

Stone Corral School

Local Control and Accountability Plan (LCAP)

2016-2017-2018

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.

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.

The Stone Corral instructional program staff consists of a Superintendent/Principal/ Teacher (grade 7-8), one Kindergarten teacher, one grade 1 teacher, one teacher at each grade 2, 3, and 4 teacher, and one grade 5-6 teacher, and one instructional aide, one library aide, and two noon duty supervisors.

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.

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

Introduction:

LEA: Stone Corral Contact: Christopher Kemper, Superintendent, (559) 528-4455 LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<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 with meetings from advisors from the Tulare County Office of Education (12/8/15, 3/29/16), meetings held in with teachers and staff (1/13/16; 2/3/16; 3/24/16; 4/2/16) parents involved in the English Language Advisory Committee and School Site Council (1/27/16; 5/11/16)and board meetings (2/11/16); (3/9/16), (4/14/16) and (5/19/16).</p> <p>Stone Corral School 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 Language Learners).</p> <p>The LCAP process required schools to implement continuous improvement methodologies. These practices include:</p> <ol style="list-style-type: none"> 1. Active and authentic involvement of representatives from all stakeholder groups 2. Data Analysis 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 curriculum 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>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 2016 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:</p> <ul style="list-style-type: none"> • CST Data for All Groups – 3 years • Attendance Rate – Last 3 years of Data • Dropout Rate – Junior High <u>for</u> the last 3 Years • CELDT Results • Reclassification Rates • English Language Development Master Plan • Single Plan for Student Achievement • Healthy Kids & Character Counts Survey 	<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

- 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.
- f. Technology to support CCSS align curriculum and instruction, and SBAC testing
- h. On-Grade Level Reading.
- i. Extended learning opportunities

Annual Update: The district has increased efforts to reach out to stakeholders especially parents. Next year, stakeholder input will be expanded to include students. 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

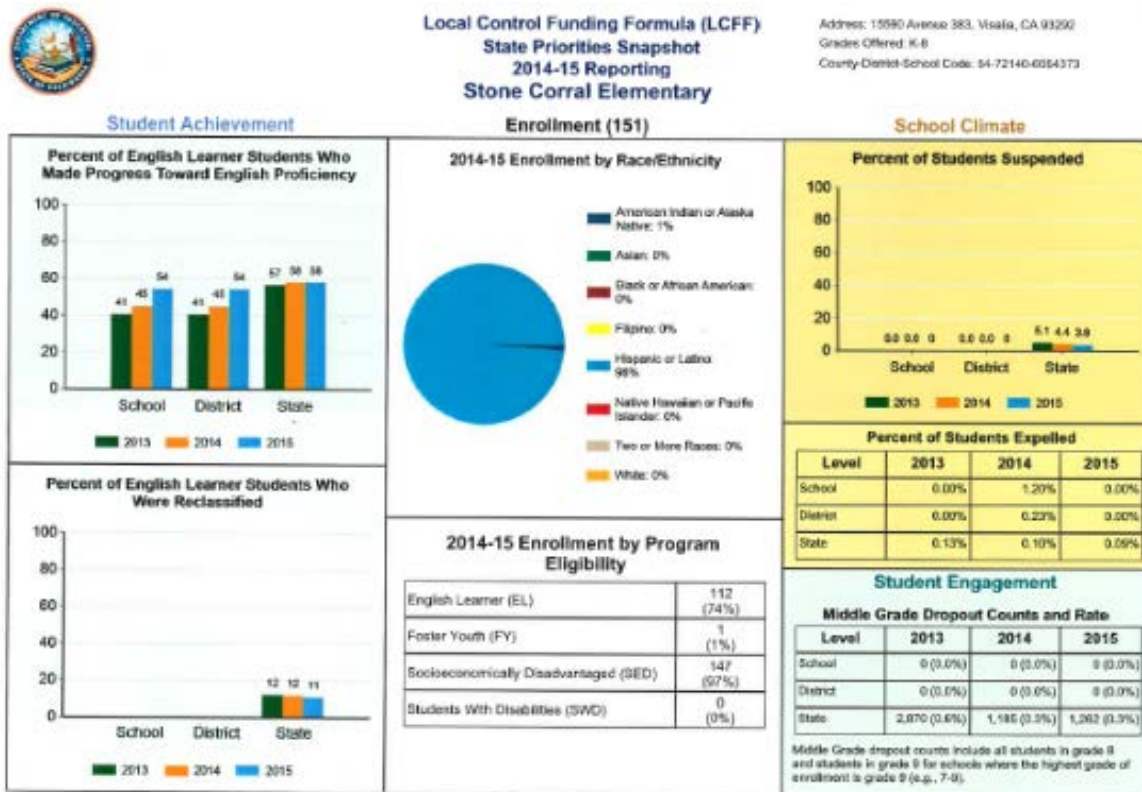
Materials

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)

Here is a summary of past and current testing:



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 aligning curriculum with standards. There were two years of recent growth, but a decline due to aligning curriculum, teaching strategies, and content to the new CCSS standards. Last year’s CAASPP data shows that our students are mostly at not meeting the standard.

The staff and parents believe that the alignment must take place in order to have academic achievement.

The stakeholders also emphasized the following:

There should be a better alignment of curriculum in language arts and math to the common core standards. Currently, the Houghton Mifflin series is being used and modified to meet the alignment. In math, GoMath is being used, but the staff found this series surprisingly inadequate in its alignment and in “catching up” students who are behind in math.

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.

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.

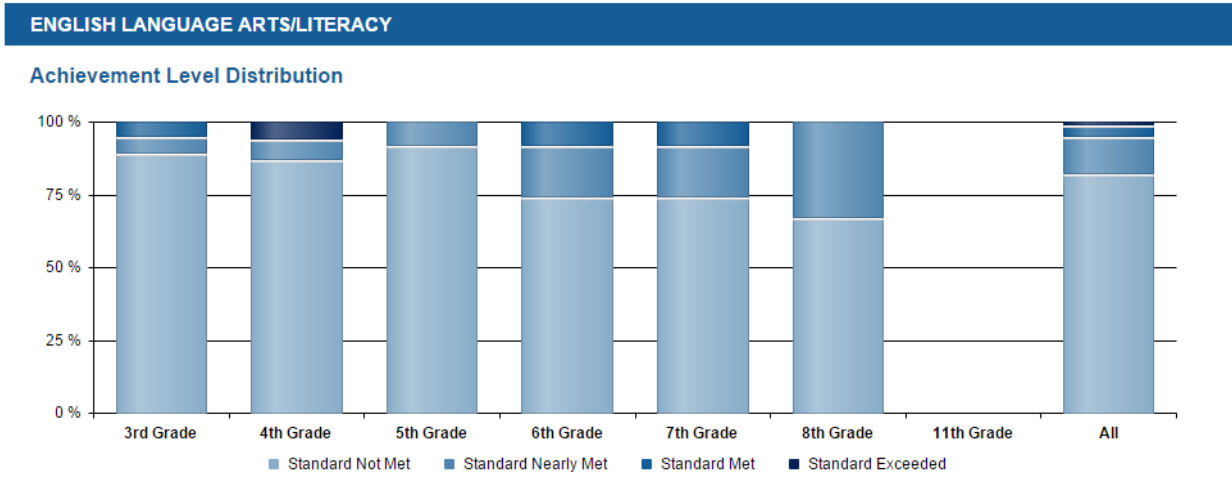
Stone Corral should continue to provide a clean, safe, and well maintained campus for student learning and achievement.

Stone Corral 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.

CAASPP Testing in 2015



Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	19	13	12	12	12	N/A	91
Number of Students Tested	22	18	13	12	12	12	N/A	89
Percent of Enrolled Students Tested	95.7 %	94.7 %	100.0 %	100.0 %	100.0 %	100.0 %	N/A	97.8 %
Number of Students With Scores	22	18	13	12	12	12	N/A	89
Mean Scale Score	2302.9	2362.4	2346.5	2402.8	2449.6	2474.8	N/A	N/A
Standard Exceeded	0 %	6 %	0 %	0 %	0 %	0 %	N/A	1 %
Standard Met	5 %	0 %	0 %	8 %	8 %	0 %	N/A	3 %
Standard Nearly Met	5 %	6 %	8 %	17 %	17 %	33 %	N/A	12 %
Standard Not Met	91 %	89 %	92 %	75 %	75 %	67 %	N/A	83 %

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.


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


Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	0 %	6 %	0 %	0 %	8 %	0 %	N/A	2 %
At or Near Standard	9 %	17 %	31 %	25 %	25 %	58 %	N/A	25 %
Below Standard	91 %	78 %	69 %	75 %	67 %	42 %	N/A	73 %


Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	0 %	0 %	0 %	8 %	8 %	0 %	N/A	2 %
At or Near Standard	18 %	22 %	8 %	17 %	25 %	33 %	N/A	20 %
Below Standard	82 %	78 %	92 %	75 %	67 %	67 %	N/A	78 %

Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	5 %	0 %	8 %	0 %	0 %	0 %	N/A	2 %
At or Near Standard	67 %	47 %	38 %	58 %	42 %	73 %	N/A	55 %
Below Standard	29 %	53 %	54 %	42 %	58 %	27 %	N/A	43 %

Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	5 %	6 %	0 %	0 %	0 %	0 %	N/A	2 %
At or Near Standard	5 %	41 %	8 %	25 %	50 %	67 %	N/A	30 %
Below Standard	91 %	53 %	92 %	75 %	50 %	33 %	N/A	68 %

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:

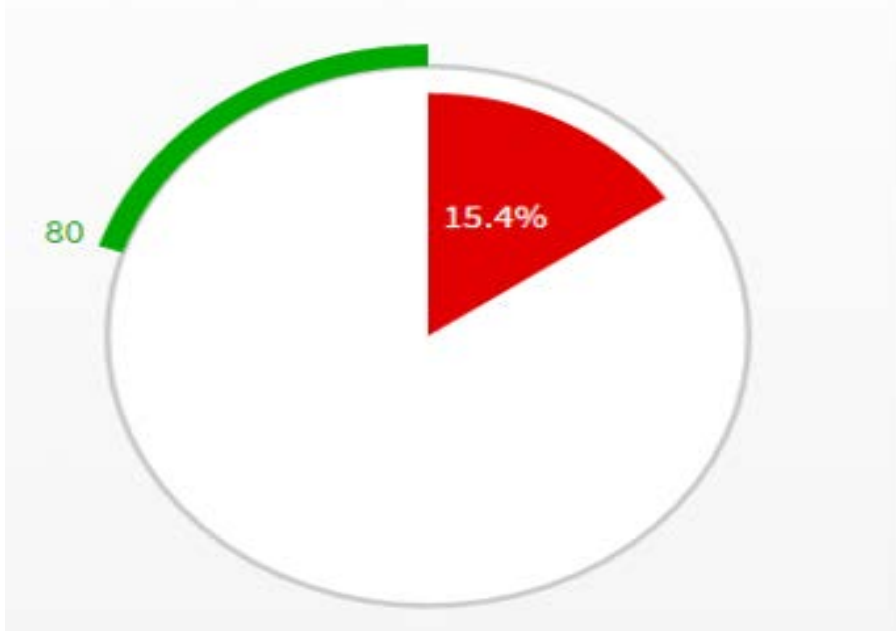
- Test of Early Literacy
- Reading CBM
- MAZE
- Spelling-CBM
- Written Expression (WE)

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

STAR Reading test:



% Predicted to Meet Benchmark - Reading



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.

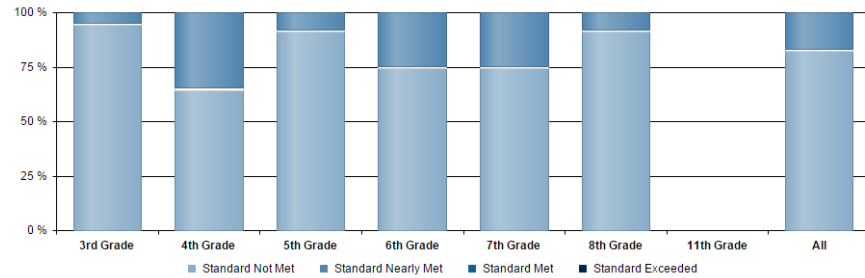
There are two types of Interim Assessments:

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

MATHEMATICS

Achievement Level Distribution



Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	23	19	13	12	12	12	N/A	91
Number of Students Tested	22	17	13	12	12	12	N/A	88
Percent of Enrolled Students Tested	95.7 %	89.5 %	100.0 %	100.0 %	100.0 %	100.0 %	N/A	96.7 %
Number of Students With Scores	22	17	13	12	12	12	N/A	88
Mean Scale Score	2289.2	2388.2	2374.8	2427.1	2421.4	2451.0	N/A	N/A
Standard Exceeded	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
Standard Met	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
Standard Nearly Met	5 %	35 %	8 %	25 %	25 %	8 %	N/A	17 %
Standard Not Met	95 %	65 %	92 %	75 %	75 %	92 %	N/A	83 %

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

Areas


CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
At or Near Standard	5 %	24 %	0 %	18 %	27 %	9 %	N/A	13 %
Below Standard	95 %	76 %	100 %	82 %	73 %	91 %	N/A	87 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
At or Near Standard	5 %	29 %	0 %	9 %	36 %	73 %	N/A	22 %
Below Standard	95 %	71 %	100 %	91 %	64 %	27 %	N/A	78 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	0 %	0 %	0 %	0 %	0 %	0 %	N/A	0 %
At or Near Standard	64 %	35 %	31 %	58 %	55 %	58 %	N/A	51 %
Below Standard	36 %	65 %	69 %	42 %	45 %	42 %	N/A	49 %

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 the students' first 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.

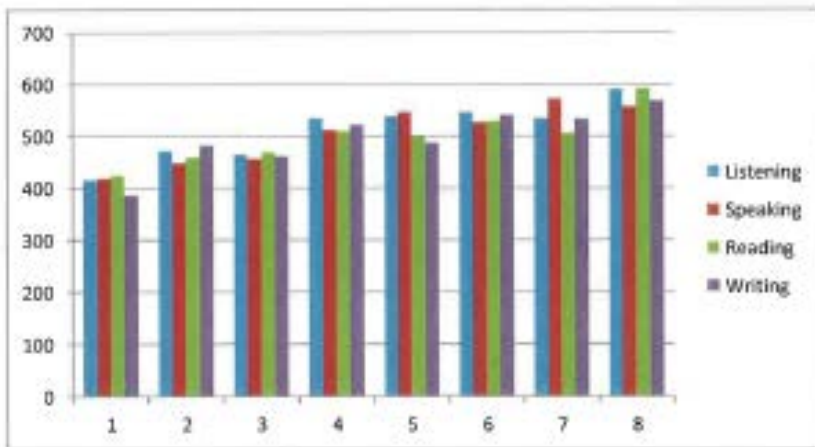
- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English 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.

% Predicted to Meet Benchmark - Math



Listening	416	472.5	465.1	534.8	538.3	546	534.1	590.6
Speaking	418.3	449.3	456	511.5	546.5	527.2	572.5	557.4
Reading	424.3	458.7	488.3	510.5	498.8	529.8	508.3	591.7
Writing	386.2	482.7	481.8	522.2	487.3	541.3	533	568.3



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

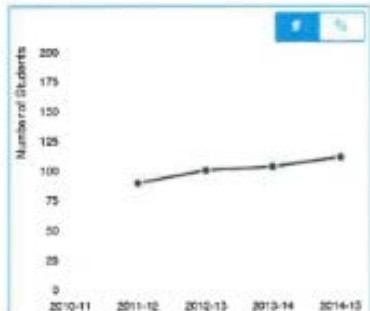
Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	1 (7.0%)	1 (7.0%)	(0.0%)	1 (8.0%)	1 (11.0%)	1 (10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	5 (5.0%)
Early Advanced	(0.0%)	2 (17.0%)	2 (13.0%)	1 (7.0%)	7 (54.0%)	5 (42.0%)	2 (22.0%)	3 (30.0%)	4 (57.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	26 (28.0%)
Intermediate	(0.0%)	3 (25.0%)	10 (67.0%)	8 (53.0%)	3 (23.0%)	1 (8.0%)	4 (44.0%)	4 (40.0%)	2 (29.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	35 (38.0%)
Early Intermediate	(0.0%)	7 (58.0%)	1 (7.0%)	3 (20.0%)	3 (23.0%)	4 (33.0%)	2 (22.0%)	1 (10.0%)	1 (14.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	22 (24.0%)
Beginning	(0.0%)	(0.0%)	1 (7.0%)	2 (13.0%)	(0.0%)	1 (8.0%)	(0.0%)	1 (10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	5 (5.0%)
Number Tested	(0.0%)	12 (100.0%)	15 (100.0%)	15 (100.0%)	13 (100.0%)	12 (100.0%)	9 (100.0%)	10 (100.0%)	7 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	93 (100.0%)

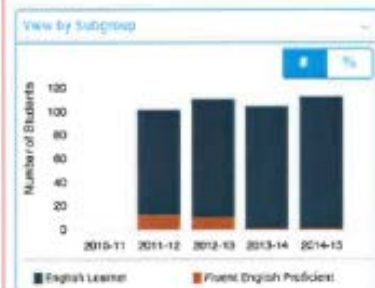
Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	416.0	472.5	465.1	534.8	538.3	546.0	534.1	590.6	0.0	0.0	0.0	0.0
Speaking	0.0	418.3	449.3	456.0	511.5	546.5	527.2	572.5	557.4	0.0	0.0	0.0	0.0
Reading	0.0	424.3	458.7	469.3	510.5	498.8	529.8	506.3	591.7	0.0	0.0	0.0	0.0
Writing	0.0	386.2	482.7	461.8	522.2	487.3	541.3	533.0	568.3	0.0	0.0	0.0	0.0

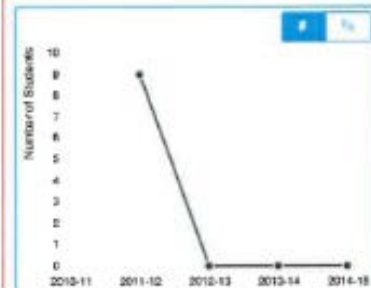
English Learners
Stone Corral Elementary
CDS Code 54-721-40-6054373



English Language Acquisition Status
Stone Corral Elementary
CDS Code 54-721-40-6054373



Redesignated Fluent English Proficient
Stone Corral Elementary
CDS Code 54-721-40-6054373

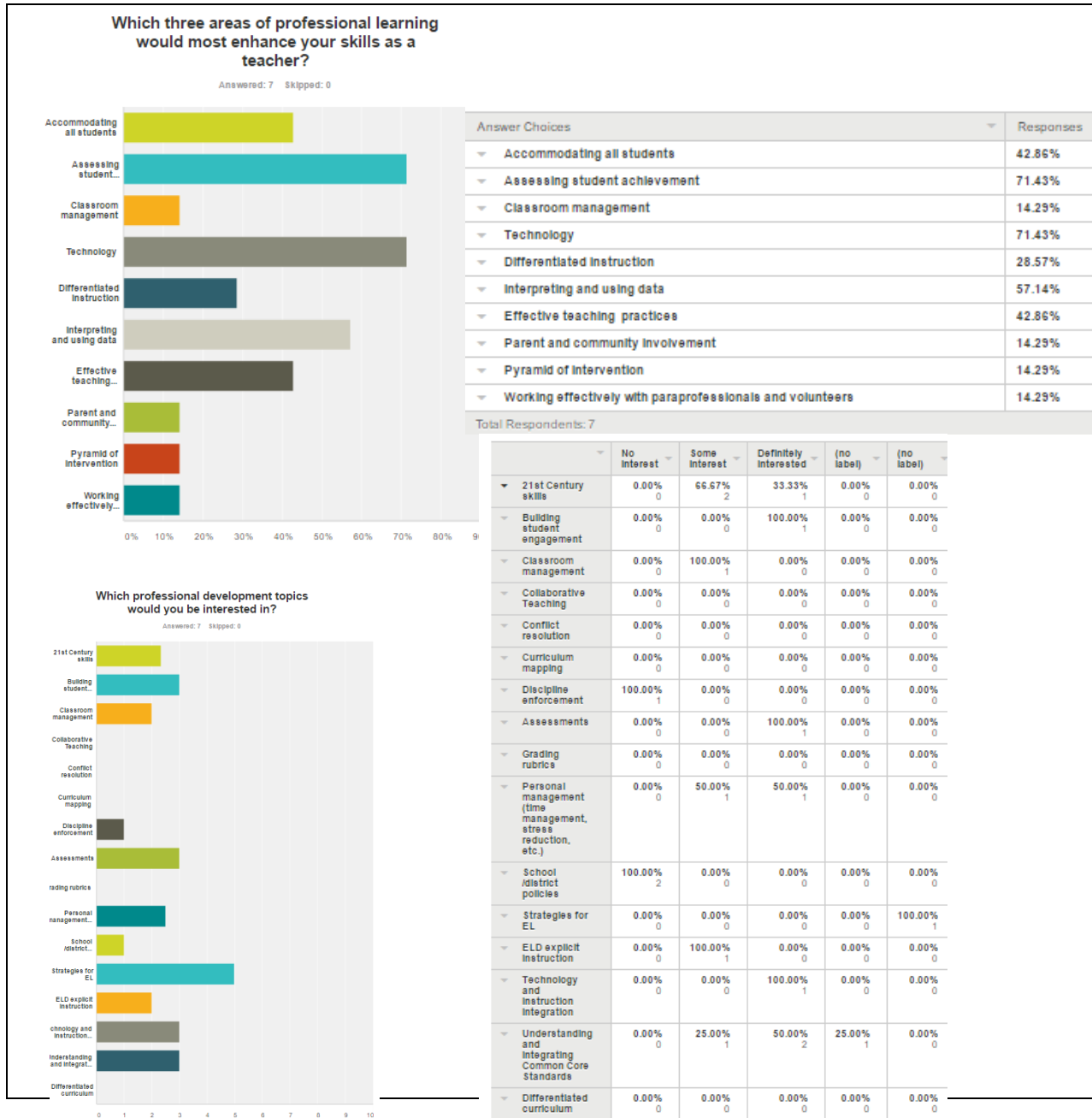


upon those of the previous day(s). • Reading the material and completing work independently does not compensate for the loss of insight gained during class discussion or the loss of competency acquired through explanation or supervised drill. • Many classes use lessons, discussions, demonstrations, experiments 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 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.

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

- (1) create a home environment that encourages learning;
- (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

The staff took a survey to determine professional development offerings for next year. The three top areas were assessment, technology and student engagement.

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.

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).

LCAP Section 2

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school

LCAP Section 2

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

LCFF Base	Local Control Funding Formula Unrestricted Base
LCFF S/C	Local Control Funding Formula Supplemental/Concentration Grant Funding

LCAP Section 2 - Current Year Goals

<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>A. Students are transitioning to the common core standards (CCSS) and need a researched-based common core aligned language arts/ELD core curriculum with lessons, activities, and support that reflect the rigors of the common core standards</p> <p>B. 4% of students were at “Standards Met” or “Exceeds Standards”. 83% of the students did not meet the standards</p> <p>C. Teachers are transitioning instruction to CCSS- They need a rigorous standards based core program and implement the teaching strategies needed for the students to fully be engaged in the common core standards</p> <p>D. Staff is using the Houghton-Mifflin reading series with ELD program embedded. Staff has to modify reading series to reflect lessons, learning, and assessment of common core.</p> <p>E. The historical state assessment test score in language arts have been low and vacillating.</p> <p>F. Students need to have a firm foundation in the building blocks for reading:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics instruction • Fluency instruction • Vocabulary instruction • Text comprehension instruction <p>G. Students need to be exposed to the College and Career Readiness (CCR) anchor standards.</p> <p>H. Student academic progress needs to be assessed, monitored, and used for instruction. There needs to be local, interim and summative assessments. The assessment data needs to be analyzed by the staff to drive instruction</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Stone Corral</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1: 2016-17</p>			

LCAP Section 2 - Current Year Goals

<p>Expected Annual Measurable Outcomes:</p>	<p>A. Students will take the Smarter Balanced Summative Test in May: 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). The percentage of students who meet or exceed standards will rise from 0% to 5%.</p> <p>B. 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>C. Students will be academically monitored based on criteria set by the staff using these Aimsweb Tests:</p> <ul style="list-style-type: none"> • Test of Early Literacy • Reading CBM • MAZE • Spelling-CBM • Written Expression (WE) <p>D. Students will also take the Interim Smarter Balanced Tests.</p> <p>E. 40 students will participate in language arts intervention during and after school</p> <p>F. All staff will participate in English Language Arts Professional Development</p> <p>G. Instructional Materials will be purchased to support teaching and learning in English Language Arts</p> <p>H. Library books will be purchased to support and enhance literacy</p> <p>I. Technology will be purchased and used to support and enhance literacy</p> <p>J. Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts</p> <p>K. Students will attend extra & Co-Curricular Activities to support and enhance literacy</p> <p>L. A new standards-aligned textbook core adoption will selected and implemented to support the teaching and learning of English Language Arts/English Language Development</p> <p>M. Students will attend summer school to support and enhance English language arts</p> <p>N. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction</p> <p>O. Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts</p> <p>P. Students will attend field trips to provide language experience and background experiences</p> <p>Q. Assessment/ Curriculum Coordinator will be hired.</p> <p>R. 40 Students will participate in the Horse and Reader Literacy Program</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1 Common Core Staff Development 15 times throughout the year This will be training at the school site every minimum day</p>	<p><i>District Wide</i></p>	<p><u> </u><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$3,500 LCFF S/C Professional Development</p>
<p>2 Staff will attend trainings aligned to the CCSS This is training focusing on a targeted subject or area either at the school site or at TCOE</p>	<p><i>District Wide</i></p>	<p><u> </u><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$ 2,000 LCFF S/C Professional Development</p>
<p>3. Intervention provided by staff members during and after school day This intervention is aimed at students identified while progress monitoring throughout the year.</p>	<p><i>District Wide</i></p>	<p><u> </u><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>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>

LCAP Section 2 - Current Year Goals

<p>4. Student incentives for academic performance throughout the year</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>	<p>\$2,000 LCFF S/C Instructional Materials and Supplies</p>
<p>5. Provide support materials to assist in teaching to the ELA CCSS</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>	<p>\$6,182 LCFF S/C Instructional Materials and Supplies</p>
<p>6. Summer School The goal of the Summer School Program is to provide students additional educational experiences needed to fill instructional learning gaps as identified through individual student data</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>	<p>\$8,624 LCFF S/C Salaries and Benefits</p>
<p>7. Academic Recovery Aide Work with Academic Recovery Teacher to provide direct instruction within the site's Pyramid of Intervention for students' not meeting standards. <input type="checkbox"/> Implement academic interventions for identified students. <input type="checkbox"/> Monitor student progress. <input type="checkbox"/> Develop and maintain effective relationships with students and adults. <input type="checkbox"/> Work with students and motivate them to participate in learning activities.</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>	<p>\$15,000 LCFF S/C Salaries and Benefits</p>
<p>8. Purchase additional library books</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>	<p>\$12,200 LCFF S/C Instructional Materials and Supplies</p>
<p>9. Software instructional and Assessment Systems Accelerated Reader, IXL, Moby Max, SRA reading, Aimsweb,</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>	<p>\$4,000 LCFF S/C Instructional Materials and Supplies</p>
<p>10. Participate in Various TCOE Student Activities that are Aligned to the CCSS</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>	<p>\$2,000 LCFF S/C Field Trips</p>

LCAP Section 2 - Current Year Goals

Goal # 1	Improve student achievement in English language arts		LCAP Year 2: 2017-18
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Students will take the Smarter Balanced Summative Test in May: 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). The percentage of students who meet or exceed standards will rise from 0% to 5%.</p> <p>B. 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>C. Students will be academically monitored based on criteria set by the staff using these Aimsweb Tests:</p> <ul style="list-style-type: none"> • Test of Early Literacy • Reading CBM • MAZE • Spelling-CBM • Written Expression (WE) <p>D. Students will also take the Interim Smarter Balanced Tests.</p> <p>E. 40 students will participate in language arts intervention during and after school</p> <p>F. All staff will participate in English Language Arts Professional Development</p> <p>G. Instructional Materials will be purchased to support teaching and learning in English Language Arts</p> <p>H. Library books will be purchased to support and enhance literacy</p> <p>I. Technology will be purchased and used to support and enhance literacy</p> <p>J. Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts</p> <p>K. Students will attend extra & Co-Curricular Activities to support and enhance literacy</p> <p>L. A new standards-aligned textbook core adoption will selected and implemented to support the teaching and learning of English Language Arts/English Language Development</p> <p>M. Students will attend summer school to support and enhance English language arts</p> <p>N. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction</p> <p>O. Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts</p> <p>P. Students will attend field trips to provide language experience and background experiences</p> <p>Q. Assessment/ Curriculum Coordinator will be hired.</p> <p>40 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
<p>1. 1 Common Core staff development 15 times throughout the year. This will be training at the school site every minimum day.</p>	<p>District Wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$3,500 LCFF S/C Professional Development</p>
<p>2. Staff will attend trainings aligned to the CCSS- This is training focusing on a targeted subject or area either at the school site or at TCOE</p>	<p>District Wide</p>	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$2,000 LCFF S/C Professional Development</p>

LCAP Section 2 - Current Year Goals

<p>3. Intervention provided by staff members during and after school day- This intervention is aimed at students identified while progress monitoring throughout the year.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Salaries and Benefits</p>
<p>4. Student incentives for performance throughout the year</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Materials and Supplies</p>
<p>5. Provide support materials to assist in teaching to the ELA CCSS</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$6,182 LCFF S/C Instructional Materials and Supplies</p>
<p>6. Summer School The goal of the Summer School Program is to provide students additional educational experiences needed to fill instructional learning gaps as identified through individual student data</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$ 8,624 LCFF S/C Salaries and Benefits</p>
<p>7. Academic Recovery Aide Work with Academic Recovery Teacher to provide direct instruction within the site's Pyramid of Intervention for students' not meeting standards. <ul style="list-style-type: none"> • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. • Work with students and motivate them to participate in learning activities. </p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF S/C Salaries and Benefits</p>
<p>8. Purchase additional library books</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$12,200 LCFF S/C Instructional Materials</p>

LCAP Section 2 - Current Year Goals

<p>9. Software instruction and assessment systems Accelerated Reader, IXL, Moby Max, SRA reading, Aimsweb,</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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 ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 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 ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Field Trips</p>
<p>12. Purchase of support instructional materials Materials different than those offered by the adopted core curriculum which are needed to teach and learn the common core standards</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$30,758 LCFF S/C Instructional Materials</p>
<p>13. Assessment/Curriculum Coordinator Assists in initiating assessments and testing –benchmarks, formative, summative. Coordinates staff training in conducting tests and assessments. Collects and interprets data to present at staff meetings, SSC</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF S/C Salary/Benefits</p>
<p>14. Students will attend the Horse and Reader Literacy Program Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day’s character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF S/C Contracted Services</p>

LCAP Section 2 - Current Year Goals

<p>15. Academic Recovery Teacher Provide direct instruction within the site's Pyramid of Intervention for students' not meeting standards.</p> <ul style="list-style-type: none"> • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. • Work with students and motivate them to participate in learning activities. 	<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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$50,000 LCFF S/C Salaries and Benefits</p>
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Goal # 1	Improve student achievement in English language arts		LCAP Year 3: 2018-19
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Students will take the Smarter Balanced Summative Test in May: 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). The percentage of students who meet or exceed standards will rise from 0% to 5%.</p> <p>B. 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>C. Students will be academically monitored based on criteria set by the staff using these Aimsweb Tests:</p> <ul style="list-style-type: none"> • Test of Early Literacy • Reading CBM • MAZE • Spelling-CBM • Written Expression (WE) <p>D. Students will also take the Interim Smarter Balanced Tests.</p> <p>E. 40 students will participate in language arts intervention during and after school</p> <p>F. All staff will participate in English Language Arts Professional Development</p> <p>G. Instructional Materials will be purchased to support teaching and learning in English Language Arts</p> <p>H. Library books will be purchased to support and enhance literacy</p> <p>I. Technology will be purchased and used to support and enhance literacy</p> <p>J. Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts</p> <p>K. Students will attend extra & Co-Curricular Activities to support and enhance literacy</p> <p>L. A new standards-aligned textbook core adoption will selected and implemented to support the teaching and learning of English Language Arts/English Language Development</p> <p>M. Students will attend summer school to support and enhance English language arts</p> <p>N. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction</p> <p>O. Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts</p> <p>P. Students will attend field trips to provide language experience and background experiences</p> <p>Q. Assessment/ Curriculum Coordinator will be hired.</p> <p>40 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
<p>1. Common Core Staff Development 15 times throughout the year- This will be training at the school site every minimum day</p>	<p>District Wide</p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$3,500 LCFF S/C Professional Development</p>
<p>2. Staff will attend trainings aligned to the CCSS- This is training focusing on a targeted subject or area either at the school site or at TCOE</p>	<p>District Wide</p>	<p><u> x </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$2,000 LCFF S/C Professional Development</p>

LCAP Section 2 - Current Year Goals

<p>3. Intervention provided by staff members during and after school day- This intervention is aimed at students identified while progress monitoring throughout the year.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,000 LCFF S/C Salaries and Benefits</p>
<p>4. Student Incentives for academic performance throughout year</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,000 LCFF S/C Materials and Supplies</p>
<p>5. Provide support materials to assist in teaching to the ELA CCSS</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$6,182 LCFF S/C Instructional Materials</p>
<p>6. Summer School The goal of the Summer School Program is to provide students additional educational experiences needed to fill instructional learning gaps as identified through individual student data</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$ 8,624 LCFF S/C Salaries and Benefits</p>
<p>7. Academic Recovery Aide- Work with Academic Recovery Teacher to provide direct instruction within the site's Pyramid of Intervention for students' not meeting standards. • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. Work with students and motivate them to participate in learning activities.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000 LCFF S/C Salaries and Benefits</p>
<p>8. Purchase additional library books</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$ 12,200 LCFF S/C Instructional Materials</p>

LCAP Section 2 - Current Year Goals

<p>9. Software instructional and assessment systems- Accelerated Reader, IXL, Moby Max, SRA reading, Aimsweb,</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Filed Trips</p>
<p>11. Field Trips Aligned to the CCSS</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Filed Trips</p>
<p>12. Purchase of support instructional materials</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$6,321 LCFF S/C Instructional Materials</p>
<p>13. Assessment/Curriculum Coordinator Assists in initiating assessments and testing –benchmarks, formative, summative. Coordinates staff training in conducting tests and assessments. Collects and interprets data to present at staff meetings, SSC</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF S/C Salaries and Benefits</p>
<p>14. Students will attend the Horse and Reader Literacy Program Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day’s character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF S/C Contracted Services</p>

LCAP Section 2 - Current Year Goals

<p>15. Academic Recovery Teacher Provide direct instruction within the site's pyramid of Intervention for students' not meeting standards.</p> <ul style="list-style-type: none"> • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. • Work with students and motivate them to participate in learning activities. 	<p>District Wide</p>	<p><u> x </u> ALL</p>	<p>\$15,000 LCFF S/C Contracted Services</p>
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LCAP Section 2 - Current Year Goals

<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>A. Students are transitioning to the CCSS standards in math and need lessons, activities, and support that reflect the rigors of the common core standards.</p> <p>B. 4% of students were at “Standards Met” or “Exceeds Standards”. There were 87% who did not meet the standards</p> <p>C. Students need explicit and direct instruction to assure that the students are given the varieties of experience, and breadth and depth of practice and application. These practices rest on important “processes and proficiencies” with importance in mathematics education:</p> <ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • 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. <p>D. Student academic progress needs to be assessed, monitored, and used for instruction. There needs to be local, interim and summative assessments. The assessment data needs to be analyzed by the staff to drive instruction</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Stone Corral</p> <hr/> <p>Applicable Pupil Subgroups: All</p>	

LCAP Section 2 - Current Year Goals

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- A. 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) The percentage of students who meet or exceed standards will rise from 0% to 5%.
- B. Students will be monitored and grow-----Using these Aimsweb Tests:
 - Test of Early Numeracy (TEN)
 - Mathematics-Concepts & Applications (M-CAP)
 - Mathematics-Computation (M-COMP)
- C. 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.
- D. Students will take the Interim Smarter Balanced Tests.
- E. Students will take the Smarter Balanced Summative Test in May. Students will also take the Interim Smarter Balanced Tests:
- F. 50 students will participate in math intervention during and after school
- G. All staff will participate in math Professional Development
- H. Instructional Materials will be purchased to support teaching and learning in math
- I. Technology will be purchased and used to support and enhance math
- J. Student academic and attendance incentives will be purchased and given for students who excel in math
- K. Students will attend extra & Co-Curricular Activities to support and enhance math
- L. A new standards-based core textbook adoption will be selected and implemented to support the teaching and learning of math
- M. Students will attend summer school to support and enhance math
- N. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction
- O. Software programs will be purchased and implemented to support the teaching and learning in math
- P. Students will attend field trips to provide language experience and background experiences
- Q. Students will participate in the Horse and Reader curriculum integration program
- R. 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 during staff meetings on minimum days	<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) _____	\$3,000 LCFF S/C Professional Development
2. Staff will attend trainings aligned to the CCSS- at school or at TCOE	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 Professional Development

LCAP Section 2 - Current Year Goals

<p>3. Intervention provided by staff members during and after school day. This is targeted instruction aimed at student who need academic help</p>	<p><i>District Wide</i></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>\$6,000 LCFF S/C Salaries and Benefits</p>
<p>4. Provide support materials to assist in teaching to the math CCSS</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>\$5,000 LCFF S/C Instructional Materials and Supplies</p>
<p>5. Summer School The goal of the summer school program is to provide students additional educational experiences needed to fill instructional learning gaps as identified through individual student data</p>	<p><i>District Wide</i></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>\$8,000 LCFF S/C Salaries and Benefits</p>
<p>6. Academic Recovery Aide- Works with Academic Recovery Teacher to provide direct instruction within the site’s Pyramid of Intervention for students’ not meeting standards. • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. Work with students and motivate them to participate in learning activities.</p>	<p><i>District Wide</i></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>\$15,000 LCFF S/C Salaries and Benefits</p>
<p>7. Math textbook adoption support</p>	<p><i>District Wide</i></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>\$1,500 LCFF S/C Instructional Materials and Supplies</p>
<p>8. Software instructional and assessment systems- Accelerated Math, ALEKS, IXL, Moby Max, SRA reading, Aimsweb,</p>	<p><i>District Wide</i></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>\$2,000 LCFF S/C Instructional Materials and Supplies</p>

LCAP Section 2 - Current Year Goals

<p>9. Participate in various TCOE student activities that are aligned to the CCSS</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>	<p>\$1,000 LCFF S/C Field Trips</p>
<p>10. Field trips aligned to the CCSS</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>	<p>\$2,000 LCFF S/C Field Trips</p>
<p>11. Purchase of support instructional materials- Accelerated Math, ALEKS, IXL, Moby Max, SRA reading, Aimsweb, instructional material that is needed to supplement the core curriculum</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>	<p>\$16,402 LCFF S/C Instructional Materials and Supplies</p>
<p>12. Students will participate in the hands-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>	<p>\$20,000 LCFF S/C Instructional Materials and Supplies</p>
<p>13. Students will participate in the Horse and Reader Curriculum Integration Program Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day's character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals</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>	<p>\$15,000 LCFF S/C Contracted Services/Transport ation</p>

Goal # 2 Improve student achievement in math		LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	<p>A. 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) The percentage of students who meet or exceed standards will rise from 0% to 5%.</p> <p>B. 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>C. 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>D. Students will take the Interim Smarter Balanced Tests.</p> <p>E. Students will take the Smarter Balanced Summative Test in May. Students will also take the Interim Smarter Balanced Tests:</p> <p>F. 50 students will participate in math intervention during and after school</p> <p>G. All staff will participate in math Professional Development</p> <p>H. Instructional Materials will be purchased to support teaching and learning in math</p> <p>I. Technology will be purchased and used to support and enhance math</p> <p>J. Student academic and attendance incentives will be purchased and given for students who excel in math</p> <p>K. Students will attend extra & Co-Curricular Activities to support and enhance math</p> <p>L. A new standards-based core textbook adoption will be selected and implemented to support the teaching and learning of math</p> <p>M. Students will attend summer school to support and enhance math</p> <p>N. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction</p> <p>O. Software programs will be purchased and implemented to support the teaching and learning in math</p> <p>P. Students will attend field trips to provide language experience and background experiences</p> <p>Q. Students will participate in the Horse and Reader curriculum integration program</p> <p>R. 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	Budgeted Expenditures
1. Common Core Staff Development 15 times throughout the year- during staff meetings on minimum days	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 Professional Development
2. Staff will attend trainings aligned to the CCSS- on site and at TCOE	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)_____	\$6,000 LCFF S/C Professional Development

LCAP Section 2 - Current Year Goals

<p>3. Intervention provided by staff members during and after school day</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 LCFF S/C Salaries and Benefits</p>
<p>4. Provide support materials to assist in teaching to the math CCSS</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 LCFF S/C Instructional Materials and Supplies</p>
<p>5. Summer School - The goal of the summer school program is to provide students additional educational experiences needed to fill instructional learning gaps as identified through individual student data</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$8,000 LCFF S/C Instructional Supplies</p>
<p>6. Academic Recovery Aide- Work with Academic Recovery Teacher to provide direct instruction within the site’s Pyramid of Intervention for students’ not meeting standards. <ul style="list-style-type: none"> • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. Work with students and motivate them to participate in learning activities.</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF S/C Salaries and Benefits</p>
<p>7. Math textbook adoption support</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,500 LCFF S/C Instructional Supplies</p>
<p>8. Software instructional and Assessment System- Accelerated Reader, IXL, Moby Max, SRA reading, Aimsweb,</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Instructional Supplies</p>

LCAP Section 2 - Current Year Goals

<p>9. Participate in various TCOE student activities that are aligned to the CCSS</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$1,000 LCFF S/C Filed Trips</p>
<p>10. Field trips aligned to the CCSS</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Filed Trips</p>
<p>11. Purchase of Instructional Materials- Accelerated Reader, IXL, Moby Max, SRA reading, Aimsweb,</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$16, 402 LCFF S/C Instructional Supplies</p>
<p>12. Students will participate in the hand-on science-math integration program</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$20,000 LCFF S/C Instructional Materials and Supplies</p>
<p>13. Students will participate in the Horse and Reader Curriculum Integration Program--Students will attend the Horse and Reader Literacy Program. Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day's character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF S/C Instructional Materials and Supplies</p>

LCAP Section 2 - Current Year Goals

Goal # 2	Improve student achievement in math		LCAP Year 3: 2018-19
<p>Expected Annual Measurable Outcomes:</p>	<p>A. 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) The percentage of students who meet or exceed standards will rise from 0% to 5%.</p> <p>B. 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>C. 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>D. Students will take the Interim Smarter Balanced Tests.</p> <p>E. Students will take the Smarter Balanced Summative Test in May. Students will also take the Interim Smarter Balanced Tests:</p> <p>F. 50 students will participate in math intervention during and after school</p> <p>G. All staff will participate in math Professional Development</p> <p>H. Instructional Materials will be purchased to support teaching and learning in math</p> <p>I. Technology will be purchased and used to support and enhance math</p> <p>J. Student academic and attendance incentives will be purchased and given for students who excel in math</p> <p>K. Students will attend extra & Co-Curricular Activities to support and enhance math</p> <p>L. A new standards-based core textbook adoption will be selected and implemented to support the teaching and learning of math</p> <p>M. Students will attend summer school to support and enhance math</p> <p>N. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction</p> <p>O. Software programs will be purchased and implemented to support the teaching and learning in math</p> <p>P. Students will attend field trips to provide language experience and background experiences</p> <p>Q. Students will participate in the Horse and Reader curriculum integration program</p> <p>R. 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
<p>1. Common Core Staff Development 15 times throughout the year</p>	<p><i>District Wide</i></p>	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$3,000 LCFF S/C Professional Development</p>
<p>2. Staff will attend trainings aligned to the CCSS</p>	<p><i>District Wide</i></p>	<p><u> x </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5,000 LCFF S/C Professional Development</p>

LCAP Section 2 - Current Year Goals

<p>3. Intervention provided by staff during and after school day</p>	<p><i>District Wide</i></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>\$6,000 LCFF S/C Salaries and Benefits</p>
<p>4. Provide Support Material to assist in teaching to the math CCSS</p>	<p><i>District Wide</i></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>\$5,000 LCFF S/C Instructional Materials</p>
<p>5. Summer School- The goal of the summer school program is to provide students additional educational experiences needed to fill instructional learning gaps as identified through individual student data</p>	<p><i>District Wide</i></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>\$8,000 LCFF S/C Salaries and Benefits</p>
<p>6. Academic Recovery Aide – Work with Academic Recovery Teacher to provide direct instruction within the site’s Pyramid of Intervention for students’ not meeting standards. • Implement academic interventions for identified students. • Monitor student progress. • Develop and maintain effective relationships with students and adults. Work with students and motivate them to participate in learning activities.</p>	<p><i>District Wide</i></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>\$15,000 LCFF S/C Salaries and Benefits</p>
<p>7. Math textbook adoption support</p>	<p><i>District Wide</i></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>\$1,500 LCFF S/C Instructional Materials</p>
<p>8. Software for instructional and Assessment Systems- Accelerated math, IXL, Moby Max, SRA reading, Aimsweb,</p>	<p><i>District Wide</i></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>\$2,000 LCFF S/C Instructional Materials</p>

LCAP Section 2 - Current Year Goals

<p>9. 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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$1,000 S/C Field Trips</p>
<p>10. Field trips aligned to 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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Filed Trips</p>
<p>11. Purchase of support material</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$16,402 LCFF S/C Filed Trips</p>
<p>12. - Students will participate in the hand-on science-math integration 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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$20,000 LCFF S/C Instructional Materials and Supplies</p>
<p>13. Students will participate in the Horse and Reader curriculum integration 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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF S/C Instructional Materials and Supplies</p>

LCAP Section 2 - Current Year Goals

<p>GOAL:</p>	<p>#3 To increase the rate of EL 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>A. The staff needs to explicitly teach English language development.</p> <p>B. 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>C. 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.</p> <p>D. 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>E. 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>F. 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>G. As students proceed through language proficiency levels and are academically successful, students need to be identified and reclassified to Fluent English Proficient (RFEP)</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Stone Corral</p>	
<p>Applicable Pupil Subgroups:</p>		<p>English Language Learners & Redesignated fluent English proficient</p>	
<p>LCAP Year 1: 2016-17</p>			

LCAP Section 2 - Current Year Goals

Expected Annual Measurable Outcomes:

- A. 20 EL students will be targeted for Intervention before, during and after school to provide explicit and specific instruction
- B. Proficiency rates in English Language Development will increase by one year
- C. 50 students will participate in Language arts intervention during and after school
- D. All staff will participate in English Language Development Professional Development
- E. Instructional Materials will be purchased to support teaching and learning in English Language Development
- F. Library books will be purchased to support and enhance English Language Development
- G. Technology will be purchased and used to support and enhance English Language Development
- H. Student academic and attendance incentives will be purchased and given for students who excel in English Language Development
- I. Students will attend extra & Co-Curricular Activities to support and enhance literacy and English Language Development
- J. A new textbook adoption will be selected and implemented to support the teaching and learning of English Language Development
- K. Students will attend summer school to support and enhance English Language Development
- L. An EL Coach will provide coaching of teachers and staff in instruction in English Language Development
- M. Students will attend field trips to provide language experience and background experiences
- N. All teachers will be appropriately assigned by credential and EL Authorization
- O. As students proceed through language proficiency levels and are academically successful, students need to be identified and reclassified to Fluent English Proficient (RFEP)

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	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 LCFF S/C Instructional Materials and supplies
2. Provide professional development in 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ 1,000 LCFF S/C Instructional Materials and supplies
3. ELD Coach – working with staff as a resource with ELD strategies	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000 LCFF S/C Salaries and Benefits
4. Software for instructional and assessment and tracking Systems	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2000 LCFF S/C Instructional Materials

Goal # 3 To increase the rate of ELs students meeting adequate yearly progress		LCAP Year 2: 2017-18		
Expected Annual Measurable Outcomes:	A.	20 EL students will be targeted for Intervention before, during and after school to provide explicit and specific instruction		
	B.	Proficiency rates in English Language Development will increase by one year		
	C.	50 students will participate in Language arts intervention during and after school		
	D.	All staff will participate in English Language Development Professional Development		
	E.	Instructional Materials will be purchased to support teaching and learning in English Language Development		
	F.	Library books will be purchased to support and enhance English Language Development		
	G.	Technology will be purchased and used to support and enhance English Language Development		
	H.	Student academic and attendance incentives will be purchased and given for students who excel in English Language Development		
	I.	Students will attend extra & Co-Curricular Activities to support and enhance literacy and English Language Development		
	J.	A new textbook adoption will be selected and implemented to support the teaching and learning of English Language Development		
K.	Students will attend summer school to support and enhance English Language Development			
L.	An EL Coach will provide coaching of teachers and staff in instruction in English Language Development			
M.	Students will attend field trips to provide language experience and background experiences			
N.	All teachers will be appropriately assigned by credential and EL Authorization			
O.	As students proceed through language proficiency levels and are academically successful, students need to be identified and reclassified to Fluent English Proficient (RFEP)			
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	<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. Provide professional development in 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 working with staff as a resource with ELD strategies		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 Salaries and Benefits

LCAP Section 2 - Current Year Goals

<p>4. Provide professional development with a focus on ELD instruction</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>x Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$1,000 LCFF S/C Professional Development</p>
<p>5. Software student learning and assessment and tracking systems</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>x Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$2,000 S/C Instructional Materials and Supplies</p>

LCAP Section 2 - Current Year Goals

Goal # 3 To increase the rate of ELs students meeting adequate yearly progress		LCAP Year 3: 2018-19		
Expected Annual Measurable Outcomes:	A. 20 EL students will be targeted for Intervention before, during and after school to provide explicit and specific instruction B. Proficiency rates in English Language Development will increase by one year C. 50 students will participate in Language arts intervention during and after school D. All staff will participate in English Language Development Professional Development E. Instructional Materials will be purchased to support teaching and learning in English Language Development F. Library books will be purchased to support and enhance English Language Development G. Technology will be purchased and used to support and enhance English Language Development H. Student academic and attendance incentives will be purchased and given for students who excel in English Language Development I. Students will attend extra & Co-Curricular Activities to support and enhance literacy and English Language Development J. A new textbook adoption will be selected and implemented to support the teaching and learning of English Language Development K. Students will attend summer school to support and enhance English Language Development L. An EL Coach will provide coaching of teachers and staff in instruction in English Language Development M. Students will attend field trips to provide language experience and background experiences N. All teachers will be appropriately assigned by credential and EL Authorization O. As students proceed through language proficiency levels and are academically successful, students need to be identified and reclassified to Fluent English Proficient (RFEP)			
	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 <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000 LCFF S/C Instructional materials and supplies	
2. Provide Professional Development Implementation of ELD Standards	District Wide	__ALL ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,000 LCFF S/C Instructional materials and supplies	
3. ELD Coach Working with staff as a resource with ELD strategies	District Wide	__ALL ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,000 LCFF S/C Salaries and benefits	
4. Software student learning and Assessment and Tracking Systems	District Wide	__ALL ----- OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000 LCFF S/C Instructional materials and supplies	

LCAP Section 2 - Current Year Goals

<p>GOAL:</p>	<p>#4 Ensuring that all students have access to instructional materials (emphasis on technology)</p>		<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____</p>	
<p>Identified Need :</p>	<p>A. Technology must be brought into the classroom for instruction. This includes hardware, devices, and software. B. Staff must learn how to implement, support, and sustain technology in the class. C. Staff must learn how to effectively use technology in support of their teaching, assessment, and gathering data. D. The technology infrastructure must be more robust E. The school facility is maintained and in good repair</p>			
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Stone Corral</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 1: 2016-17</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>A. Computer Lab and classroom technology will be supported and extended to support the instructional program B. Professional Development for all staff in technology C. Software will be purchased for student and staff use D. The technology infrastructures will be improved E. A school facility committee will be established to make sure the he school facility is maintained and in good repair</p>			
<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. Technology Staff Development</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>		<p>\$1,000 LCFF S/C Professional Development</p>
<p>2. Provide computerized programs to support Common Core implementation</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>		<p>\$ 2,000 LCFF S/C Instructional Material-Technology</p>
<p>3. Purchase technology devices to reduce the students to computer ratio</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>		<p>\$10,000 LCFF S/C Instructional Material-Technology</p>

LCAP Section 2 - Current Year Goals

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: 2017-18

Expected Annual Measurable Outcomes:	A. Computer Lab and classroom technology will be supported and extended to support the instructional program B. Professional Development for all staff in technology C. Software will be purchased for student and staff use D. The technology infrastructures will be improved E. A school facility committee will be established to make sure the he school facility is maintained and in good repair		
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. Maintenance of infrastructure	<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 10%-Contracted Services; E-Rate 90%)

LCAP Section 2 - Current Year Goals

Goal # 4 Ensuring that all students have access to instructional materials (emphasis on technology) LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	A. Technology must be brought into the classroom for instruction. This includes hardware, devices, and software. B. Staff must learn how to implement, support, and sustain technology in the class. C. Staff must learn how to effectively use technology in support of their teaching, assessment, and gathering data. D. The technology infrastructure must be more robust E. A school facility committee will be established to make sure the he school facility is maintained and in good repair		
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. Maintenance of infrastructure	<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 10%- Contracted Services; E-Rate 90%)

LCAP Section 2 - Current Year Goals

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 :	A. Students need to attend school every day. Attendance rate is 95% B. Suspension rate was 0 this year, but alternatives to suspension need to be sought C. 20 students can be categorized as at risk of being chronic absent D. An attendance Plan describing, monitoring, and enforcing attendance is needed E. 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: 2016-17			
Expected Annual Measurable Outcomes:	A. The school's overall attendance percentage will be 96%. B. An attendance Plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on numbers of absences and tardies, alternatives to suspension and initiate a Stone Corral School Attendance Committee to monitor all student attendance C. There will be an intervention safety net of support for students who have attendance problems. D. Student Incentives will be purchased to support and acknowledge learning, attendance, and citizenship goals. E. A psychologist or counselor will be hired to provide counseling, support for instruction, and learning in the affective realm F. A TCOE Nurse will work five additional days to provide health and wellness support for students G. Maintain 0% Middle School drop out rate and 0% Expulsion Rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire a part time Psychologist/ Counselor to provide counseling support for instruction and learning in the affective realm	<i>District Wide</i>	_x_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 LCFF S/C Salaries and Benefits Contracted Services
2. Purchase attendance incentives	<i>District Wide</i>	_x_ ALL	\$ 1,000 LCFF S/C

LCAP Section 2 - Current Year Goals

		OR: <input type="checkbox"/> Low Income 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 to provide health and wellness support for students	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) _____	\$2000 LCFF S/C Salaries and Benefits contracted services
4. Noon Duty Supervisors- for supervision for safe learning climate	District Wide	<input checked="" type="checkbox"/> ALL	\$15,000 LCFF S/C Salaries and Benefits

Goal # 5 Improving pupil attendance and truancy rates		LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	A. The school's overall attendance percentage will be 96%. B. An attendance Plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on numbers of absences and tardies, alternatives to suspension and initiate a Stone Corral School Attendance Committee to monitor all student attendance C. There will be an intervention safety net of support for students who have attendance problems. D. Student Incentives will be purchased to support and acknowledge learning, attendance, and citizenship goals. E. A psychologist or counselor will be hired to provide counseling, support for instruction, and learning in the affective realm F. A TCOE Nurse will work five additional days to provide health and wellness support for students G. Maintain 0% Middle School drop out rate and 0% Expulsion Rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Hire a part time Psychologist/ Counselor to provide counseling support for instruction and learning in the affective realm	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 Salaries and Benefits Contracted Services
2. Purchase attendance incentives	District Wide	<input checked="" type="checkbox"/> ALL	\$1,000 LCFF S/C

LCAP Section 2 - Current Year Goals

		OR: <input type="checkbox"/> Low Income 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 Additional days for county nurse to provide health and wellness support for students	<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 Contracted Services
4. Noon Duty Supervisors- for supervision for safe learning climate	<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

Goal # 5 Improving pupil attendance and truancy rates

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A. The school's overall attendance percentage will be 96%. B. An attendance Plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on numbers of absences and tardies, alternatives to suspension and initiate a Stone Corral School Attendance Committee to monitor all student attendance C. There will be an intervention safety net of support for students who have attendance problems. D. Student Incentives will be purchased to support and acknowledge learning, attendance, and citizenship goals. E. A psychologist or counselor will be hired to provide counseling, support for instruction, and learning in the affective realm F. A TCOE Nurse will work five additional days to provide health and wellness support for students G. Maintain 0% Middle School drop out rate and 0% Expulsion Rate		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
1. Hire a part time Psychologist/ Counselor to provide counseling support for instruction and learning in the affective realm	<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 LCFFS/C Salaries and Benefits Contracted Services
2. Purchase attendance incentives	<i>District Wide</i>	<input checked="" type="checkbox"/> ALL	\$1,000 LCFF S/C

LCAP Section 2 - Current Year Goals

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials and Supplies
3. Additional days for county nurse additional days for county nurse to provide health and wellness support for students	<i>District Wide</i>	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000 LCFF S/C Salaried and Benefits Contracted Services
4. Noon Duty Supervisor- for supervision for safe learning climate	<i>District Wide</i>	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,000 LCFF S/C Salaries and Benefits

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 to help support student achievement	

LCAP Section 2 - Current Year Goals

Goal Applies to:	Schools: Stone Corral		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>A. The PIQE Program will be implemented. The goal is to have 20 families participate at each session.</p> <p>B. Latino Family Literacy Project will be implemented. The goal is to have 15 families participate at each session</p> <p>C. Volunteer Appreciation awards will be purchased to support volunteers and families that support education. The goal is to honor at least 20 volunteers based on the 20 parents with most signed in volunteer hours documented in Volunteer Log</p> <p>D. 9 Parent Education Nights to help educate and engage families to support learning. Topics will include: Helping students with reading, writing, language development math, and those with special needs</p> <p>E. 10 parents will be trained in governance- School Site Council, English Language Learners Council, exceptional needs parents</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Initiate PIQE Program- Vision: PIQE is dedicated to achieving economic and social equality for all through education.</p> <p>Mission: To provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.</p> <p>Core Values: 1. Empowerment for change 2. Knowledge is power 3. Taking responsibility 4. Respect for the family</p> <p>PIQE's Parent Engagement in Education Program educates, empowers, and transforms parents to actively engage in their children's education and strengthen parent-school collaboration in order to improve the academic success of students.</p>	<i>District Wide</i>	<p><u>X</u> ALL</p> <hr/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	\$2,000 LCFF S/C Contracted Services
<p>2. Initiate Latino Family Literacy Project- It is a family reading program (Family Stories / Cuentos Familiares) and can be used to read with the entire family. It uses books that are appropriate for reading levels grades 1-4 – depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.</p>	<i>District Wide</i>	<p>___ALL</p> <hr/> <p>OR: ___Low Income pupils <u>X</u> English Learners ___Foster Youth <u>X</u> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	\$ 2,000 LCFF S/C Professional Development

LCAP Section 2 - Current Year Goals

<p>3. Volunteer Recognition- Volunteers who have logged their hours in a volunteer log will be recognized at a volunteer tea.</p>	<p><i>District Wide</i></p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$ 500 LCFF S/C Materials and Supplies</p>
<p>4. Parent Education Nights</p>	<p><i>District Wide</i></p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$1,000 LCFF S/C Salaries and Benefits</p>

Goal # 6 To increase parent participation and engagement **LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>A. The PIQE Program will be implemented. The goal is to have 20 families participate at each session. B. Latino Family Literacy Project will be implemented. The goal is to have 15 families participate at each session C. Volunteer Appreciation awards will be purchased to support volunteers and families that support education. The goal is to honor at least 20 volunteers based on the 20 parents with most signed in volunteer hours documented in Volunteer Log D. 9 Parent Education Nights to help educate and engage families to support learning. Topics will include: Helping students with reading, writing, language development math, and those with special needs E. 10 parents will be trained in governance- School Site Council, English Language Learners Council, exceptional needs parents</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. Initiate PIQE Program</p>	<p><i>District Wide</i></p>	<p><u> </u>ALL -----</p>	<p>\$2,000 LCFF S/C</p>

LCAP Section 2 - Current Year Goals

<p>Vision: PIQE is dedicated to achieving economic and social equality for all through education.</p> <p>Mission: To provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.</p> <p>Core Values: 1. Empowerment for change 2. Knowledge is power 3. Taking responsibility 4. Respect for the family</p> <p>PIQE's Parent Engagement in Education Program educates, empowers, and transforms parents to actively engage in their children's education and strengthen parent-school collaboration in order to improve the academic success of students.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Contracted Services</p>
<p>2. Initiate Latino Family Literacy Project It is a family reading program (Family Stories / Cuentos Familiares) and can be used to read with the entire family. It uses books that are appropriate for reading levels grades 1-4 – depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.</p>		<p><u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$ 2,000 LCFF S/C Professional Development</p>
<p>3. Volunteer Recognition Volunteers who have logged their hours in a volunteer log will be recognized at a volunteer tea.</p>	<p><i>District Wide</i></p>	<p><u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$ 500 LCFF S/C Materials and Supplies</p>
<p>4. Parent Education Nights</p>	<p><i>District Wide</i></p>	<p><u>X ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000 LCFF S/C Salaries and Benefits</p>

Goal # 6 To increase parent participation and engagement **LCAP Year 3: 2018-19**

LCAP Section 2 - Current Year Goals

<p>Expected Annual Measurable Outcomes:</p>	<p>A. The PIQE Program will be implemented. The goal is to have 20 families participate at each session. B. Latino Family Literacy Project will be implemented. The goal is to have 15 families participate at each session C. Volunteer Appreciation awards will be purchased to support volunteers and families that support education. The goal is to honor at least 20 volunteers based on the 20 parents with most signed in volunteer hours documented in Volunteer Log D. 9 Parent Education Nights to help educate and engage families to support learning. Topics will include: Helping students with reading, writing, language development math, and those with special needs E. 10 parents will be trained in governance- School Site Council, English Language Learners Council, exceptional needs parents</p>		
<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. Initiate PIQE Program Vision: PIQE is dedicated to achieving economic and social equality for all through education.</p> <p>Mission: To provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.</p> <p>Core Values: 1. Empowerment for change 2. Knowledge is power 3. Taking responsibility 4. Respect for the family</p> <p>PIQE's Parent Engagement in Education Program educates, empowers, and transforms parents to actively engage in their children's education and strengthen parent-school collaboration in order to improve the academic success of students.</p>	<p><i>District Wide</i></p>	<p><u>X</u> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Contracted Services</p>
<p>2. Initiate Latino Family Literacy Project- It is a family reading program (Family Stories / Cuentos Familiares) and can be used to read with the entire family. It uses books that are appropriate for reading levels grades 1-4 – depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.</p>	<p><i>District Wide</i></p>	<p><u>__</u> ALL</p> <hr/> <p>OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$2,000 LCFF S/C Professional Development</p>
<p>3. Volunteer Recognition</p>	<p><i>District Wide</i></p>	<p><u>__</u> ALL</p>	<p>\$500 LCFF S/C</p>

LCAP Section 2 - Current Year Goals

		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Materials and Supplies
4. Parent Education Nights	<i>District Wide</i>	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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.

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 <u>X</u> 8 <u>X</u> COE only: 9 __ 10 __ Local : Specify _____
Goal Applies to:	Schools:	Stone Corral	Applicable Pupil Subgroups: <ul style="list-style-type: none"> ▪ <i>English Language Learners</i> ▪ <i>Low Income</i> ▪ <i>Foster Youth</i>
			<i>Although the District will focus on all students, this goal pertains to the following subgroups</i>

Expected Annual Measurable Outcomes:

- A. 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)
- B. 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)
- C. 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.
- D. Students will also take the Interim Smarter Balanced Tests:
- E. Students will take the Smarter Balanced Summative Test in May.
- F. 50 students will participate in Language arts intervention during and after school
- G. All staff will participate in English Language Arts Professional Development
- H. Instructional Materials will be purchased to support teaching and learning in English Language Arts
- I. Library books will be purchased to support and enhance literacy
- J. Technology will be purchased and used to support and enhance literacy
- K. Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts
- L. Students will attend extra and co-curricular activities to support and enhance literacy
- M. A new textbook adoption will be selected and implemented to support the teaching and learning of English Language Arts
- N. Students will attend summer school to support and enhance English language arts
- O. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction
- P. Accelerated Reader and other programs will be purchased and implemented to support the teaching and learning in English Language Arts
- Q. Students will attend field trips to provide language experience and background experiences
- R. Assessment/ Curriculum Coordinator will be hired.
- S. Students will participate in the Horse and Reader Literacy Program

Actual Annual Measurable Outcomes:

- o The state has released the scores for language arts. These are the results:

Standard Exceeded	0 %	6 %	0 %	0 %	0 %	0 %	N/A
Standard Met	5 %	0 %	0 %	8 %	8 %	0 %	N/A
Standard Nearly Met	5 %	6 %	8 %	17 %	17 %	33 %	N/A
Standard Not Met	91 %	89 %	92 %	75 %	75 %	67 %	N/A
- o Proficiency rates in English Language Arts are now a baseline to determine growth in the future.
- A. Students were not monitored using the Aimsweb Tests. Teachers used own tests and wanted to use assessments in new ELA/EL core series.
- B. The staff assessed the students with the Renaissance Learning STAR assessments. The reports gave universal screening, diagnostic, and monitor progress.
- C. Students did not take the Interim Smarter Balanced Tests because of technology infrastructure issues which made it hard to assign the assessment and take the test.
- D. Students took the Smarter Balanced Summative Test in May.
- E. 25 out of the goal of 50 students participated in the Language arts intervention during and after school
- F. All staff participated in English Language Arts Professional Development during the weekly Wednesday meetings and at TCOE.
- G. Instructional Materials were purchased to support teaching and learning in English Language Arts
- H. Library books were purchased to support and enhance literacy
- I. Technology was purchased and used to support and enhance literacy
- J. Student academic and attendance incentives were purchased and given for students who excel in English Language Arts
- K. Students attended extra and co-curricular activities to support and enhance literacy – the spelling bee
- L. A new ELA/ELD textbook adoption was selected and implemented to support the teaching and learning of English Language Arts
- M. Students attended summer school to support and enhance English language arts
- N. An Academic Recovery Teacher was hired to teach and monitor students who need intensive instruction but was assigned to a regular class. An aide who worked with the teachers was given the duty of supporting instruction.
- O. Accelerated Reader and other programs were purchased and implemented to support the teaching and learning in English Language Arts
- P. Students attended field trips to provide language experience and background experiences
- Q. Assessment/ Curriculum Coordinator was hired to assess, collect data and report it to the staff and parents.
- R. Students participated in the Horse and Reader Literacy Program

LCAP Year: 2015- 2016

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	The staff attended the Common Core Staff Development every Wednesday throughout the year	\$1,230- LCFF S/C Salaries and Benefits
Scope of service: <i>District Wide</i>		Scope of service: <i>District Wide</i>	
<u> </u> X ALL		<u> </u> X ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
Staff will attend trainings aligned to the CCSS	\$2,000 – LCFFS/C Professional Development	Staff attended trainings aligned to the CCSS (\$3,000 – LCFF)	\$1850 LCFF S/C Professional Development
Scope of service: <i>District Wide</i>		Scope of service: <i>District Wide</i>	
<u> </u> X ALL		<u> </u> X ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
Intervention provided by staff members during and after school day	\$2,000 LCFF S/C Salaries and Benefits	The intervention program was limited after school	0 LCFF S/C Salaries and Benefits
Scope of service: <i>District Wide</i>		Scope of service: <i>District Wide</i>	
<u> </u> X ALL		<u> </u> X ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	

Student incentives for academic performance throughout the year	\$1,000 LCFF S/C Materials and Supplies	Incentives were purchased for Student of the Month, academic achievement, and perfect attendance	\$725.38 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)_____	
Provide support materials to assist in teaching to the ELA CCSS	\$4,000 LCFF S/C Materials and Supplies	Support materials were purchase to teach ELA CCSS	\$4,102.50 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)_____	
Summer School	\$8,624LCFF S/C Salaries and Benefits	Summer School was provided to students	\$4,325.56 LCFF S/C Salaries and Benefits
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)_____	
Academic Recovery Teacher Hourly	\$15,000 LCFF S/C Salaries and Benefits	Teacher was assigned full time because of growth	\$15,000 LCFF S/C Salaries and Benefits
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 Additional Library Books	\$5,000 LCFF S/C Materials and Supplies	Library books were purchased	\$5,205.06 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)_____	
Software Assessment Systems	\$4,000 LCFF S/C Materials and Supplies	AIMS Web was purchased and set up for implementation	\$6,397.81 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)_____	
Participate in Various TCOE Student Activities that are Aligned to the CCSS	\$1,000 LCFF Field Trips	Students participated in robotics, spelling bee	\$787.13 LCFF S/C Field Trips
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)_____	
Field Trips Aligned to the CCSS	\$1,000 LCFF S/C Field Trips	Filed trip to zoo, pumpkin patch	\$0 LCFF Field Trips 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)_____		
Purchase of support instructional material		\$26,129 LCFF S/C Materials and Supplies	Support materials were purchased		\$29,048 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)_____		
Assessment/Curriculum Coordinator		\$14,400 LCFF S/C Salaries and Benefits	Assessment/Curriculum Coordinator was hired		\$14,400 LCFF S/C Salaries and Benefits
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)_____		
Students will participate in the Horse and Reader Literacy Program		\$10,303 LCFF S/C Contracted Services	Students participated in the Horse and Reader Program		\$10,303 LCFF S/C Contracted Services
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?

Actions:

Progress was made in the majority of the actions, but depth of actions needs to take place in 2016-2017.

- A. Proficiency rates in English Language Arts are now a baseline to determine growth in the future. 5% growth moving towards "Standard Met" is the goal.
- B. Students will be academically progressed monitored using the Aimsweb Tests or the assessments and benchmarks from the ELD/ELD core textbook.
- C. The staff will continue to assess the students with the Renaissance Learning STAR assessments. The reports will give universal screening, diagnostic, and monitor progress.
- D. Students will take the Interim Smarter Balanced Tests three times during the year.
- E. Students will take the Smarter Balanced Summative Test in May.
- F. 50 students will participate in the Language arts intervention during and after school
- G. All staff will participate in English Language Arts Professional Development during the weekly Wednesday meetings and at TCOE.
- H. Instructional Materials will be purchased to support teaching and learning in English Language Arts
- I. Library books will be purchased to support and enhance literacy
- J. Technology will be purchased and used to support and enhance literacy
- K. Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts
- L. Students will attend extra and co-curricular activities to support and enhance literacy like the spelling bee
- M. Staff will be trained on the new ELA/ELD textbook adoption and implemented to support the teaching and learning of English Language Arts
- N. Students will be targeted and invited to attend summer school to support and enhance English language arts
- O. An Academic Recovery Teacher will be hired 50% to teach and monitor students who need intensive instruction but was assigned to a regular class. An aide will be supporting instruction.
- P. Accelerated Reader and other programs will continue to be purchased and implemented to support the teaching and learning in English Language Arts
- Q. Student will go on field trips to provide language experience and background experiences
- R. The Assessment/ Curriculum Coordinator will continue to assess, collect data and report it to the staff and parents.
- S. Students will participate in the Horse and Reader Literacy Program

Original GOAL from prior year LCAP:

#2 Improve Student Achievement in Math

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:

Stone Corral

Applicable Pupil Subgroups:

Although the District will focus on all students, this goal pertains to the following subgroups

- *English Language Learners*
- *Low Income*
- *Foster Youth*

Expected Annual Measurable Outcomes:

- A. 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)
- B. Students will be monitored and grow-----Using these Aimsweb Tests:
 - a. Test of Early Numeracy (TEN)
 - b. Mathematics-Concepts & Applications (M-CAP)
 - c. Mathematics-Computation (M-COMP)
- C. 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.
- D. Students will also take the Interim Smarter Balanced Tests:
- E. Students will take the Smarter Balanced Summative Test in May.
- F. 50 students will participate in math intervention during and after school
- G. All staff will participate in math Professional Development
- H. Instructional materials will be purchased to support teaching and learning in math
- I. Library books will be purchased to support and enhance literacy
- J. Technology will be purchased and used to support and enhance literacy
- K. Student academic and attendance incentives will be purchased and given for students who excel in math
- L. Students will attend extra & Co-Curricular Activities to support and enhance literacy
- M. A new textbook adoption will be selected and implemented to support the teaching and learning of math
- N. Students will attend summer school to support and enhance math
- O. An Academic Recovery Teacher will be hired to teach and monitor students who need intensive instruction
- P. Accelerated Math and other programs will be purchased and implemented to support the teaching and learning in math
- Q. Students will attend field trips to provide language experience and background experiences
- R. Assessment/ Curriculum Coordinator will be hired.
- S. Students will participate in the Horse and Reader Literacy Program

Actual Annual Measurable Outcomes:

Students performance on the CAASPP test for grades 3-8, Spring 2015:

Standard Exceeded	0 %	0 %	0 %	0 %	0 %	0 %
Standard Met	0 %	0 %	0 %	0 %	0 %	0 %
Standard Nearly Met	5 %	35 %	8 %	25 %	25 %	8 %
Standard Not Met	95 %	65 %	92 %	75 %	75 %	92 %

- A. Proficiency rates in math are now a baseline to determine growth in the future.
- B. Students were not monitored using the Aimsweb Tests. Teachers used own tests and wanted to use assessments in new math core series.
- C. The staff assessed the students with the Renaissance Learning STAR assessments. .
- D. Students did not take the Interim Smarter Balanced Tests because of technology infrastructure issues which made it hard to assign the assessment and take the test.
- E. Students took the Smarter Balanced Summative Test in May.
- F. 25 out of the goal of 50 students participated in the Language arts intervention during and after school
- G. All staff participated in the math Professional Development during the weekly Wednesday meetings and at TCOE.
- H. Instructional Materials were purchased to support teaching and learning in math
- I. Library books were purchased to support and enhance literacy
- J. Technology was purchased and used to support and enhance literacy
- K. Student academic and attendance incentives were purchased and given for students who excel in math
- L. Students did not attend extra and co-curricular activities to support and enhance literacy
- M. A new math textbook adoption was selected and implemented to support the teaching and learning of math
- N. Students attended summer school to support and enhance math learning
- O. An Academic Recovery Teacher was hired to teach and monitor students who need intensive instruction but was assigned to a regular class. An aide who worked with the teachers was given the duty of supporting instruction.
- P. Accelerated Math and other programs were purchased and implemented to support the teaching and learning in math
- Q. Students attended field trips to provide language experience and background experiences
- R. Assessment/ Curriculum Coordinator was hired to assess, collect data and report it to the staff and parents.
- S. Students participated in the Horse and Reader Literacy Program

LCAP Year: 2015- 2016

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>	
<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)_____	
Staff will attend trainings aligned to the CCSS	\$2000 – 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>	
<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)_____	
Intervention provided by staff members during and after school day	\$2,000 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>	
<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)_____	
Student incentives for academic achievement throughout the year	\$1,000 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>	

<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)_____		
Provide support materials to assist in teaching to the math CCSS		\$5,000 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>	
<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)_____		
Summer School		\$5,000 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>	
<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)_____		
½ Time Academic Recovery Teacher		\$15,000 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>	
<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)_____		
6-8 Math Textbook Adoption		\$5,000 LCFF S/C Materials and Supplies	Books were purchased		\$4,200 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)_____	
Software Assessment System	\$2,000 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>	
<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)_____	
Participate in Various TCOE Student Activities that are Aligned to the CCSS	\$1,000 LCFF S/C Field Trips	Students participated in the Tulare County Office of Education Spelling Bee	\$787 LCFF S/C Field Trips
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)_____	
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
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 of support instructional material	\$16,402 LCFF S/C Materials and Supplies	Supplemental support materials were purchased to support common core standards.	\$15,876 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) _____	
Students will participate in the hand-on science-math integration program	\$13,000 LCFF S/C Instructional Materials & Supplies	Students participated in the hands-on science-math integration program as planned. Some activities were carried out through contracted services.	\$21,000 LCFF S/C Instructional Materials & Supplies & Contracted services
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) _____	
Students will participate in the Horse and Reader Curriculum Integration Program	\$10,000 LCFF S/C Instructional Materials & Supplies	Students participated in the Horse and Reader Curriculum Integration Program	\$10,303 LCFF S/C Instructional Materials & 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) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Actions:

- A. Proficiency rates in math are now a baseline to determine growth in the future. 5% growth moving towards “Standard Met” is the goal.
- B. Students were not monitored using the Aimsweb Tests. Teachers used own tests and wanted to use assessments in new math core series.
- C. The staff assessed the students with the Renaissance Learning STAR assessments.
- D. Students did not take the Interim Smarter Balanced Tests because of technology infrastructure issues which made it hard to assign the assessment and take the test.
- E. Students took the Smarter Balanced Summative Test in May.
- F. 25 out of the goal of 50 students participated in the Language arts intervention during and after school
- G. All staff participated in the math Professional Development during the weekly Wednesday meetings and at TCOE.
- H. Instructional Materials were purchased to support teaching and learning in math
- I. Library books were purchased to support and enhance literacy
- J. Technology was purchased and used to support and enhance literacy
- K. Student academic and attendance incentives were purchased and given for students who excel in math
- L. Students did not attend extra and co-curricular activities to support and enhance literacy
- M. A new math textbook adoption was selected and implemented to support the teaching and learning of math
- N. Students attended summer school to support and enhance math learning
- O. An Academic Recovery Teacher was hired to teach and monitor students who need intensive instruction but was assigned to a regular class. An aide who worked with the teachers was given the duty of supporting instruction.
- P. Accelerated Math and other programs were purchased and implemented to support the teaching and learning in math
Students attended field trips to provide language experience and background experiences
- R. Assessment/ Curriculum Coordinator was hired to assess, collect data and report it to the staff and parents.
- S. Students participated in the Horse and Reader Literacy Program

<p>Original GOAL from prior year LCAP:</p>	<p>#3 Increase the Rate of EL Students Meeting Adequate Yearly Progress</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u>X</u> 8 <u>X</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Stone Corral Applicable Pupil Subgroups: <i>English Language Learners</i></p>

Expected Annual Measurable Outcomes:

- A. Intervention before, during and after school to provide explicit and specific instruction to EL students
- B. Proficiency rates in English Language Development will increase by one year
- C. 50 students will participate in Language arts intervention during and after school
- D. All staff will participate in English Language Development Professional Development
- E. Instructional Materials will be purchased to support teaching and learning in English Language Development
- F. Library books will be purchased to support and enhance English Language Development
- G. Technology will be purchased and used to support and enhance English Language Development
- H. Student academic and attendance incentives will be purchased and given for students who excel in English Language Development
- I. Students will attend extra & Co-Curricular activities to support and enhance literacy and English Language Development
- J. A new textbook adoption will be selected and implemented to support the teaching and learning of English Language Development
- K. Students will attend summer school to support and enhance English Language Development
- L. An EL Coach will provide coaching of teachers and staff in instruction in English Language Development
- M. Students will attend field trips to provide language experience and background experiences

Actual Annual Measurable Outcomes:

Students have made growth on the CELDT test:

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11
Advanced	(0.0%)	(0.0%)	(7.0%)	(7.0%)	(0.0%)	(8.0%)	(11.0%)	(10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Early Advanced	(0.0%)	(17.0%)	(13.0%)	(7.0%)	(54.0%)	(42.0%)	(22.0%)	(30.0%)	(57.0%)	(0.0%)	(0.0%)	(0.0%)
Intermediate	(0.0%)	(25.0%)	(67.0%)	(53.0%)	(23.0%)	(8.0%)	(44.0%)	(29.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Early Intermediate	(0.0%)	(58.0%)	(7.0%)	(20.0%)	(23.0%)	(33.0%)	(22.0%)	(10.0%)	(14.0%)	(0.0%)	(0.0%)	(0.0%)
Beginning	(0.0%)	(0.0%)	(7.0%)	(13.0%)	(0.0%)	(8.0%)	(0.0%)	(10.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Number Tested	(0.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(100.0%)	(0.0%)	(0.0%)	(0.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	416.0	472.5	465.1	534.8	538.3	546.0	534.1	590.6	0.0	0.0	0.0	0.0
Speaking	0.0	418.3	449.3	456.0	511.5	546.5	527.2	572.5	557.4	0.0	0.0	0.0	0.0
Reading	0.0	424.3	458.7	469.3	510.5	498.8	529.8	506.3	591.7	0.0	0.0	0.0	0.0
Writing	0.0	386.2	482.7	461.8	522.2	487.3	541.3	533.0	568.3	0.0	0.0	0.0	0.0

- A. Intervention was assigned to 5 students before, during and after school to provide explicit and specific instruction to EL students
- B. Proficiency rates in English Language Development will increase by one year for most students
- C. 30 students participated in the language arts intervention during and after school
- D. All staff participated in ELA/English Language Development Professional Development
- E. Instructional Materials were purchased to support teaching and learning in English Language Development
- F. Library books were purchased to support and enhance English Language Development
- G. Technology was purchased and used to support and enhance English Language Development
- H. Student academic and attendance incentives were purchased and given for students who excelled in English Language Development
- I. Students attended extra & co-curricular activities to support and enhance literacy and English Language Development
- J. A new textbook adoption was selected to support the teaching and learning of English Language Development
- K. Students attended summer school to support and enhance English Language Development
- L. An EL Coach provided coaching of teachers and staff in instruction in English Language Development
- M. Students attended field trips to provide language experience and background experiences

LCAP Year: 2015- 2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<i>Provide support materials to assist in teaching to the ELD Standards</i>		\$2,000- LCFF S/C Materials and Supplies	Staff met every Wednesday for professional development. There were no further costs	\$ 0 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) _____	
Implementation of ELD standards		\$1,000 – LCFF S/C Materials and Supplies	Materials were purchased for ELD instruction in ELA Adoption	\$ 0 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 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) _____	
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 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) _____	

Provide Professional Development with a focus on ELD	\$1,000 LCFF S/C Professional Development	Professional Development was offered at weekly Wednesday meetings to give strategies for staff to teach ELD	\$ 0 LCFF S/C Professional Development
Scope of service: District Wide		Scope of service: Single School District	
<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)_____	
Software Assessment and Tracking Systems	\$2,000 LCFF S/C Materials and Supplies	AIMS Web was purchased last year; in the interim, STAR Reading and Math were used for benchmark assessments	\$ 0 LCFF S/C Materials and Supplies
Scope of service: District Wide		Scope of service: District Wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Actions: A. Intervention will be targeted and assigned to 50 students before, during and after school to provide explicit and specific instruction to EL students B. Proficiency rates in English Language Development will increase by one year for students C.50 students will participate in the language arts intervention during and after school D. All staff will participate in ELA/English Language Development Professional Development E. Instructional Materials will be purchased to support teaching and learning in English Language Development F. Library books will be purchased to support and enhance English Language Development G. Technology will be purchased and used to support and enhance English Language Development H. Student academic and attendance incentives will be purchased and given for students who excelled in English Language Development I. Students will attend extra & co-curricular activities to support and enhance literacy and English Language Development J. A new textbook adoption will support the teaching and learning of English Language Development K. Students will attend summer school to support and enhance English Language Development L. An EL Coach will provide coaching of teachers and staff in instruction in English Language Development M. Students will attend field trips to provide language experience and background experiences		

Original GOAL from prior year LCAP:	#4 Ensuring that all students have access to instructional material (emphasis on technology)	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools:	Stone Corral	<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
	Applicable Pupil Subgroups:		

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ 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 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ The Computer Lab and classroom technology was supported and extended to support the instructional program ▪ Professional Development for all staff in technology was offered, but in a limited ▪ Software was purchased for student and staff use ▪ The technology infrastructure was improved with an Increase internet bandwidth from 3 MG to 10 MG
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LCAP Year: 2015- 2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<i>Technology Staff Development</i>		\$1,000- LCFF S/C Professional Development	The staff had technology professional development at weekly staff meetings and through Citelighter	\$ 0 LCFF S/C Professional Development
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)_____	
Provide computerized programs to support Common Core implementation		\$2,000 – LCFF S/C Materials and Supplies	Provided computerized programs such as AR, Moby Max, IXL, and iPass to support Common Core implementation.	\$ 1, 840 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	\$10,000 LCFF S/C Materials and Supplies	Computers were purchased for the classroom and lab	\$17,612 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	\$40,000 (LCFF S/C Contracted services10%, E-Rate 90%)	Bandwidth was increased to 9 MGS. The most that could be brought in at this time.	\$36,481 LCFF S/C Contracted Services
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?	<p>Actions and services supporting Goal 4 were effective in ensuring that all students had access to instructional materials with an emphasis on technology. Major actions and services that will be continued include:</p> <ul style="list-style-type: none"> ▪ The Computer Lab and classroom technology will be supported and extended to support the instructional program with new devices purchased ▪ Professional Development for all staff in technology will be required ▪ Software will be purchased for student and staff use ▪ The technology infrastructure will be improved with an Increase internet bandwidth from 10 MG to 100 MG 		

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:	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"> ▪ 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 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ The school's overall attendance percentage was 95%. ▪ Student Incentives were purchased to support and acknowledge learning and citizenship goals. ▪ A psychologist was hired through TCOE and was extended an extra ½ day and a counselor was hired to provide counseling, support for instruction, and learning in the affective realm ▪ A TCOE Nurse worked five additional days to provide health and wellness support for students
LCAP Year: 2015- 2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<i>Hire a part time Psychologist/ Counselor</i>		\$5,000- LCFF S/C Salaries and Benefits	Counselor was hired, but could not fulfil contract this year	
Scope of service:	<i>District Wide</i>		Scope of service:	<i>District Wide</i>
<u> </u> X ALL			<u> </u> X ALL	
OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____			OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

Purchase various attendance incentives	\$1,000 – LCFF S/C Materials and Supplies	Perfect attendance incentives were purchased- Certificates, erasers, medals	\$752 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)_____	
Additional days for county nurse	\$2000 LCFF S/C Salaries and Benefits	Nurse was contracted for 5 additional days	\$3,824 LCFF S/C Contracted Services
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)_____	
Noon Duty Supervisor	\$6000 LCFF S/C Salaries and Benefits	Noon duty personnel were hired	\$6,235 LCFF S/C Salaries and benefits
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?	<p>Actions and services supporting Goal 5 were effective in meeting our attendance/truancy goals. The school's overall attendance percentage will be increased to 96%. Major actions and services that will be continued include:</p> <ul style="list-style-type: none"> ▪ Student Incentives will be purchased to support and acknowledge learning, attendance, and citizenship goals. ▪ A psychologist will be hired through TCOE and have their hours extended an extra ½ day. A 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 		

Original GOAL from prior year LCAP:	#6 Increase Parent participation and engagement		Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 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"> ▪ The PIQE 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 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> ▪ The PIQE Program was not yet implemented ▪ Latino Family Literacy Project- Staff was trained and materials ordered ▪ Volunteer Appreciation awards were purchased to support volunteers and families that support education ▪ Parent Education Nights were scheduled each month to help engage families to support learning
LCAP Year: 2015- 2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<i>Initiate PIQE Program</i>		\$2,000- LCFF S/C Contracted Services	PIQE program was contacted and will be brought in for 2016-2017 school year	
Scope of service:	<i>District Wide</i>		Scope of service:	<i>District Wide</i>
__ALL			__ALL	
OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __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	\$400 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 checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Appreciation Day for volunteers	\$200 LCFF S/C Materials and Supplies	A Volunteer Tea is scheduled to honor volunteers. This year, awards were home made	\$ 0 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 checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Parent Education Night	\$1000 LCFF S/C Salaries and Benefits	Parent Education Nights were held monthly, but were done by staff members	\$ 0 LCFF S/C Salaries and Benefits
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?	<p>The actions and services in Goal 6 were effective in promoting parent involvement at Stone Corral School. Actions and services that will be continued/expanded include:</p> <ul style="list-style-type: none"> ▪ The PIQE Program will be fully implemented ▪ The Latino Family Literacy Project will be scheduled throughout the year ▪ Volunteer Appreciation awards will be purchased to support volunteers and families that support education ▪ Parent Education Nights will be scheduled each month to help engage families to support learning 		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u> \$348,765.00 </u>
<p>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%.</p> <p>With this in mind, the district will implement the goals and programs such as: expanded professional development, curriculum coaches, technology upgrades, supplemental materials and supplies designed to closed the achievement gap. Additional supplemental strategies include: technology enhanced instruction, family involvement and engagement, extra learning time after school and summer, additional library books, support personnel, supplemental materials, enrichment, and STEM.</p> <p>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.</p>	

- 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.

33.64	%
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The requirement in this section calls for showing how unduplicated pupils receive increased/improved services over others in the district; This is shown by all of the direct services to unduplicated pupils; many actions and services are provided specifically for the English learner students. The proportionality percentage for increased or improved services is reflected in providing additional monitoring, support, and intervention for our low income and English Learner students. Other actions and support include technology enhanced instruction, family involvement and engagement, extra learning time after school and summer, additional library books, support personnel, supplemental materials, enrichment, and STEM. Through a combination of staffing and programs, Stone Corral provides training, support, and guidance for the staff in order to meet the needs of all its students. Professional development focuses on supporting teachers as they implement the Common Core Standards, and there will be additional emphasis on how to successfully engage and support students who might need extra support in relation to the standards.

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.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

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- (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]