throughout the year (\$2,000- LCFF)</p> <p>Provide support materials to assist in teaching to the ELA CCSS (\$15,000 – LCFF)</p>	<p>Common Core Staff Development 15 times throughout the year (\$1,000–LCFF)</p> <p>Staff will attend trainings aligned to the CCSS (\$3,000- LCFF)</p> <p>Intervention provided by staff members during and after school day (\$3,000- LCFF)</p> <p>Student incentives for performance throughout the year (\$2,000- LCFF)</p> <p>Provide support materials to assist in teaching to the ELA CCSS (\$5,000 – LCFF)</p>

		<i>Accelerated Reader</i>			<i>Summer School (\$12,000 – LCFF)</i>	<i>Summer School (\$12,000 – LCFF)</i>	<i>Summer School (\$12,000 – LCFF)</i>
		<i>Instructional Aides</i>				<i>ELA Textbook Adoption (6-8) (\$15,000- LCFF)</i>	<i>ELA Textbook Adoption (K-5) (\$25,000 – LCFF)</i>
		<i>Field Trips</i>			<i>½ Time Academic Recovery Teacher (\$40,000- LCFF)</i>	<i>½ Time Academic Recovery Teacher (\$40,000- LCFF)</i>	<i>½ Time Academic Recovery Teacher (\$40,000- LCFF)</i>
					<i>Purchase Additional Library Books (\$5,000 – LCFF)</i>	<i>Purchase Additional Library Books (\$5,000 – LCFF)</i>	<i>Purchase Additional Library Books (\$5,000 – LCFF)</i>
					<i>Software Assessment Systems (\$5,000 – LCFF)</i>	<i>Software Assessment Systems (\$5,000 – LCFF)</i>	<i>Software Assessment Systems (\$5,000 – LCFF)</i>
					<i>Instructional Aide (\$15,000- Title I)</i>	<i>Instructional Aide (\$15,000- Title I)</i>	<i>Instructional Aide (\$15,000- Title I)</i>
					<i>Participate in Various TCOE Student Activities that are Aligned to the CCSS (\$2,000 - LCFF)</i>	<i>Participate in Various TCOE Student Activities that are Aligned to the CCSS (\$2,000 - LCFF)</i>	<i>Participate in Various TCOE Student Activities that are Aligned to the CCSS (\$2,000 - LCFF)</i>
					<i>Field Trips Aligned to the CCSS (\$2,000- LCFF)</i>	<i>Field Trips Aligned to the CCSS (\$2,000- LCFF)</i>	<i>Field Trips Aligned to the CCSS (\$2,000- LCFF)</i>
					<i>Purchase of support instructional materials (\$22,717 LCFF)</i>	<i>Purchase of support instructional materials (\$22,717 LCFF)</i>	<i>Purchase of support instructional materials (\$22,717 LCFF)</i>

Section 3: Actions, Services, and Expenditures: Goal #2

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2</p> <p>Improve student achievement in Mathematics</p>	<p><u>A. Conditions of Learning</u> 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> 4 – Pupil Achievement 8 – Other Pupil Outcomes</p>	<p>Intervention during and after school</p> <p>Professional Development</p> <p>Instructional Materials</p> <p>Library</p> <p>Transportation</p> <p>Technology</p> <p>Extra & Co-Curricular Activities</p> <p>Textbook Adoption</p> <p>Summer School</p> <p>Academic Support Teacher</p> <p>Instructional Aides</p>	ALL	<p>LCAP writing committee will reconvene at the end of April 2015 to evaluate and update the plan</p>	<p>Common Core Staff Development 15 times throughout the year</p> <p>Staff will attend trainings aligned to the CCSS</p> <p>Intervention provided by staff members during and after school day</p> <p>Student incentives for performance throughout the year</p> <p>Provide support materials to assist in teaching to the Math CCSS (\$15,000 – LCFF)</p> <p>Offer Summer School</p>	<p>Common Core Staff Development 15 times throughout the year</p> <p>Staff will attend trainings aligned to the CCSS</p> <p>Intervention provided by staff members during and after school day</p> <p>Student incentives for performance throughout the year</p> <p>Provide support materials to assist in teaching to the Math CCSS (\$15,000 – LCFF)</p> <p>Offer Summer School</p>	<p>Common Core Staff Development 15 times throughout the year</p> <p>Staff will attend trainings aligned to the CCSS</p> <p>Intervention provided by staff members during and after school day</p> <p>Student incentives for performance throughout the year</p> <p>Provide support materials to assist in teaching to the ELA CCSS (\$15,000 – LCFF)</p> <p>Offer Summer School</p>

					<p>6 -8 Math Textbook Adoption (\$5,000 – LCFF)</p> <p><i>½ Time Academic Recovery Teacher</i></p> <p><i>Instructional Aide</i></p> <p><i>Participate in Various TCOE Student Activities that are Aligned to the CCSS</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>	<p>K-5 Math Textbook Adoption (\$5,000 – LCFF)</p> <p><i>½ Time Academic Recovery Teacher</i></p> <p><i>Instructional Aide</i></p> <p><i>Participate in Various TCOE Student Activities that are Aligned to the CCSS</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>	<p><i>½ Time Academic Recovery Teacher</i></p> <p><i>Instructional Aide</i></p> <p><i>Participate in Various TCOE Student Activities that are Aligned to the CCSS</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>
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Section 3: Actions, Services, and Expenditures: Goal #3

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-16	Year 2: 2016-17	Year 3: 2017-18
<p>Goal 3</p> <p>To increase the rate of ELs students meeting adequate yearly progress.</p>	<p><u>A. Conditions of Learning</u> Priorities: 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> Priorities: 4 – Pupil Achievement 8 – Other Pupil Outcomes</p>	<p>Intervention before, during and after school</p> <p>Professional Development</p> <p>Instructional Materials</p> <p>Library</p> <p>Technology</p> <p>Extra Curricular Activities</p> <p>Accelerated Reader</p> <p>Instructional Aides</p>	<p>EL Students</p>	<p>LCAP writing committee will reconvene at the end of April 2015 to evaluate and update the plan</p>	<p>Provide support materials to assist in teaching to the ELD Standards (\$3,000 – LCFF)</p> <p>Implementation of ELD standards (\$1,000 - LCFF)</p> <p>ELD Coach (\$ 2,000 – LCFF)</p> <p>Provide Professional Development with a focus on ELD (\$1,000 – LCFF)</p> <p>Instructional Aide</p> <p>Software Assessment and Tracking Systems (\$5,000 – LCFF)</p>	<p>Provide support materials to assist in teaching to the ELD Standards (\$3,000 -LCFF)</p> <p>Implementation of ELD Standards (\$ 1,000 – LCFF)</p> <p>ELD Coach (\$ 2,000 – LCFF)</p> <p>Provide Professional Development with a focus on ELD</p> <p>Instructional Aide</p> <p>Software Assessment and Tracking Systems (\$5,000 – LCFF)</p>	<p>Provide support materials to assist in teaching to the ELD Standards (\$3,000 -LCFF)</p> <p>Implementation of ELD Standards (\$1,000 – LCFF)</p> <p>ELD Coach (\$ 5,000 –LCFF)</p> <p>Provide Professional Development with a focus on ELD</p> <p>Instructional Aide</p> <p>Software Assessment and Tracking Systems (\$5,000 – LCFF)</p>

Section 3: Actions, Services, and Expenditures: Goal #4

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-18
<p>Goal 4</p> <p>Ensuring that all students have access to instructional materials (emphasis on technology).</p>	<p><u>A. Conditions of Learning</u> 1 – Basic 2 – Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> 4 – Pupil Achievement 8 – Other Pupil Outcomes</p>	<p>Computer Lab</p> <p>Professional Development for all staff</p> <p>Technology</p> <p>Software</p> <p>Hardware</p> <p>Tech Aide</p>	<p>All</p>	<p>LCAP writing committee will reconvene at the end of April 2015 to evaluate and update the plan</p>	<p>Technology Staff Development (\$2,000 – LCFF)</p> <p>Provide computerized programs to support Common Core implementation (\$3,000 – LCFF)</p> <p>Purchase technology devices to reduce the students to computer ratio (\$20,000 - LCFF)</p> <p>Increase internet bandwidth from 10 MG to 100MG Allocation: \$60,000 (LCFF 10%, E-Rate 90%)</p> <p>½ tech to assist classes in the computer labs (10,000- Title I)</p>	<p>Technology Staff Development (\$2,000 – LCFF)</p> <p>Provide computerized programs to support Common Core implementation (\$3,000 – LCFF)</p> <p>Purchase technology devices to reduce the students to computer ratio (\$20,000 - LCFF)</p> <p>Increase internet bandwidth from 10 MG to 100MG Allocation: \$60,000 (LCFF 10%, E-Rate 90%)</p> <p>½ tech to assist classes in the computer labs (10,000- Title I)</p>	<p>Technology Staff Development (\$2,000 – LCFF)</p> <p>Provide computerized programs to support Common Core implementation (3,000 – LCFF)</p> <p>Purchase technology devices to reduce the students to computer ratio (\$20,000 - LCFF)</p> <p>Increase internet bandwidth from 10 MG to 100MG Allocation: \$60,000 (LCFF 10%, E-Rate 90%)</p> <p>½ tech to assist classes in the computer labs (10,000- Title I)</p>

Section 3: Actions, Services, and Expenditures: Goal #5

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 5</p> <p><i>Improving pupil Attendance and Truancy rates.</i></p>	<p><u>C. Engagement</u></p> <p>3 – Parent Involvement 5 – Pupil Engagement 6 – School Climate</p>	<p>Student Incentives</p> <p>Counseling</p> <p>Nurse</p> <p>Academic</p> <p>Recovery Teacher</p>	<p><i>All</i></p>	<p><i>LCAP writing committee will reconvene at the end of April 2015 to evaluate and update the plan</i></p>	<p>Hire a part time Psychologist/ Counselor (\$5,000 - LCFF)</p> <p>Purchase various attendance incentives (\$1,000 – LCFF)</p> <p><i>Additional days for county nurse (\$2000-LCFF)</i></p>	<p>Hire a part time Psychologist/ Counselor (\$5,000 - LCFF)</p> <p>Purchase various attendance incentives (\$1,000 – LCFF)</p> <p><i>Additional days for county nurse (\$2000-LCFF)</i></p>	<p>Hire a part time Psychologist/ Counselor (\$5,000 - LCFF)</p> <p>Purchase various attendance incentives (\$1,000 – LCFF)</p> <p><i>Additional days for county nurse (\$2000-LCFF)</i></p>

Section 3: Actions, Services, and Expenditures: Goal #6

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 6</p> <p><i>To increase Parent Participation and engagement</i></p>	<p><u>C. Engagement</u> 3 – Parent Involvement</p>	<p>Psychologist</p> <p>Student Incentives</p> <p>Counseling</p> <p>Health Aide</p> <p>Parent Education Programs</p>	<p><i>All</i></p>	<p><i>LCAP writing committee will reconvene at the end of April 2015 to evaluate and update the plan</i></p>	<p>Initiate PIQUE Program (\$2,000- LCFF)</p> <p>Initiate Latino Family Literacy Project (\$2,000- LCFF)</p> <p>Appreciation Day for volunteers (\$200 – LCFF)</p> <p>Parent Education Nights (\$1,000- LCFF)</p>	<p>Initiate PIQUE Program (\$2,000- LCFF)</p> <p>Initiate Latino Family Literacy Project (\$2,000- LCFF)</p> <p>Appreciation Day for volunteers (\$200 – LCFF)</p> <p>Parent Education Nights (\$1,000- LCFF)</p>	<p>Initiate PIQUE Program (\$2,000- LCFF)</p> <p>Initiate Latino Family Literacy Project (\$2,000- LCFF)</p> <p>Appreciation Day for volunteers (\$200 – LCFF)</p> <p>Parent Education Nights (\$1,000- LCFF)</p>

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1 Improve student achievement in English Language Arts</p> <p>Goal 2 Improve student achievement in Mathematics</p> <p>Goal 3 To increase the rate of ELs students meeting adequate yearly progress.</p> <p>Goal 4 Ensuring that all students have access to instructional materials (emphasis on technology)</p> <p>Goal 5 Improving pupil Attendance and</p>	<p><u>A. Conditions of Learning</u> 1 – Basic 2 -Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> 4 – Pupil Achievement 8 – Other Pupil Outcomes</p> <p><u>C. Engagement</u> 3 – Parent Involvement 5 – Pupil Engagement 6 – School Climate</p>	<p>For low income pupils:</p> <p>Intervention during/after school.</p> <p>Enrichment and intervention provided.</p> <p>Incentives</p> <p>Extra-Curricular Activities</p> <p>Health Services</p> <p>Counseling</p> <p>Transportation</p> <p>Academic</p>	School Wide	Ensure 90-100% participation	<p><i>Enrichment and Intervention provided during school and non-school days</i></p> <p><i>Purchase of support instructional materials</i></p> <p><i>Academic, attendance and character incentive rewards</i></p> <p><i>Support Staff Services (Counseling, Academic Recovery Teacher etc).</i></p> <p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p>	<p><i>Enrichment and Intervention provided during school and non-school days.</i></p> <p><i>Purchase of support instructional materials</i></p> <p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>Support Staff Services (Counseling, Academic Recovery Teacher etc).</i></p> <p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p>	<p><i>Enrichment and Intervention provided during school and non-school days.</i></p> <p><i>Purchase of support instructional materials</i></p> <p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>Support Staff Services (Counseling, Academic Recovery Teacher etc).</i></p> <p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p>

<p><i>Truancy rates.</i></p> <p>Goal 6 <i>To increase parent participation and engagement</i></p>		<p>Support Teacher</p> <p>Instructional Materials</p>			<p><i>Field Trips Aligned to the CCSS</i></p>	<p><i>Field Trips Aligned to the CCSS</i></p>	<p><i>Field Trips Aligned to the CCSS</i></p>
<p>Goal 1 <i>Improve student achievement in English Language Arts</i></p> <p>Goal 2 <i>Improve student achievement in Mathematics</i></p> <p>Goal 3 <i>To increase the rate of ELs students meeting adequate yearly progress.</i></p> <p>Goal 4 <i>Ensuring that all students have access to instructional materials (emphasis on technology)</i></p> <p>Goal 5 <i>Improving pupil Attendance and Truancy rates.</i></p> <p>Goal 6 <i>To increase parent participation and engagement</i></p>	<p><u>A .Conditions of Learning</u> 1 – Basic 2 -Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> 4 – Pupil Achievement 8 – Other Pupil Outcomes</p> <p><u>C. Engagement</u> 3 – Parent Involvement 5 – Pupil Engagement 6 – School Climate</p>	<p>For English learners:</p> <p>Interventions during/after school.</p> <p>Enrichment and interventions provided.</p> <p>Incentives</p> <p>Extra-Curricular Activities</p> <p>Health Services</p> <p>Counseling</p> <p>Transportation</p> <p>Academic Recovery Teacher</p> <p>Instructional Materials</p>	<p>School Wide</p>	<p>Ensure 90-100% participation</p>	<p><i>Enrichment and Intervention provided during school and non-school days.</i></p> <p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>Support EL Coach provide services to students.</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p> <p><i>Parent Education Programs: PIQUE, Latino Family Literacy Program</i></p>	<p><i>Enrichment and Intervention provided during school and non-school days.</i></p> <p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>Support EL Coach provide services to students.</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p> <p><i>Parent Education Programs: PIQUE, Latino Family Literacy Program</i></p>	<p><i>Enrichment and Intervention provided during school and non-school days.</i></p> <p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>Support EL Coach provide services to students.</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p> <p><i>Parent Education Programs: PIQUE, Latino Family Literacy Program</i></p>

<p>Goal 1 Improve student achievement in English Language Arts</p> <p>Goal 2 Improve student achievement in Mathematics</p> <p>Goal 3 To increase the rate of ELs students meeting adequate yearly progress.</p> <p>Goal 4 Ensuring that all students have access to instructional materials (emphasis on technology)</p> <p>Goal 5 Improving pupil Attendance and Truancy rates.</p> <p>Goal 6 To increase parent participation and engagement</p>	<p><u>A. Conditions of Learning</u> 1 – Basic 2 -Implementation of State Standards 7 – Course Access</p> <p><u>B. Pupil Outcomes</u> 4 – Pupil Achievement 8 – Other Pupil Outcomes</p> <p><u>C. Engagement</u> 3 – Parent Involvement 5 – Pupil Engagement 6 – School Climate</p>	<p>For foster youth:</p> <p>Interventions during/after school.</p> <p>Enrichment and interventions provided.</p> <p>Incentives</p> <p>Social Services support</p> <p>Extra-Curricular Activities</p> <p>Health Services</p> <p>Counseling</p> <p>Transportation</p> <p>Academic Recovery Teacher</p> <p>Instructional Materials</p>	<p>School Wide</p>	<p>Ensure 90-100% participation</p>	<p><i>Enrichment and Intervention provided during school and non-school days.</i></p> <p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>Support Staff Services (Counseling, Academic Recovery Teacher Special Education, etc).</i></p> <p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>	<p><i>Enrichment and Intervention provided during school and non-school days.</i></p> <p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>Support Staff Services (Counseling, Academic Recovery Teacher Special Education, etc).</i></p> <p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>	<p><i>Enrichment and Intervention provided during school and non-school days.</i></p> <p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>Support Staff Services (Counseling, Academic Recovery Teacher Special Education, etc).</i></p> <p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>
<p>Goal 1 Improve student achievement in English Language Arts</p> <p>Goal 2 Improve student</p>	<p><u>A. Conditions of Learning</u> 1 – Basic 2 -Implementation of State Standards 7 – Course Access</p>	<p>For redesignated fluent English proficient pupils:</p>	<p>School Wide</p>	<p>Ensure 90-100% participation</p>	<p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>EL Support Coach (monitor progress)</i></p>	<p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>EL Support Coach (monitor progress)</i></p>	<p><i>Academic, attendance and character incentive rewards.</i></p> <p><i>EL Support Coach (monitor progress)</i></p>

<p><i>achievement in Mathematics</i></p> <p>Goal 3 <i>To increase the rate of ELs students meeting adequate yearly progress.</i></p> <p>Goal 4 Ensuring that all students have access to instructional materials (emphasis on technology)</p> <p>Goal 5 <i>Improving pupil Attendance and Truancy rates.</i></p> <p>Goal 6 <i>To increase parent participation and engagement</i></p>	<p><u><i>B. Pupil Outcomes</i></u> <i>4 – Pupil Achievement</i> <i>8 – Other Pupil Outcomes</i></p> <p><u><i>C. Engagement</i></u> <i>3 – Parent Involvement</i> <i>5 – Pupil Engagement</i> <i>6 – School Climate</i></p>	<p>Access to Core Curriculum</p> <p>Enrichment and interventions provided.</p> <p>Incentives</p> <p>EL Support Staff monitor progress</p>			<p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>	<p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>	<p><i>Students participate in extra –curricular activities (TCOE offered and school offered).</i></p> <p><i>Increase in technology devices.</i></p> <p><i>Field Trips Aligned to the CCSS</i></p>
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- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Stone Corral Elementary School unduplicated percentage count of enrollment is 100% and is projected to receive a combine total of concentrated and supplemental grants of \$ 178,917 for the 2014-15 school year. The description and justification for the use of these funds is located in Section D below.

Grades K -3 had an ADA of 74.33 resulting in a base grant of \$ 7,741 a supplemental grant of \$ 1,548 and a concentration grant of \$ 1,742.
Grades 4 -6 had an ADA of 37.59 resulting in a base grant of \$ 7,117 a supplemental grant of \$ 1,423 and a concentration grant of \$ 1,601.
Grades 7 -8 had an ADA of 18.18 resulting in a base grant of \$ 7,328 a supplemental grant of \$ 1,466 and a concentration grant of \$ 1,649.

- D. 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). 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). 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.

Stone Corral Elementary will receive approximately 5 % more per student for low income pupils, foster youth, and English Learners. With the 5% increase per student, Stone Corral will provide Common Core Staff development that will be held throughout the year to enhance teachers instructional tools and aides in order to effectively instruct our low income, foster youth, and English learner students. Staff development on the California English Language Development standards with correlation to the Common Core State Standards and the new English Language Proficiency Assessment for California (ELPAC) will also be provided for our teachers and aides. Supplemental programs to increase English Learners' rate of acquiring the English Language (Lexia, Accelerated Reader, etc), as well as supplemental programs (ex. Lexia, Accelerated Reader) to provide intervention to our foster youth and low income students will also be provided. Furthermore, efforts will be made to increase the availability and accessibility of technology devices for all students.