

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Stone Corral Contact: Christopher Kemper, Superintendent, (559) 528-4455 LCAP Year: 2015-2016

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)

LCAP Introduction

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?

LCAP Introduction

| Involvement Process | Impact on LCAP |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>Stone Corral Elementary School had been designated as a Program Improvement School- Year 5. As a program Improvement School, Stone Corral has complied with Federal and State regulations and mandates required of PI Year 5 Title I schools. Over 20% of the school's Title I budget is committed to high-quality and relevant staff development. Parents have been properly notified (English and Spanish) of the School's Program Improvement status and their legal rights which include school choice and supplemental services.</p> <p>The Stone Corral instructional program staff consists of a Superintendent/Principal/ Teacher (grade 7-8), one Kindergarten teacher, one grade 1-2 teacher, one teacher at each grade 2,3,and 4 teacher, and one grade 5-6 teacher, and 1 instructional aide.</p> <p>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.</p> <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 (4/30/15 and 5/14/15), meetings held in with teachers and staff (1/14/15; 2/4/15; 3/11/15; 4/18/15) parents involved in the English Language Advisory Committee and School Site Council (3/10/15; 4/14/15; 5/12/15)and board meetings (3/13/15; 4/14/15; and 5/21/15).</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 State 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 determine effectiveness 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. | <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 |

LCAP Introduction

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 April of 2015 to get community input. 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

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)
- School Site Council (SSC)
- 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:

Professional learning with a specific focus on:

- 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).
- e. Positive Behavior Intervention Systems (PBIS and Social Emotional Learning).

LCAP Introduction

- f. Technology to support CCSS align curriculum and instruction, and SBAC testing. additional discretionary funding/supply budgets.
- h. On-Grade Level Reading.
- i. Extended learning opportunities

Annual Update: The district has increased efforts to reach out to stakeholders especially parents. This year's process allowed for insight in implementing the CCSS and LCAP to be shared with stakeholders as well as greater opportunity to be involved in the input process. Metrics and their targets were identified and shared with each group.

Staffing

Teachers with full credential: 6

Teachers without full credential: 1

Materials

All students have Common Core Standards aligned materials in math. All students have the latest adopted materials in all other content areas

Facilities

In good repair (From FIT Report).

2004 - 2013 Academic Performance Index (API)

Stone Corral Elementary

Base API Scores

| Measurable Objectives (AMOs) | 2004 API (Base) | 2005 API (Base) | 2006 API (Base) | 2007 API (Base) | 2008 API (Base) | 2009 API (Base) | 2010 API (Base) | 2011 API (Base) | 2012 API (Base) | 2013 API (Growth) |
|------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------------|
| API Target | 560 | 590 | 590 | 590 | 620 | 650 | 680 | 710 | 740 | 770 |
| All Students | 498 | 566 | 606 | 577 | 570 | 531 | 558 | 623 | 629 | 561 |
| Af Amer | | | | | | | | | | |
| Amer Ind | | | | | | | | | | |
| Asian | | | | | | | | | | |
| Filipino | | | | | | | | | | |
| Hispanic | 497 | 566 | 609 | 579 | 561 | 525 | 549 | 613 | 628 | 560 |
| Pac Isl | | | | | | | | | | |
| White | | | | | | | | | | |
| Econ. Disadvan. | 498 | 566 | 606 | 582 | 570 | 531 | 558 | 623 | 627 | 561 |
| Students w/ Disab. | | | | | | | | | | |
| Eng. Learners | | 520 | | | | | 453 | 622 | 612 | 542 |

Annual Update:

The presentation to the stakeholders provided insight into the needs of our students and what needs to be prioritized in order for our students to achieve.

In reviewing the data, it was clear that test scores in the past years went up and down This may be due to inconsistencies in following aligning curriculum with standards. There were two years of recent growth, but a declined due to aligning curriculum, teaching strategies, and content to the new CCSS standards.

The staff and parents believe that the alignment must take place in order to have academic achievement. The stakeholders also emphasized the following:

Stone Corral should offer before/after school intervention programs and continue to implement ELD instruction using ELD material. The intervention will focus on ELD and language arts for the EL students.

Stone Corral should continue to provide a clean, safe, and well maintained campus for student learning and achievement.

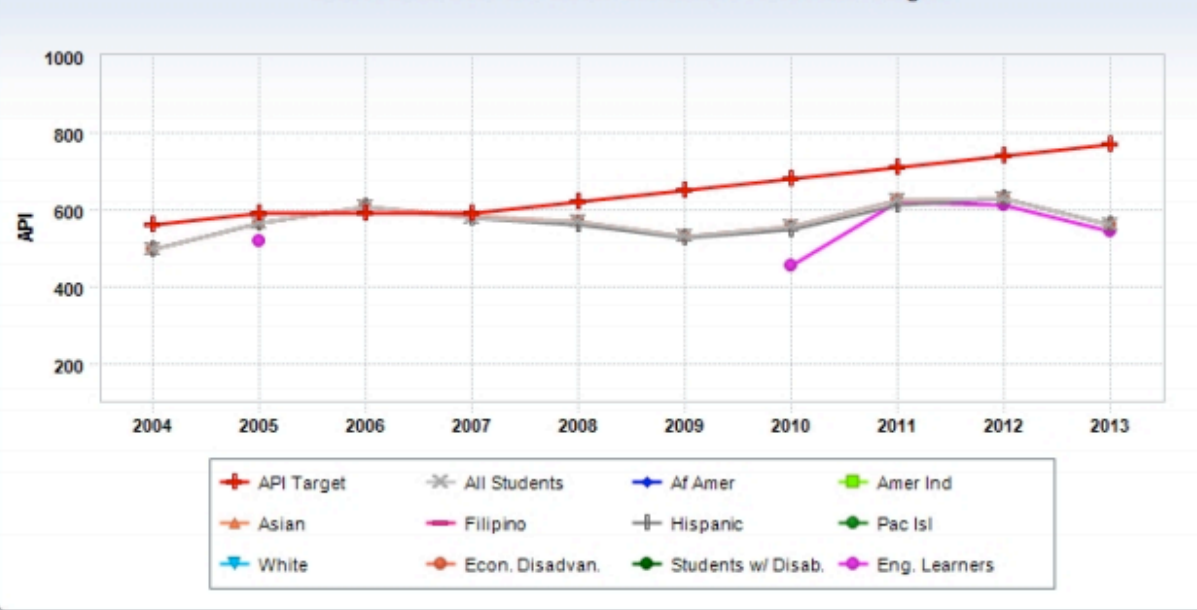
Stone Corral should focus on language arts standards in the classroom and ensure fidelity to Houghton Mifflin program and supplemental it to align the curriculum to the common core standards. Efforts should be made to adopt a reading series that enables the teachers to teach to a closely aligned curriculum.

Stone Corral will focus on math standards in the classroom, and ensure fidelity to the adopted curriculum and supplemental it to align the curriculum to the common core standards. Efforts should be made to adopt a reading series that enables the teachers to teach to a closely aligned curriculum.

Met API Growth Target?

| Annual Measurable Objectives (AMOs) | 2004 API Growth | 2005 API Growth | 2006 API Growth | 2007 API Growth | 2008 API Growth | 2009 API Growth | 2010 API Growth | 2011 API Growth | 2012 API Growth | 2013 API Growth |
|-------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| All Students | No | Yes | Yes | No | No | No | Yes | Yes | No | No |
| Af Amer | | | | | | | | | | |
| Amer Ind | | | | | | | | | | |
| Asian | | | | | | | | | | |
| Filipino | | | | | | | | | | |
| Hispanic | No | Yes | Yes | No | No | No | Yes | Yes | No | No |
| Pac Isl | | | | | | | | | | |
| White | | | | | | | | | | |
| Econ. Disadvan. | No | Yes | Yes | No | No | No | Yes | Yes | No | No |
| Students w/ Disab. | | | | | | | | | | |
| Eng. Learners | | | | | | | | | No | No |

2004 to 2012 Base API & 2013 Growth API Versus AYP Targets



Stone Corral will encourage parent involvement at school and at home.

From these points, there were six goals developed:

1. Improve student achievement in English Language Arts
2. Improve student achievement in math.
3. Increase English Learner students' achievement.
4. Ensuring that all students have access to instructional materials with an emphasis on technology.
5. Improving pupil attendance and truancy rates.
6. Increase parent participation and engagement.

Students are transitioning from CST to CCSS

Teachers are transitioning instruction to CCSS

Students need to have a firm foundation in the building blocks for reading:

1. Phonemic Awareness
2. Phonics instruction
3. Fluency instruction
4. Vocabulary instruction
5. Text comprehension instruction

Students need to be exposed to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific CCSS standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

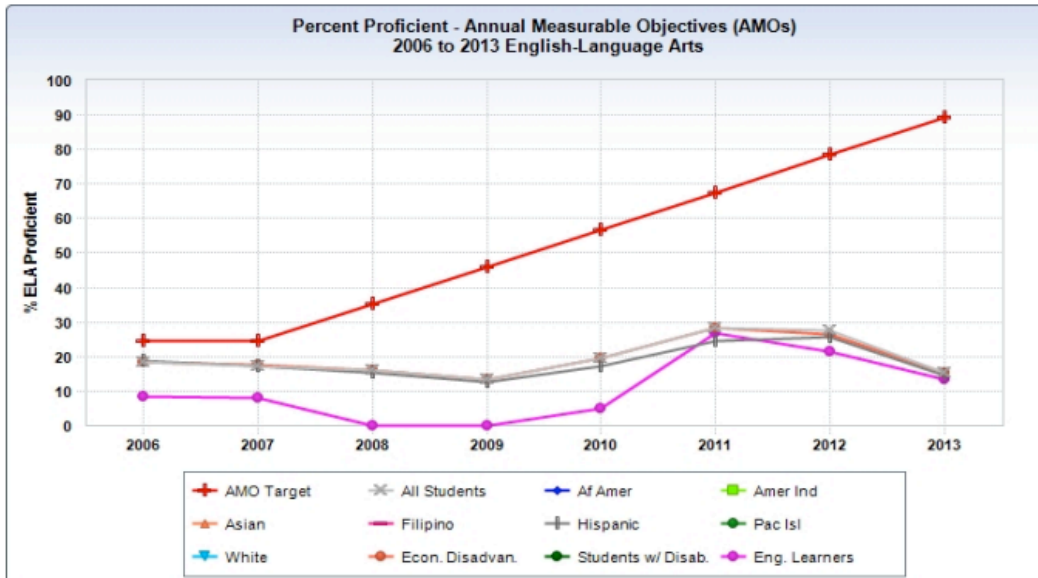
Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2006 - 2013 Adequate Yearly Progress (AYP)

Stone Corral Elementary
AYP: English Language Arts (ELA)

| Measurable Objectives (AMOs) | % ELA Proficient | | | | | | | | ELA AMO Met? | | | | | | | |
|------------------------------|------------------|----------|----------|----------|----------|----------|----------|----------|--------------|----------|----------|----------|----------|----------|----------|----------|
| | 2006 ELA | 2007 ELA | 2008 ELA | 2009 ELA | 2010 ELA | 2011 ELA | 2012 ELA | 2013 ELA | 2006 ELA | 2007 ELA | 2008 ELA | 2009 ELA | 2010 ELA | 2011 ELA | 2012 ELA | 2013 ELA |
| AMO Target | 24.4 | 24.4 | 35.2 | 46.0 | 56.8 | 67.6 | 78.4 | 89.2 | | | | | | | | |
| All Students | 18.2 | 17.2 | 16.1 | 13.6 | 19.4 | 28.4 | 27.4 | 15.5 | Yes | No | No | No | Yes | Yes | No | No |
| Af Amer | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Amer Ind | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 18.6 | 17.4 | 15.5 | 12.8 | 17.2 | 24.7 | 25.6 | 14.6 | -- | -- | -- | -- | -- | Yes | -- | -- |
| Pac Isl | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| White | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Econ. Disadvan. | 18.2 | 17.6 | 16.1 | 13.6 | 19.4 | 28.4 | 26.5 | 15.5 | -- | -- | -- | -- | -- | Yes | -- | -- |
| Students w/ Disab. | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Eng. Learners | 8.6 | 8.0 | 0.0 | 0.0 | 5.0 | 26.8 | 21.4 | 13.3 | -- | -- | -- | -- | -- | Yes | -- | -- |



Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

Read and comprehend complex literary and informational texts independently and proficiently.

Goals were developed to help monitor progress:

Expected Annual Measurable Outcomes: Proficiency rates in English Language Arts will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)

Students will be monitored and grow-----Using these Aimsweb Tests:

- Test of Early Literacy
- Reading CBM

2006 - 2013 Adequate Yearly Progress (AYP)

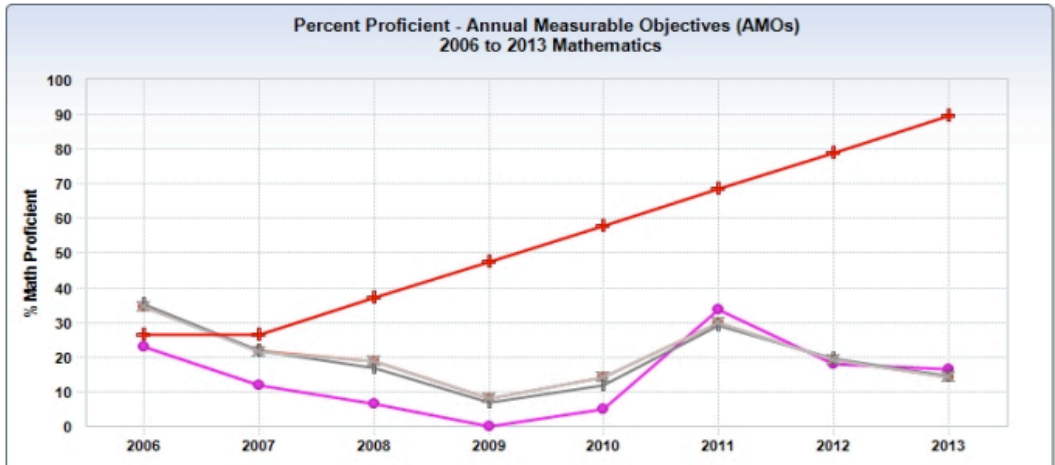
Stone Corral Elementary

AYP: Mathematics

% Math Proficient

Math AMO Met?

| Measurable Objectives (AMOs) | % Math Proficient | | | | | | | | Math AMO Met? | | | | | | | |
|------------------------------|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2006 Math | 2007 Math | 2008 Math | 2009 Math | 2010 Math | 2011 Math | 2012 Math | 2013 Math | 2006 Math | 2007 Math | 2008 Math | 2009 Math | 2010 Math | 2011 Math | 2012 Math | 2013 Math |
| AMO Target | 26.5 | 26.5 | 37.0 | 47.5 | 58.0 | 68.5 | 79.0 | 89.5 | | | | | | | | |
| All Students | 34.3 | 21.5 | 18.6 | 8.0 | 14.3 | 29.7 | 19.0 | 14.1 | Yes | Yes | No | No | Yes | Yes | No | No |
| Af Amer | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Amer Ind | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 35.1 | 21.7 | 16.9 | 7.0 | 11.8 | 29.2 | 19.5 | 14.5 | -- | -- | -- | -- | -- | Yes | -- | -- |
| Pac Isl | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| White | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Econ. Disadvan. | 34.3 | 22.0 | 18.6 | 8.0 | 14.3 | 29.7 | 19.3 | 14.1 | -- | -- | -- | -- | -- | Yes | -- | -- |
| Students w/ Disab. | | | | | | | | | -- | -- | -- | -- | -- | -- | -- | -- |
| Eng. Learners | 22.9 | 12.0 | 6.7 | 0.0 | 5.0 | 33.8 | 17.9 | 16.4 | -- | -- | -- | -- | -- | Yes | -- | -- |



- MAZE
- Spelling-CBM
- Written Expression (WE)

The data collected from aimsweb assessments, including the rate of improvement, or ROI, are powerful tools to assess whether students are making academic progress. To make ROIs even more valuable, aimsweb includes Student Growth Percentiles (ROI growth norms). The general outcome measurement, a form of curriculum-based measurement (CBM), used for universal screening and progress monitoring. This form of brief assessment measures overall performance of key foundational skills at each grade level and draws upon scientific research that demonstrates both its versatility to provide accurate prediction of reading and math achievement as well as its sensitivity to growth. Through the use of stratified comparison groups, the aimsweb Student Growth Percentiles can help teachers more accurately interpret each student's progress and set realistic yet challenging goals.

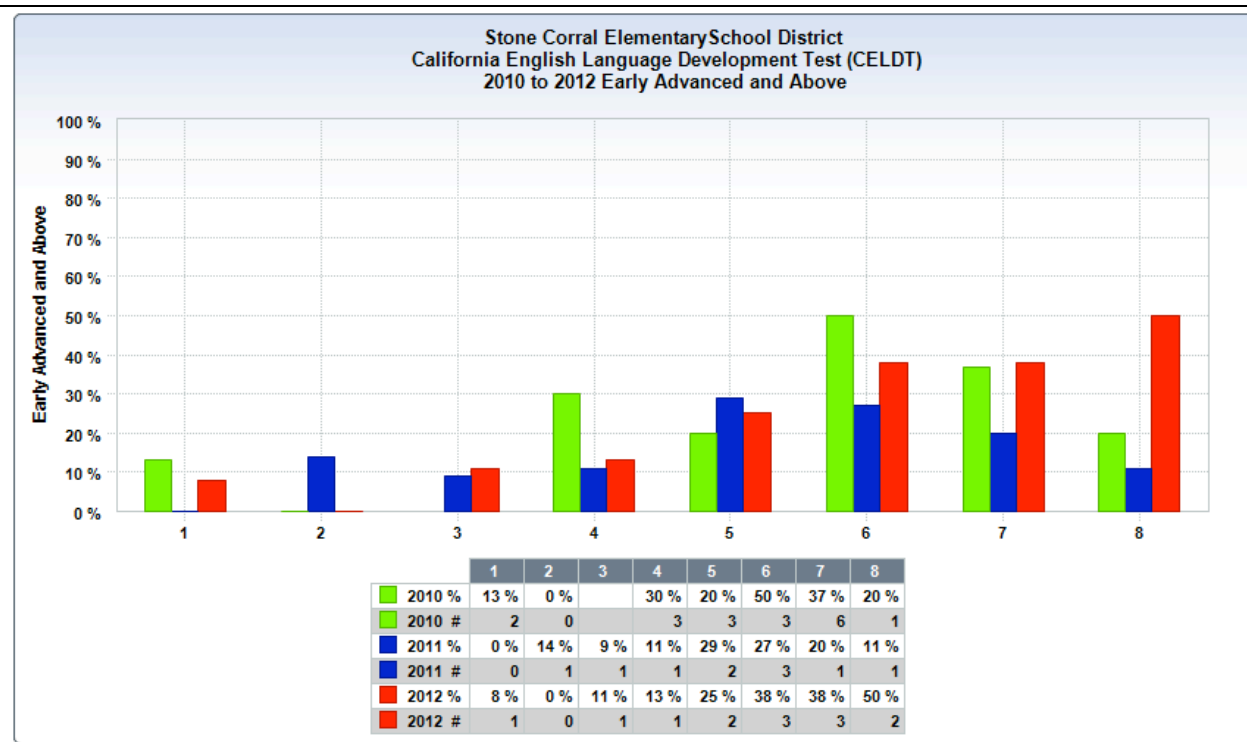
Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.

Students will take the Smarter Balanced Summative Test in May. Students will also take the Interim Smarter Balanced Tests:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

There are two types of Interim Assessments:

1. Interim Comprehensive Assessments (ICAs) are built on the same blueprints as the Summative Assessments. They assess the same range of standards and are administered initially in fixed form format, but will be adaptive when sufficient numbers of items become available. The ICAs include the same item types and formats, including performance tasks, as the



Summative Assessments, and yield results on the same vertical scale. The ICAs yield overall scale scores, overall performance level designations, and claim-level information.

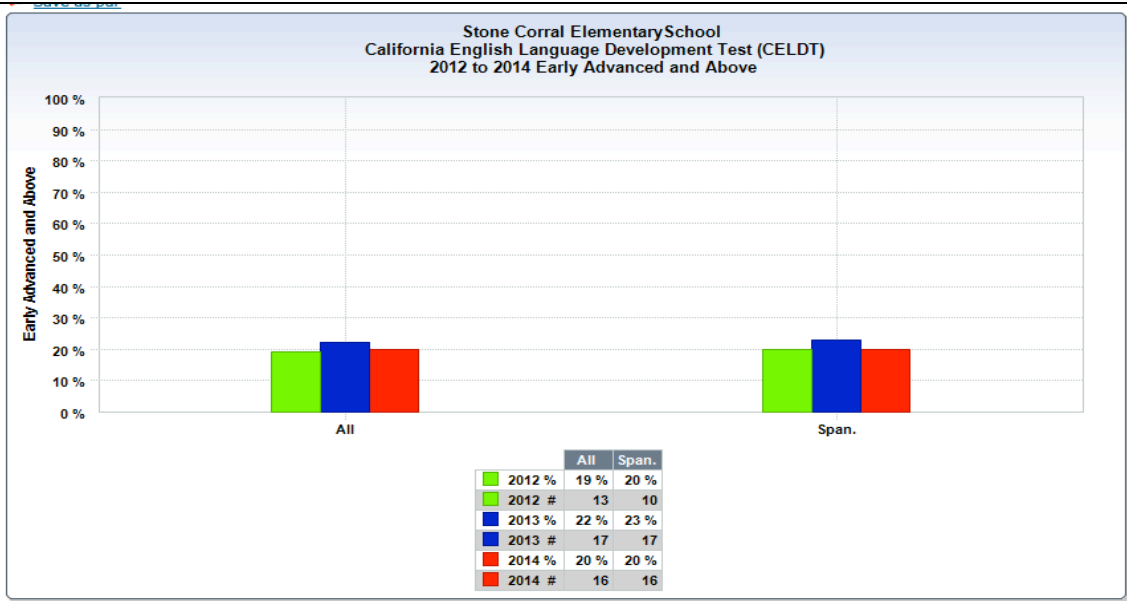
2. Interim Assessment Blocks (IABs) focus on the smaller sets of targets and therefore provide more detailed information for instructional purposes. The blocks are available initially as fixed forms and will build out to include a computer adaptive algorithm when sufficient numbers of items become available. The IABs yield overall information for each block.

Students are transitioning to the CCSS standards in math. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with importance in mathematics education.

- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.
- 4) Model with mathematics.
- 5) Use appropriate tools strategically.
- 6) Attend to precision.
- 7) Look for and make use of structure.
- 8) Look for and express regularity in repeated reasoning.

These blend in with The Standards for Mathematical Content and are a balanced combination of procedure and understanding.

We believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students may require additional time,



appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

English Learning Students may need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards. ELs face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write. In recognition of the need for new English language development standards to clarify what knowledge, skills, and abilities are needed to help ELs engage with and master next generation standard English learners need to have access to the curriculum. Teachers may need additional support to plan instruction, differentiate curriculum, infuse instruction with specially designed academic instruction in English (SDAIE) techniques, and use grouping strategies effectively. Instruction in content areas should be promoted despite low literacy or limited proficiency in the English language, along with the critical-thinking and analytical skills and the particular reading strategies of the disciplines.

The organization of the Proficiency Level Descriptors represent English language development as a continuum of increasing proficiency in language learning and use, starting with L1 language competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage in. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- Bridging: Students at this level continue

to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The Common Core State Standards sets high expectations for the use of technology for both students and teachers. The technology standards are integrated within many of the English language arts standards in the Common Core. This means students will be expected to use technology as a tool for learning.

1) If used correctly, will help prepare students for their future careers.

2) Integrating technology into the classroom is a great way to reach diversity in learning styles.

3) It gives students the chance to interact with their classmates more by encouraging collaboration.

4) Technology helps the teachers prepare students for the real world environment. As our nation becomes increasingly more technology-dependent, it becomes even more necessary that to be successful citizens, students must learn to be tech-savvy.

5) Integrating technology in education everyday helps students stay engaged. Today’s students love technology so they are sure to be interested in learning if they can use the tools they love.

6) With technology, the classroom is a happier place. Students are excited about being able to use technology and therefore are more apt to learn.

7) When mobile technology is readily available in the

classroom, students are able to access the most up-to-date information quicker and easier than ever before.

8) The traditional passive learning mold is broken. With technology in the classroom the teacher becomes the encourager, adviser, and coach.

9) Students become more responsible. Technology helps students take more control over their own learning. They learn how to make their own decisions and actually think for themselves.

Attendance

Students need to attend school every day. Research has proven that there is a high correlation between school attendance and academic performance and success, while absence from school is often the greatest single cause of poor performance and achievement.

Learning is a progressive activity; each day's lessons build upon those of the previous day(s). • Reading the material and completing work independently does not compensate for the loss of insight gained during class discussion or the loss of competency acquired through explanation or supervised drill.

- Many classes use lessons, discussions, demonstrations, experiments and participation as part of the daily learning activities, and these cannot be made up by those who are absent.
- Regular student participation in daily classroom activities plays a significant role in a student's school success.
- Students with good attendance records generally achieve higher grades and enjoy school more.
- Having a good education will help to give your child the best possible start in life.
- Regular school attendance patterns encourage the development of other responsible patterns of behavior.
- Students who develop an "on the job" attitude toward school will be more desirable to future employers.

Parent Involvement

When it comes to parent involvement and its powerful influence, the knowledge base is broad and clear. The challenge comes in transforming knowledge into practice, and practice into results.

- When parents are involved, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in their students' education, those students have higher grades and test scores, better attendance, and complete homework more consistently.
- When parents are involved, students exhibit more positive attitudes and behavior.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in post-secondary education.
- Different types of parent/family involvement produce different gains. To have long-lasting gains for students, parent involvement activities must be well-planned, inclusive, and comprehensive.
- Educators hold higher expectations of students whose parents collaborate with the teacher. They also hold higher opinions of those parents.
- In programs that are designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, it can reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains.
- Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the learning institution.
- Student behaviors, such as alcohol use, violence, and antisocial behavior decrease as parent involvement increases.
- Students are more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their child's educators, or keep up with what is happening in their child's school.

The benefits of involving parents are not confined to the early years; there are significant gains at all ages and grade levels.

Junior and senior high school students, whose parents remain involved, make better transitions, maintain the quality

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| | <p>of their work, and develop realistic plans for their future. Students whose parents are not involved, on the other hand, are more likely to drop out of school.</p> <p>The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to</p> <ul style="list-style-type: none">(1) create a home environment that encourages learning;m (2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and(3) become involved in their children's education at school and in the community |
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LCAP Section 2

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.

LCAP Section 2

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.

LCAP Section 2

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?

FUNDING SOURCE LEGEND FOR EXPENDITURES

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|-----------|------------------------------------------------------------------------|
| LCFF Base | Local Control Funding Formula Unrestricted Base |
| LCFF S/C | Local Control Funding Formula Supplemental/Concentration Grant Funding |
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| <p>GOAL:</p> | <p>#1 Improve Student Achievement in English Language Arts</p> | | <p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>Students are transitioning from CST to CCSS Teachers are transitioning instruction to CCSS- They need the skills, support The historical state assessment test score in language arts have been low and vacillating. Students need to have a firm foundation in the building blocks for reading:</p> <ol style="list-style-type: none"> 1. Phonemic Awareness 2. Phonics instruction 3. Fluency instruction 4. Vocabulary instruction 5. Text comprehension instruction <p>Students need to be exposed to the College and Career Readiness (CCR) anchor standards. Student academic progress needs to be assessed, monitored, and used for instruction. There needs to be local, interim and summative assessments.</p> | | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>Stone Corral</p> | |
| | | <p>Applicable Pupil Subgroups:</p> | <p>All</p> |
| <p>LCAP Year 1: 2015-16</p> | | | |

LCAP Section 2 - Current Year Goals

Expected Annual Measurable Outcomes:

Proficiency rates in English Language Arts will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)

Students will be monitored and grow based on criteria set by the staff using these Aimsweb Tests:

- Test of Early Literacy
- Reading CBM
- MAZE
- Spelling-CBM
- Written Expression (WE)

Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.

Students will also take the Interim Smarter Balanced Tests:
Students will take the Smarter Balanced Summative Test in May.

50 students will participate in Language arts intervention during and after school
All staff will participate in English Language Arts Professional Development
Instructional Materials will be purchased to support teaching and learning in English Language Arts
Library books will be purchased to support and enhance literacy
Technology will be purchased and used to support and enhance literacy
Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts
Students will attend extra & Co-Curricular Activities to support and enhance literacy
A new textbook adoption will selected and implemented to support the teaching and learning of English Language Arts
Students will attend summer school to support and enhance English language arts
An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction
Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts
Students will attend field trips to provide language experience and background experiences
Assessment/ Curriculum Coordinator will be hired.
Students will participate in the Horse and Reader Literacy Program

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| #1 Common Core Staff Development 15 times throughout the year | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Professional Development |
| #2 Staff will attend trainings aligned to the CCSS | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 2,000 LCFF S/C Professional Development |

LCAP Section 2 - Current Year Goals

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|-----------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| #3 Intervention provided by staff members during and after school day | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Salaries and Benefits |
| #4 Student incentives for academic performance throughout the year | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Instructional Materials and Supplies |
| #5 Provide support materials to assist in teaching to the ELA CCSS | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$4000 LCFF S/C Instructional Materials and Supplies |
| #6 Summer School | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$8,624 LCFF S/C Salaries and Benefits |
| #7 Academic Recovery Teacher- Hourly | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$15,000 LCFF S/C Salaries and Benefits |

LCAP Section 2 - Current Year Goals

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| #8 Purchase Additional Library Books | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Instructional Materials and Supplies |
| #9 Software instructional and Assessment Systems | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$4,000 LCFF S/C Instructional Materials and Supplies |
| #10 Participate in Various TCOE Student Activities that are Aligned to the CCSS | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Filed Trips |
| #11 Field Trips Aligned to the CCSS | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Filed Trips |
| #12 Purchase of support instructional materials | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$29,129LCFF S/C Instructional Materials and Supplies |

LCAP Section 2 - Current Year Goals

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|-------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <p>#13 Assessment/Curriculum Coordinator</p> | <p><i>District Wide</i></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>\$14,400 LCFF S/C Salaries and Benefits</p> |
| <p>#14 Students will participate in the Horse and Reader Literacy Program</p> | <p><i>District Wide</i></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>\$10,303.00 LCFF S/C Contracted Services</p> |

| Goal # 1 | Improve student achievement in English Language Arts | | LCAP Year 2: 2016-17 | |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Proficiency rates in English Language Arts will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)</p> <p>Students will be monitored and grow based on criteria set by the staff using these Aimsweb Tests: Test of Early Literacy Reading CBM MAZE Spelling-CBM Written Expression (WE)</p> <p>Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.</p> <p>Students will also take the Interim Smarter Balanced Tests: Students will take the Smarter Balanced Summative Test in May.</p> <p>50 students will participate in Language arts intervention during and after school All staff will participate in English Language Arts Professional Development Instructional Materials will be purchased to support teaching and learning in English Language Arts Library books will be purchased to support and enhance literacy Technology will be purchased and used to support and enhance literacy Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts Students will attend extra & Co-Curricular Activities to support and enhance literacy A new textbook adoption will selected and implemented to support the teaching and learning of English Language Arts Students will attend summer school to support and enhance English language arts An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts Students will attend field trips to provide language experience and background experiences Assessment/ Curriculum Coordinator will be hired. Students will participate in the Horse and Reader Literacy Program</p> | | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| | #1 Common Core Staff Development 15 times throughout the year | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Professional Development |
| #2 Staff will attend trainings aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Professional Development | |

LCAP Section 2 - Current Year Goals

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|-----------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| #3 Intervention provided by staff members during and after school day | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Salaries and Benefits |
| #4 Student incentives for performance throughout the year | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Materials and Supplies |
| #5 Provide support materials to assist in teaching to the ELA CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$4,000 LCFF S/C Instructional Materials and Supplies |
| #6 Summer School | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 8,624 LCFF S/C Salaries and Benefits |
| #7 Academic Recovery Teacher- Hourly | District Wide | <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)_____ | \$15,000 LCFF S/C Salaries and Benefits |

LCAP Section 2 - Current Year Goals

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|----------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <p>#8 Purchase Additional Library Books</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$5,000 LCFF S/C Instructional Materials</p> |
| <p>#9 Software Instruction and Assessment Systems</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$4,000 LCFF S/C Instructional Materials</p> |
| <p>#10 Participate in Various TCOE Student Activities that are Aligned to the CCSS</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$1,000 LCFF S/C Field Trips</p> |
| <p>#11 Field Trips Aligned to the CCSS</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$1,000 LCFF S/C Filed Trips</p> |

LCAP Section 2 - Current Year Goals

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|-----------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <p>#12 Purchase of support instructional materials</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$29,129 LCFF S/C Instructional Materials</p> |
| <p>#13 Assessment/Curriculum Coordinator</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$14,400.00 S/C LCFF S/C Salary/Benefits</p> |
| <p>#14 Students will attend the Horse and Reader Literacy Program</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$10,030.00 LCFF S/C Contracted Services</p> |

LCAP Section 2 - Current Year Goals

Goal # 1 Improve student achievement in English Language Arts LCAP Year 3: 2017-18

Proficiency rates in English Language Arts will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)

Students will be monitored and grow based on criteria set by the staff using these Aimsweb Tests:
 Test of Early Literacy
 Reading CBM
 MAZE
 Spelling-CBM
 Written Expression (WE)

Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.

Students will also take the Interim Smarter Balanced Tests:
 Students will take the Smarter Balanced Summative Test in May.

50 students will participate in Language arts intervention during and after school
 All staff will participate in English Language Arts Professional Development
 Instructional Materials will be purchased to support teaching and learning in English Language Arts
 Library books will be purchased to support and enhance literacy
 Technology will be purchased and used to support and enhance literacy
 Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts
 Students will attend extra & Co-Curricular Activities to support and enhance literacy
 A new textbook adoption will selected and implemented to support the teaching and learning of English Language Arts
 Students will attend summer school to support and enhance English language arts
 An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction
 Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts
 Students will attend field trips to provide language experience and background experiences
 Assessment/ Curriculum Coordinator will be hired.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| #1 Common Core Staff Development 15 times throughout the year | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Salaries and Benefits |
| #2 Staff will attend trainings aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 |

LCAP Section 2 - Current Year Goals

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| #3 Intervention provided by staff members during and after school day | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Salaries and Benefits |
| #4 Student Incentives for Academic Performance throughout year | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Materials and Supplies |
| #5 Provide support materials to assist in teaching to the ELA CCSS | District Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$4,000 LCFF S/C Instructional Materials |
| #6 Summer School | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 8,624 LCFF S/C Instructional Materials |
| #7 Academic Recovery Teacher- Hourly | District Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$15,000 LCFF S/C Salaries and Benefits |

LCAP Section 2 - Current Year Goals

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| | | <u> </u> x ALL | |
| #8 Purchase Additional Library Books | District Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 5, 000 LCFF S/C Instructional Materials |
| | | <u> </u> x ALL | |
| #9 Software instructional and Assessment Systems | District Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$4,000 LCFF S/C Instructional Materials |
| | | <u> </u> x ALL | |
| #10 Participate in Various TCOE Student Activities that are Aligned to the CCSS | District Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Filed Trips |
| | | <u> </u> x ALL | |
| #11 Field Trips Aligned to the CCSS | District Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Filed Trips |
| | | <u> </u> x ALL | |
| #12 Purchase of support instructional materials | District Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$19, 129 LCFF S/C Instructional Materials |

LCAP Section 2 - Current Year Goals

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| <p>#13 Assessment/Curriculum Coordinator</p> | | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>\$14,400.00 LCFF S/C Salaries and Benefits</p> |
| <p>#14 Students will attend the Horse and Reader Literacy Program</p> | <p>District Wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>\$10,030.00 LCFF S/C Contracted Services</p> |

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| <p>GOAL:</p> | <p>#2 Improve Student Achievement in Math</p> | | <p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>Students are transitioning to the CCSS standards in math. Students need explicit and direct instruction to assure that the students are given the varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with importance in mathematics education.</p> <ol style="list-style-type: none"> 1) Make sense of problems and persevere in solving them. 2) Reason abstractly and quantitatively. 3) Construct viable arguments and critique the reasoning of others. 4) Model with mathematics. 5) Use appropriate tools strategically. 6) Attend to precision. 7) Look for and make use of structure. 8) Look for and express regularity in repeated reasoning. <p>These blend in with The Standards for Mathematical Content and are a balanced combination of procedure and understanding.</p> | | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>Stone Corral</p> | <p>Applicable Pupil Subgroups: All</p> |
| <p>LCAP Year 1: 2015-16</p> | | | |

LCAP Section 2 - Current Year Goals

Expected Annual Measurable Outcomes:

Proficiency rates in math will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)
 Proficiency rates in math will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)

Students will be monitored and grow-----Using these Aimsweb Tests:

- Test of Early Numeracy (TEN)
- Mathematics-Concepts & Applications (M-CAP)
- Mathematics-Computation (M-COMP)

Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.

Students will take the Interim Smarter Balanced Tests:
 Students will take the Smarter Balanced Summative Test in May. Students will also take the Interim Smarter Balanced Tests:

50 students will participate in math intervention during and after school
 All staff will participate in math Professional Development
 Instructional Materials will be purchased to support teaching and learning in math
 Technology will be purchased and used to support and enhance math
 Student academic and attendance incentives will be purchased and given for students who excel in math
 Students will attend extra & Co-Curricular Activities to support and enhance math
 A new textbook adoption will selected and implemented to support the teaching and learning of math
 Students will attend summer school to support and enhance math
 An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction
 Software programs will be purchased and implemented to support the teaching and learning in math
 Students will attend field trips to provide language experience and background experiences
 Students will participate in the Horse and Reader curriculum integration program
 Students will participate in the hands-on science-math integration program

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|-------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| #1 Common Core Staff Development 15 times throughout the year | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Professional Development |
| #2 Staff will attend trainings aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 2,000 LCFF S/C Professional Development |
| #3 Intervention provided by staff members during and after school | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL | \$2,000 LCFF S/C |

LCAP Section 2 - Current Year Goals

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| day | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Salaries and Benefits |
| #4 Student incentives for performance throughout the year | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Materials and Supplies |
| #5 Provide support materials to assist in teaching to the math CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Instructional Materials and Supplies |
| #6 Summer School | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Salaries and Benefits |
| #7 Academic Recovery Teacher- Hourly | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$15,000 LCFF S/C Salaries and Benefits |
| #8 6 -8 Math Textbook Adoption | District Wide | <input checked="" type="checkbox"/> ALL | \$5,000 LCFF S/C |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Instructional Materials and Supplies |
| #9 Software instructional and Assessment Systems | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Instructional Materials and Supplies |
| #10 Participate in Various TCOE Student Activities that are Aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Field Trips |
| #11 Field Trips Aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Filed Trips |
| #12 Purchase of support instructional materials | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$16,402 LCFF S/C Instructional Materials and Supplies |

LCAP Section 2 - Current Year Goals

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| <p>#13- Students will participate in the hand-on science-math integration program</p> | <p><i>District Wide</i></p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</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> <hr/> <p>OR:</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>\$13,000 LCFF S/C Instructional Materials and Supplies</p> |
| <p>#14 Students will participate in the Horse and Reader Curriculum Integration Program</p> | <p><i>District Wide</i></p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</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> <hr/> <p>OR:</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>\$10,000 LCFF S/C Instructional Materials and Supplies</p> |

Goal # 2 Improve student achievement in Math LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Proficiency rates in math will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)
 Proficiency rates in math will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)

Students will be monitored and grow-----Using these Aimsweb Tests:

- Test of Early Numeracy (TEN)
- Mathematics-Concepts & Applications (M-CAP)
- Mathematics-Computation (M-COMP)

Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.

Students will take the Interim Smarter Balanced Tests:
 Students will take the Smarter Balanced Summative Test in May. Students will also take the Interim Smarter Balanced Tests:

50 students will participate in math intervention during and after school
 All staff will participate in math Professional Development
 Instructional Materials will be purchased to support teaching and learning in math
 Technology will be purchased and used to support and enhance math
 Student academic and attendance incentives will be purchased and given for students who excel in math
 Students will attend extra & Co-Curricular Activities to support and enhance math
 A new textbook adoption will selected and implemented to support the teaching and learning of math
 Students will attend summer school to support and enhance math
 An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction
 Software programs will be purchased and implemented to support the teaching and learning in math
 Students will attend field trips to provide language experience and background experiences
 Students will participate in the Horse and Reader curriculum integration program
 Students will participate in the hands-on science-math integration program

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| #1 Common Core Staff Development 15 times throughout the year | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Professional Development |
| #2 Staff will attend trainings aligned to the CCSS | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Professional Development |

LCAP Section 2 - Current Year Goals

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| #3 Intervention provided by staff members during and after school day | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$3,000 LCFF S/C Salaries and Benefits |
| #4 Student incentives for performance throughout the year | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Materials and Supplies |
| #5 Provide support materials to assist in teaching to the math CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Instructional Materials and Supplies |
| #6 Summer School | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Instructional Supplies |
| #7 Academic Recovery Teacher/tutor/hourly | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$15,000 LCFF S/C Salaries and Benefits |
| #8 Textbook Adoption | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Instructional Supplies |
| #9 Software instructional and Assessment System | District Wide | <input checked="" type="checkbox"/> ALL | \$2,000 LCFF S/C |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Instructional Supplies |
| #10 Participate in Various TCOE Student Activities that are Aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Filed Trips |
| # 11 Field Trips Aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Filed Trips |
| #12 Purchase of Instructional Materials | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$16, 402 LCFF S/C Instructional Supplies |
| #13- Students will participate in the hand-on science-math integration program | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$13,000 LCFF S/C Instructional Materials and Supplies |
| #14 Students will participate in the Horse and Reader Curriculum Integration Program | District Wide | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$10,000 LCFF S/C Instructional Materials and Supplies |

| Goal # 2 Improve student achievement in Math | | LCAP Year 3: 2017-18 | |
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| Expected Annual Measurable Outcomes: | <p>Proficiency rates in math will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard) Proficiency rates in math will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)</p> <p>Students will be monitored and grow----Using these Aimsweb Tests:</p> <ul style="list-style-type: none"> • Test of Early Numeracy (TEN) • Mathematics-Concepts & Applications (M-CAP) • Mathematics-Computation (M-COMP) <p>Students will take Renaissance Learning STAR assessments. These are computer-adaptive tests designed to give accurate, reliable, and valid data quickly so that good decisions about instruction and intervention can be made. The report will give universal screening, diagnostic, and monitor progress.</p> <p>Students will take the Interim Smarter Balanced Tests: Students will take the Smarter Balanced Summative Test in May. Students will also take the Interim Smarter Balanced Tests:</p> <p>50 students will participate in math intervention during and after school All staff will participate in math Professional Development Instructional Materials will be purchased to support teaching and learning in math Technology will be purchased and used to support and enhance math Student academic and attendance incentives will be purchased and given for students who excel in math Students will attend extra & Co-Curricular Activities to support and enhance math A new textbook adoption will selected and implemented to support the teaching and learning of math Students will attend summer school to support and enhance math An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction Software programs will be purchased and implemented to support the teaching and learning in math Students will attend field trips to provide language experience and background experiences Students will participate in the Horse and Reader curriculum integration program Students will participate in the hands-on science-math integration program</p> | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service |
| #1 Common Core Staff Development 15 times throughout the year | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Professional Development |

LCAP Section 2 - Current Year Goals

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| #2 Staff will attend trainings aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Professional Development |
| #3 Intervention provided by Staff during and After school Day | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Salaries and Benefits |
| # 4 Student Incentives for Academic Performance | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$15,000 LCFF S/C Materials and Supplies |
| #5 Provide Support Material to assist in teaching to the math CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Instructional Materials |
| #6 Summer School | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Salaries and Benefits |
| #7 Academic Recovery Teacher- Hourly | District Wide | <input checked="" type="checkbox"/> ALL | \$15,000 LCFF |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | S/C Salaries and Benefits |
| #8 Textbook Adoption | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Instructional Materials |
| #9 Software for Instructional and Assessment Systems | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Instructional Materials |
| #10 Participate in Various TCOE Student Activities that are Aligned to the CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 S/C Field Trips |
| #11 Field Trips Aligned to CCSS | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Filed Trips |
| #12 Purchase of Support Material | District Wide | <input checked="" type="checkbox"/> ALL | \$16,402 LCFF |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | S/C Filed Trips |
| #13- Students will participate in the hand-on science-math integration program | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$13,000 LCFF S/C Instructional Materials and Supplies |
| #14 Students will participate in the Horse and Reader Curriculum Integration Program | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$10,000 LCFF S/C Instructional Materials and Supplies |

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| <p>GOAL:</p> | <p>#3 To increase the rate of ELs students meeting adequate yearly progress.</p> | <p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____</p> |
| <p>Identified Need :</p> | <p>The staff needs to explicitly teach English language development.</p> <p>English Learning Students need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards.</p> <p>ELs must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write. Teachers need additional support to plan instruction, differentiate curriculum, infuse instruction with specially designed academic instruction in English (SDAIE) techniques, and use grouping strategies effectively.</p> <p>Instruction in content areas should be promoted despite low literacy or limited proficiency in the English language, along with the critical-thinking and analytical skills and the particular reading strategies of the disciplines.</p> <p>Staff needs to focus on the language proficiency level of students by use of the CELDT Test results and a EL Benchmark Tests</p> <ul style="list-style-type: none"> • Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language. • Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level. • Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. | |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>Stone Corral</p> |
| | <p>Applicable Pupil Subgroups:</p> | <p>English Language Learners</p> |
| <p>LCAP Year 1: 2015-16</p> | | |

LCAP Section 2 - Current Year Goals

| <p>Expected Annual Measurable Outcomes:</p> | <p>Intervention before, during and after school to provide explicit and specific instruction to EL students Proficiency rates in English Language Development will increase by one year 50 students will participate in Language arts intervention during and after school All staff will participate in English Language Development Professional Development Instructional Materials will be purchased to support teaching and learning in English Language Development Library books will be purchased to support and enhance English Language Development Technology will be purchased and used to support and enhance English Language Development Student academic and attendance incentives will be purchased and given for students who excel in English Language Development Students will attend extra & Co-Curricular Activities to support and enhance literacy and English Language Development A new textbook adoption will selected and implemented to support the teaching and learning of English Language Development Students will attend summer school to support and enhance English Language Development An EL Coach will provide coaching of teachers and staff in instruction in English Language Development Students will attend field trips to provide language experience and background experiences</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>#1 Provide support materials to assist in teaching to the ELD Standards</p> | <p><i>District Wide</i></p> | <p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>\$2,000 LCFF S/C Instructional Materials</p> |
| <p>#2 Implementation of ELD standards</p> | <p>District Wide</p> | <p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> x English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>\$ 1,000 LCFF S/C Instructional Materials</p> |
| <p>#3 ELD Coach</p> | <p>District Wide</p> | <p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> x English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p> | <p>\$2,000 LCFF S/C Salaries and Benefits</p> |
| <p>#4 Provide Professional Development with a focus on ELD</p> | <p>District Wide</p> | <p><u> </u> ALL</p> | <p>\$1,000 LCFF S/C</p> |

LCAP Section 2 - Current Year Goals

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| | | 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)_____ | Professional Development |
| #5 Software for instructional and assessment and Tracking Systems | District Wide | <input type="checkbox"/> ALL | \$2000 LCFF S/C Instructional Materials |
| | | 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)_____ | |
| | | 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)_____ | |

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| Goal # 3 | To increase the rate of ELs students meeting adequate yearly progress. | LCAP Year 2: 2016-17 |
| Expected Annual Measurable Outcomes: | Intervention before, during and after school to provide explicit and specific instruction to EL students Proficiency rates in English Language Development will increase by one year 50 students will participate in Language arts intervention during and after school All staff will participate in English Language Development Professional Development Instructional Materials will be purchased to support teaching and learning in English Language Development Library books will be purchased to support and enhance English Language Development Technology will be purchased and used to support and enhance English Language Development Student academic and attendance incentives will be purchased and given for students who excel in English Language Development Students will attend extra & Co-Curricular Activities to support and enhance literacy and English Language Development A new textbook adoption will selected and implemented to support the teaching and learning of English Language Development Students will attend summer school to support and enhance English Language Development An EL Coach will provide coaching of teachers and staff in instruction in English Language Development Students will attend field trips to provide language experience and background experiences | |

LCAP Section 2 - Current Year Goals

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| #1 Provide support materials to assist in teaching to the ELD Standards | District Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Instructional Materials and Supplies |
| #2 Implementation of ELD Standards | District Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 S/C Instructional Materials and Supplies |
| #3 ELD Coach intervention provided by staff members during and after school day | District Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Salaries and Benefits |
| #4 Provide Professional Development with a focus on ELD day | District Wide | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$3,000 LCFF S/C Professional Development |
| #5 Software student learning and Assessment and Tracking Systems | District Wide | <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)_____ | \$5,000 S/C Instructional Materials and Supplies |

| Goal # 3 To increase the rate of ELs students meeting adequate yearly progress. | | LCAP Year 3: 2017-18 | |
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| Expected Annual Measurable Outcomes: | Intervention before, during and after school to provide explicit and specific instruction to EL students Proficiency rates in English Language Development will increase by one year 50 students will participate in Language arts intervention during and after school All staff will participate in English Language Development Professional Development Instructional Materials will be purchased to support teaching and learning in English Language Development Library books will be purchased to support and enhance English Language Development Technology will be purchased and used to support and enhance English Language Development Student academic and attendance incentives will be purchased and given for students who excel in English Language Development Students will attend extra & Co-Curricular Activities to support and enhance literacy and English Language Development A new textbook adoption will selected and implemented to support the teaching and learning of English Language Development Students will attend summer school to support and enhance English Language Development An EL Coach will provide coaching of teachers and staff in instruction in English Language Development Students will attend field trips to provide language experience and background experiences | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Provide support materials to assist in teaching to the ELD Standards | District Wide | __ALL ----- OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C |
| #2 Implementation of ELD Standards | District Wide | __ALL ----- OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C |
| #3 ELD Coach intervention provided by staff members during and after school day | District Wide | __ALL ----- OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C |

LCAP Section 2 - Current Year Goals

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| <p>#4 Provide Professional Development with a focus on ELD day</p> | <p>District Wide</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$1,000 LCFF S/C</p> |
| <p>#5 Software Assessment and Tracking Systems</p> | <p>District Wide</p> | <p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>\$2,000 LCFF S/C</p> |

LCAP Section 2 - Current Year Goals

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| GOAL: | #4 Ensuring that all students have access to instructional materials (emphasis on technology). | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____ | |
| Identified Need : | Technology must be brought into the classroom for instruction. This includes hardware, devices, and software. Staff must learn how to implement, support, and sustain technology in the class. Staff must learn how to effectively use technology in support of their teaching, assessment, and gathering data. The technology infrastructure must be more robust | | |
| Goal Applies to: | Schools: Stone Corral Applicable Pupil Subgroups: All | | |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | Computer Lab and classroom technology will be supported and extended to support the instructional program Professional Development for all staff in technology Software will be purchased for student and staff use The technology infrastructures will be improved | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Technology Staff Development | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Professional Development |
| #2 Provide computerized programs to support Common Core implementation | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 2,000 LCFF S/C Instructional Material-Technology |
| #3 Purchase technology devices to reduce the students to computer ratio | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$10,000 LCFF S/C Instructional Material-Technology |

LCAP Section 2 - Current Year Goals

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| #4 Increase internet bandwidth from 10 MG to 100MG | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$40,000 (LCFF S/C Contracted Services 10%, E-Rate 90%) |
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Goal # 4 Ensuring that all students have access to instructional materials (emphasis on technology) LCAP Year 2: 2016-17

| Expected Annual Measurable Outcomes: | Computer Lab and classroom technology will be supported and extended to support the instructional program Professional Development for all staff in technology Software will be purchased for student and staff use The technology infrastructures will be improved | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Technology Staff Development | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Professional Development |
| #2 Provide computerized programs to support Common Core implementation | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Instructional Materials-Technology |
| #3 Purchase technology devices to reduce the students to computer ratio | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$10,000 LCFF S/C Instructional Materials-Technology |
| #4 Increase internet bandwidth from 10 MG to 100MG | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL | \$40,000 (LCFF |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | S/C 10%- Contracted Services; E-Rate 90%) |
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| Goal # 4 Ensuring that all students have access to instructional materials (emphasis on technology) LCAP Year 3: 2017-18 | | | |
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| Expected Annual Measurable Outcomes: | Technology must be brought into the classroom for instruction. This includes hardware, devices, and software. Staff must learn how to implement, support, and sustain technology in the class. Staff must learn how to effectively use technology in support of their teaching, assessment, and gathering data. The technology infrastructure must be more robust | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Technology Staff Development | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Professional Development |
| #2 Provide computerized programs to support Common Core implementation | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Instructional Materials-Technology |
| #3 Purchase technology devices to reduce the students to computer ratio | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$10,000 LCFF S/C Instructional Materials-Technology |
| #4 Increase internet bandwidth from 10 MG to 100MG | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL | \$40,000 (LCFF) |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | S/C 10%- Contracted Services; E-Rate 90%) |
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| GOAL: | #5 Improving pupil Attendance and Truancy rates. | Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Students need to attend school every day. Student attendance will be monitored closely. Incentives will be given to those who have perfect attendance. There will be an intervention safety net of support for students who have attendance problems. | | |
| Goal Applies to: | Schools: Stone Corral Applicable Pupil Subgroups: All | | |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | The school's overall attendance percentage will be 96%. Student Incentives will be purchased to support and acknowledge learning and citizenship goals. A psychologist or counselor will be hired to provide Counseling, support for instruction, and learning in the affective realm A TCOE Nurse will work five additional days to provide health and wellness support for students | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Hire a part time Psychologist/ Counselor | District Wide | _x_ ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Salaries and Benefits Contracted Services |
| #2 Purchase various attendance incentives | District Wide | _x_ ALL | \$ 1,000 LCFF |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | S/C Materials and Supplies |
| #3 Additional days for county nurse | District Wide | x ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2000 LCFF S/C Salaries and Benefits contracted services |
| #4 Noon Duty Supervisor | District Wide | x ALL | \$6000 LCFF S/C Salaries and Benefits contracted services |

| Goal # 5 Improving pupil Attendance and Truancy rates | | LCAP Year 2: 2016-17 | |
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| Expected Annual Measurable Outcomes: | The school's overall attendance percentage will be 96%. Student Incentives will be purchased to support and acknowledge learning and citizenship goals. A psychologist or counselor will be hired to provide Counseling, support for instruction, and learning in the affective realm A TCOE Nurse will work five additional days to provide health and wellness support for students | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Hire a part time Psychologist/ Counselor | District Wide | x ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$5,000 LCFF S/C Salaries and Benefits Contracted Services |
| #2 Purchase various attendance incentives | District Wide | x ALL | \$1,000 LCFF S/C |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Materials and Supplies |
| #3 Additional days for county nurse | <i>District Wide</i> | <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)_____ | \$2,000 LCFF S/C Salaries and Benefits Contracted Services |
| #4 Noon Duty Supervisor | <i>District Wide</i> | <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)_____ | \$6000 LCFF S/C Salaries and Benefits contracted services |

| Goal # 5 Improving pupil Attendance and Truancy rates | | LCAP Year 3: 2017-18 | |
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| Expected Annual Measurable Outcomes: | Student Incentives will be purchased to support and acknowledge learning and citizenship goals. A psychologist or counselor will be hired to provide Counseling, support for instruction, and learning in the affective realm A TCOE Nurse will work five additional days to provide health and wellness support for students | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Hire a part time Psychologist/ Counselor | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL | \$5,000 LCFFS/C |

LCAP Section 2 - Current Year Goals

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| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Salaried and Benefits Contracted Services |
| #2 Purchase various attendance incentives | District Wide | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Materials and Supplies |
| #3 Additional days for county nurse | District Wide | <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)_____ | \$2,000 LCFF S/C Salaried and Benefits Contracted Services |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| #4 Noon Duty Supervisor | District Wide | <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)_____ | \$6000 LCFF S/C Salaries and Benefits contracted services |

LCAP Section 2 - Current Year Goals

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| GOAL: | #6 To increase Parent Participation and engagement | Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Parent programs need to be expanded to get parents engaged at the school | | |
| Goal Applies to: | Schools: Stone Corral | | |
| | Applicable Pupil Subgroups: All | | |
| LCAP Year 1: 2015-16 | | | |
| Expected Annual Measurable Outcomes: | The PIQUE Program will be implemented Latino Family Literacy Project will be implemented Volunteer Appreciation awards will be purchased to support volunteers and families that support education Parent Education Nights to help educated families to support learning | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Initiate PIQUE Program | District Wide | __ALL OR: __X Low Income pupils __X English Learners __X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Contracted Services |
| #2 Initiate Latino Family Literacy Project | District Wide | __ALL OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$ 2,000 LCFF S/C Professional Development |
| #3 Volunteer Recognition | District Wide | __ALL OR: __Low Income pupils __x English Learners __Foster Youth __x Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$ 200 LCFF S/C Materials and Supplies |
| #3 Parent Education Nights | District Wide | __x ALL | \$1,000 LCFF S/C |

LCAP Section 2 - Current Year Goals

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|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Salaries and Benefits |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|

| Goal # 6 To increase Parent Participation and engagement | | LCAP Year 2: 2016-17 | |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Expected Annual Measurable Outcomes: | The PIQUE Program will be implemented Latino Family Literacy Project will be implemented Volunteer Appreciation awards will be purchased to support volunteers and families that support education Parent Education Nights to help educated families to support learning | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Initiate PIQUE Program | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Contracted Services |
| #2 Initiate Latino Family Literacy Project | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$ 2,000 LCFF S/C Professional Development |
| #3 Parent Education Nights | <i>District Wide</i> | <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)_____ | \$1,000 LCFF S/C Salaries and Benefits |

| Goal # 6 To increase Parent Participation and engagement | | LCAP Year 3: 2017-18 | |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Expected Annual Measurable Outcomes: | The PIQUE Program will be implemented Latino Family Literacy Project will be implemented Volunteer Appreciation awards will be purchased to support volunteers and families that support education Parent Education Nights to help educated families to support learning | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1 Initiate PIQUE Program | <i>District Wide</i> | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Contracted Services |
| #2 Initiate Latino Family Literacy Project | <i>District Wide</i> | <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$2,000 LCFF S/C Professional Development |
| #3 Appreciation Day for volunteers | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$200 LCFF S/C Materials and Supplies |
| #4 Parent Education Nights | <i>District Wide</i> | <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$1,000 LCFF S/C Salaries and Benefits |

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.

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Original GOAL from prior year LCAP: | #1 Improve Student Achievement in English Language Arts | | Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 ___ 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____ | | |
| Goal Applies to: | Schools: Stone Corral | Applicable Pupil Subgroups: <i>Although the District will focus on all students, this goal pertains to the following subgroups</i> <ul style="list-style-type: none"> ▪ English Language Learners ▪ Low Income ▪ Foster Youth | | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> ▪ SBAC ▪ CELDT ▪ Benchmarks ▪ ELA Grades on report cards Additional Measurement Tools <ul style="list-style-type: none"> • Local Assessments • AR Reading | | Actual Annual Measurable Outcomes: | The state has not released an API or proficiency levels of state assessments in ELA or Math. The district has adopted AIMSWEB and Renaissance Learning STAR assessments. These are to create benchmarks and local assessments. For 14-15 Curriculum assessment growth and benchmarks will be established for 2015-2016 For 13-14 the EL reclassification rate was 2 students. | |
| LCAP Year: 2014-15 | | | | | |
| Planned Actions/Services | | | Actual Actions/Services | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| <i>Common Core Staff Development 15 times throughout the year</i> | | \$1,000- LCFF S/C Salaries and Benefits | The staff attended the Common Core Staff Development every Wednesday throughout the year | | \$1,000- LCFF S/C Salaries and Benefits |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| __ALL | | | __ALL | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------|
| OR: <input type="checkbox"/> Low Income 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)_____ | | |
| Staff will attend trainings aligned to the CCSS | | \$3,000 – LCFFS/C Professional Development | Staff attended trainings aligned to the CCSS (\$3,000 – LCFF) | | \$2,334.17 LCFF S/C Professional Development |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income 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 provided by staff members during and after school day | | \$3,000 LCFF S/C Salaries and Benefits | The intervention program was limited after school | | \$262.00 LCFF S/C Salaries and Benefits |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Student incentives for academic performance throughout the year | | \$2,000 LCFF S/C Materials and Supplies | Incentives were purchased for Student of the Month, academic achievement, and perfect attendance | | \$1,007.89 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Provide support materials to assist in teaching to the ELA CCSS | \$2,000 LCFF S/C Materials and Supplies | Support materials were purchase to teach ELA CCSS | \$621.84 LCFF S/C Materials and Supplies |
| Scope of service: <i>District Wide</i> | | Scope of service: <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | <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)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Summer School | \$12,000 LCFF S/C Salaries and Benefits | Summer School was provided to students | \$10,000 LCFF S/C Salaries and Benefits |
| Scope of service: <i>District Wide</i> | | Scope of service: <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | <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)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| ½ Time Academic Recovery Teacher | \$40,000 LCFF S/C Salaries and Benefits | Teacher was hired, but was assigned a 4 th grade position because of growth | 0 |
| Scope of service: <i>District Wide</i> | | Scope of service: <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | <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)_____ | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Purchase Additional Library Books | \$5,000 LCFF S/C Materials and Supplies | Library books were purchased | \$7,459.51 LCFF S/C Materials and Supplies |
| Scope of service: <i>District Wide</i> | | Scope of service: <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | <input type="checkbox"/> ALL | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------|
| OR: <input type="checkbox"/> Low Income 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)_____ | | |
| Software Assessment Systems | | \$5,000 LCFF S/C Materials and Supplies | AIMS Web was purchased and set up for implementation | | \$3,086 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| __ALL | | | __ALL | | |
| OR: <input type="checkbox"/> Low Income 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)_____ | | |
| Participate in Various TCOE Student Activities that are Aligned to the CCSS | | \$2,000 LCFF Field Trips | Students participated in robotics, spelling bee | | \$1,007.89 LCFF S/C Field Trips |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| __ALL | | | __ALL | | |
| OR: <input type="checkbox"/> Low Income 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)_____ | | |
| Field Trips Aligned to the CCSS | | \$2,000 LCFF Filed Trips | Filed trip to zoo, pumpkin patch | | \$200 LCFF Field Trips S/C |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| __ALL | | | __ALL | | |
| OR: <input type="checkbox"/> Low Income 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)_____ | | |
| Purchase of support instructional materials | | \$22,717 LCFF S/C Materials and Supplies | | | \$36,450.97 LCFF S/C Materials and Supplies |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--|
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income 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? | | Actions: Progress was made in the majority of the actions, but depth of actions needs to take place in 2015-2016. Assessments are an essential component. An emphasis on assessments for benchmarking students and monitoring progress will be essential. Benchmarks, growth targets, and progress monitoring will be established The assessment data will be discussed at staff meetings. Assessment data will be used to drive instruction and to target students who need intervention. Having a person who provides intensive intervention will be a key component. Support materials, and textbook adoption to align curriculum will be the focus at staff meetings. | | | |
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LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Original GOAL from prior year LCAP: | #2 Improve Student Achievement in Math | Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 <u>X</u> 8 <u>X</u> COE only: 9 ___ 10 ___ Local : Specify _____ | |
| Goal Applies to: | Schools: _____ Applicable Pupil Subgroups: <i>Although the District will focus on all students, this goal pertains to the following subgroups</i> <ul style="list-style-type: none"> ▪ English Language Learners ▪ Low Income ▪ Foster Youth | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> ▪ SBAC ▪ CELDT ▪ Benchmarks ▪ Math Grade Additional Measurement Tools <ul style="list-style-type: none"> • Local Assessments • AR Reading | Actual Annual Measurable Outcomes: Lesson Plans Curriculum Adoption (Grades 6-8) | |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <i>Common Core Staff Development 15 times throughout the year</i> | \$1,000- LCFF S/C Professional Development | Staff met weekly on curriculum | \$1,000 LCFF S/C Professional Development |
| Scope of service: | <i>District Wide</i> | Scope of service: | <i>District Wide</i> |
| __ ALL | | __ ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Staff will attend trainings aligned to the CCSS | | \$3,000 – LCFF S/C Professional Development | Staff attended training through TCOE | \$159.00 LCFF C/S Professional Development |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| __ ALL | | | __ ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| Intervention provided by staff members during and after school day | | \$3,000 LCFF S/C Salaries and Benefits | Intervention was provided, but limited in scope | \$262.50 LCFF S/C Salaries and Benefits |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| __ ALL | | | __ ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| Student incentives for academic achievement throughout the year | | \$2,000 LCFF S/C Materials and Supplies | Students received awards for academic achievement and perfect attendance | \$1,007.89 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| __ ALL | | | __ ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| Provide support materials to assist in teaching to the math CCSS | | \$2,000 LCFF S/C Materials and Supplies | Math materials were purchased to support the CCSS math program | \$621.84 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| __ ALL | | | __ ALL | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| Summer School | \$12,000 LCFF S/C Salaries and Benefits | Summer School was provided to students | \$12,000 LCFF S/C Salaries and Benefits |
| Scope of service: <i>District Wide</i> | | Scope of service: <i>District Wide</i> | |
| __ ALL | | __ ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| ½ Time Academic Recovery Teacher | \$40,000 LCFF S/C Salaries and Benefits | Teacher was hired, but assigned a 4 th grade classroom due to student growth | 0 |
| Scope of service: <i>District Wide</i> | | Scope of service: <i>District Wide</i> | |
| __ ALL | | __ ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| Software Assessment Systems | \$5,000 LCFF S/C Materials and Supplies | AIMS Web was purchased, set up, and readied for implementation | \$3,730.00 LCFF S/C Materials and Supplies |
| Scope of service: <i>District Wide</i> | | Scope of service: <i>District Wide</i> | |
| __ ALL | | __ ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| Field Trips Aligned to the CCSS | 1,000 LCFF S/C Field Trips | Students went to zoo and pumpkin patch | \$3,690.00 LCFF S/C Field Trips |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Scope of service: <i>District Wide</i> __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | Scope of service: <i>District Wide</i> __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| Participate in Various TCOE Student Activities that are Aligned to the CCSS | \$2,000 LCFF S/c Field Trips | Students attended spelling bee, robotics | 0 |
| Scope of service: <i>District Wide</i> __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | Scope of service: <i>District Wide</i> __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | __ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Actions: Progress was made in the majority of the actions, but depth of actions needs to take place in 2015-2016. The Smarter Balanced testing emphasized the need to teach basic computation skills, understand the skill or concept, but then to able to apply these skills and use problem solving skills. Assessments are an essential component. An emphasis on assessments for benchmarking students and monitoring progress will be essential. Benchmarks, growth targets, and progress monitoring will be established. The assessment data will be discussed at staff meetings. Assessment data will be used to drive instruction and to target students who need intervention. Having a person who provides intensive intervention will be a key component. Support materials, and textbook adoption to align curriculum will be the focus at staff meetings. | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Original GOAL from prior year LCAP: | #3 Increase the Rate of EL Students Meeting Adequate Yearly Progress | | Related State and/or Local Priorities: 1_ X_ 2_ X_ 3_ 4_ X_ 5_ 6_ 7_ X_ 8_ X_ COE only: 9_ 10_ Local : Specify _____ | |
| Goal Applies to: | Schools: | Applicable Pupil Subgroups: <i>Although the District will focus on all students, this goal pertains to the following subgroups</i> | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> ▪ CELDT ▪ CALPADS Data ▪ Local Assessments ▪ ELA Grade ▪ SBAC | | Actual Annual Measurable Outcomes: | <ul style="list-style-type: none"> Introduction of ELD Standards Start Implementation of ELD standards in all Core Classes Classroom Observation Lesson Plans Local Assessments |
| LCAP Year: 2014-15 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| Provide support materials to assist in teaching to the ELD Standards | | \$3,000- LCFF S/C Materials and Supplies | \$146.85 LCFF S/C Materials and Supplies | |
| Scope of service: | District Wide | Scope of service: | District Wide | |
| __ALL | | Scope of service: | __ALL | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------|
| OR: <input type="checkbox"/> Low Income 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)_____ | | |
| Implementation of ELD standards | | \$1,000 – LCFF S/C Materials and Supplies | Materials were purchased for ELD instruction | | \$785.90 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| ELD Coach | | \$2,000 LCFF S/C Salaries and Benefits | ELD Coach was hired | | \$2,000 LCFF S/C Salaries and Benefits |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Provide Professional Development with a focus on ELD | | \$1,000 LCFF S/C Professional Development | Professional Development was offered to give strategies for staff to teach ELD | | \$7,000 LCFF S/C Professional Development |
| Scope of service: | Single School District | | Scope of service: | Single School District | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Software Assessment and Tracking Systems | | \$5,000 LCFF S/C Materials and Supplies | AIMS Web was purchased, set up, and readied for implementation | \$4,730.00 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| __ ALL | | | __ ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | <p>Actions: Progress was made in the majority of the actions, but depth of actions needs to take place in 2015-2016. Planning needs to take place on how to explicitly and directly teach language development, using the new ELD standards. Many of our students are EL students. Assessments are an essential component. An emphasis on assessments for benchmarking students and monitoring progress will be essential. Benchmarks, growth targets, and progress monitoring will be established The assessment data will be discussed at staff meetings. Assessment data will be used to drive instruction and to target students who need intervention. Having a person who provides intensive intervention will be a key component. Support materials, and textbook adoption to align curriculum will be the focus at staff meetings.</p> | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Original GOAL from prior year LCAP: | #4 Increase Technology Devices | | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____ | |
| Goal Applies to: | Schools: Stone Corral | Applicable Pupil Subgroups: <i>Although the District will focus on all students, this goal pertains to the following subgroups</i> <ul style="list-style-type: none"> ▪ English Language Learners ▪ Low Income ▪ Foster Youth | | |
| | | | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> ▪ LCAP Survey from Stakeholders ▪ District Technology Inventory ▪ Technology Plan | Actual Annual Measurable Outcomes: | Purchase/update additional technology and devices, (ipads/ laptops/ desktops), to be at 60% of one-to-one student access to a technology device Classroom Observations Software Aligned to the CCSS Increase internet bandwidth from 10 MG to 100MG | |
| LCAP Year: 2014-15 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| <i>Technology Staff Development</i> | | \$2,000- LCFF S/C Professional Development | The staff was provided with technology staff development \$2,365.00 LCFF S/C Professional Development | |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| <input checked="" type="checkbox"/> ALL | | | | |
| OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Provide computerized programs to support Common Core implementation | | \$1,000 – LCFF S/C Materials and Supplies | | 2,000 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Purchase technology devices to reduce the students to computer ratio | | \$20,000 LCFF S/C Materials and Supplies | Computers were purchased for the classroom and lab | \$27,971.04 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Increase internet bandwidth from 10 MG to 100MG | | \$60,000 (LCFF 10%, E-Rate 90%) | Bandwidth was increased to 9 MGS. The most that could be brought in at this time. | \$11,597.60 LCFF S/C |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | Technology is an important tool in the learning, application of what is learned, and assessment. | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Original GOAL from prior year LCAP: | #5 Improve Pupil Attendance and Truancy Rates | | Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | | |
| Goal Applies to: | Schools: | Applicable Pupil Subgroups: <i>Although the District will focus on all students, this goal pertains to the following subgroups</i> | | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> ▪ Attendance Data ▪ Truancy Rate ▪ SARB Referral | | Actual Annual Measurable Outcomes: | Average Daily Attendance Goal 96% SARB Referrals Less than 10% of Enrollment | |
| LCAP Year: 2014-15 | | | | | |
| Planned Actions/Services | | | Actual Actions/Services | | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | | |
| Hire a part time Psychologist/ Counselor | | \$5,000- LCFF S/C Salaries and Benefits | Counselor was to be hired, but could not fulfil contract this year 0 | | |
| Scope of service: | District Wide | | Scope of service: | District Wide | |
| <input checked="" type="checkbox"/> ALL | | | Scope of service: | <input checked="" type="checkbox"/> ALL | |
| OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | | | Scope of service: | OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____ | |
| Purchase various attendance incentives | | \$1,000 – LCFF S/C Materials and Supplies | Perfect attendance incentives were purchased \$197.49 LCFF S/C Materials and Supplies | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Scope of service: <i>District Wide</i> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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: <i>District Wide</i> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| Additional days for county nurse | \$2000 LCFF S/C Salaries and Benefits | Nurse was contracted for 5 additional days | \$2,000 LCFF S/C Salaries and Benefits |
| Scope of service: <i>District Wide</i> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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: <i>District Wide</i> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income 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? | Actions: The psychologist, nurse will offer affective support for students to enable them to make academic progress. | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| Original GOAL from prior year LCAP: | #6 Increase Parent participation | | Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____ | | |
| Goal Applies to: | Schools: Applicable Pupil Subgroups: | Although the District will focus on all students, this goal pertains to the following subgroups <ul style="list-style-type: none"> ▪ English Language Learners ▪ Low Income ▪ Foster Youth | | | |
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> ▪ LCAP Survey Results ▪ Past Participation Rates ▪ Sign In Sheets | Actual Annual Measurable Outcomes: | Participation in Parent Conferences, Parent Learning Opportunities and Events 60% | | |
| LCAP Year: 2014-15 | | | | | |
| Planned Actions/Services | | | Actual Actions/Services | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| <i>Initiate PIQUE Program</i> | | \$2,000- LCFF S/C Contracted Services | PIQUE program was contacted and will be brought in for 2015-16 school year | | 0 |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| __ALL | | | __ALL | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------|
| OR: <input type="checkbox"/> Low Income 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)_____ | | |
| Initiate Latino Family Literacy Project | | \$2,000 – LCFF S/C Professional Development | Staff will be trained in the Latino Family Literacy Project | | 0 |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Appreciation Day for volunteers | | \$200 LCFF S/C Materials and Supplies | A Volunteer Tea is scheduled to honor volunteers | | \$200 LCFF S/C Materials and Supplies |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |
| Parent Education Night | | \$2000 LCFF S/C Salaries and Benefits | Parent Education Nights were held monthly | | \$1,000 LCFF S/C Salaries and Benefits |
| Scope of service: | <i>District Wide</i> | | Scope of service: | <i>District Wide</i> | |
| <input type="checkbox"/> ALL | | | <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)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>The PIQUE Program will be implemented Latino Family Literacy Project will be implemented Volunteer Appreciation awards will be purchased to support volunteers and families that support education Parent Education Nights to help educated families to support learning.</p> | | |

LCAP Section 3 – Supplemental and Concentration Grant Funds

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: | \$ 259,058.00 |
|------------------------------------------------------------------------|---------------|

Stone Corral is an isolated rural school with a K-8 population of 142 students. The school receives a high concentration of supplemental and concentration grant money based on the students’ needs; many coming from low socio-economic areas, many being English language learners. The unduplicated count is 98.8% . With this in mind the district will implement the goals and programs such as expanded professional development, curriculum coaches/support, technology upgrades, supplemental materials and supplies designed to closed the achievement gap. Providing these services to all students enables us to reach and serve the entire student population by providing additional supplementary experiences for students that promote the acquisition of language, with the ultimate goal of preparing each student for a successful post-secondary career. With our high EL student population, this can be done by reinforcing basic skills that focus on basic skills and critical thinking, both of which support the common core. All students benefit and the district is justified by offering access to all students based on cost and cost efficiency and ease of delivery.

- 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.

LCAP Section 3 – Supplemental and Concentration Grant Funds

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| 23.58 |
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|---|
| % |
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The proportionality percentage for increased or improved services is reflected in providing additional monitoring, support, and intervention for our low income, English Learner students. Through a combination of staffing and programs, Stone Corral provides training, support, and guidance for the staff in order to meet the needs of its students. There professional development focused on supporting teachers as they implement the Common ore Standards, and there will be additional emphasis on how to successfully engage and support students who are might need extra support in relation to the standards. This will include professional development on the topic of teaching English Language Learners and student of low income families.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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.

LCAP Annual APPENDIX

(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).

8-22-14 [California Department of Education]