

LEA: Saucelito School District Cynthia Lamb, Superintendent, clamb@saucelito.k12.ca.us, (559) 784- 2164
LCAP Year: 2016 Adopted: June 14, 2016

Introduction:

Our vision is to prepare our students to assume responsibility to plan, design, and build the future by providing a learning environment which is 21st Century oriented and is centered on students which incorporates the direction of teachers, and support of family and community. Saucelito is a single K-8 school district that serves 89 students. Our school culture is positive and welcoming for students, staff, and parents. Saucelito is a safe school where learning processes are not interrupted by outside influences or discipline issues. Saucelito has a fair discipline policy, which is clearly understood and supported by staff, students, and parents; we have had no student suspensions or expulsions in the past 5 years, which is a clear indication of our school climate. Student engagement is a crucial component for student success. Saucelito's desire is to involve students as active participants in their education by providing them with project based learning opportunities, test chats with students, and cross-curricular activities. We welcome parents in classrooms as volunteers and regularly hold school activities that need parent participation. Saucelito School is dedicated to student success by proving student, staff, parent, and community involvement and collaboration.

Saucelito Executive Summary

The purpose of the new state school funding system (called LCFF) and its supplemental and concentration grant funding (LCFF S/C) is to close the achievement gap between high performing groups (usually White and Asian not economically disadvantaged) and all other students. Based on the first year of the state’s new testing system, Saucelito School results are very similar to statewide results. Both schoolwide and for each subgroup, Saucelito students outperformed their peers statewide. Comparing the highest performing group to other subgroups, there is an achievement gap with all groups except white students. The gap in mathematics is less than 10%. The gap in English Language Arts is about 25%. This means that, in order to close the achievement gap in English Language Arts, Saucelito needs to increase the percent of its subgroups meeting or exceeding standards by 25% more students. In addition, the state expects achievement by all students to increase each year. Closing the achievement gap means that each subgroup must increase performance by a greater amount than the statewide average.

English Language Arts percent of students meeting or exceeding standards

	state	Saucelito	gap between Saucelito and the same subgroup statewide		gap between Saucelito and the highest performing state subgroup (White @ 61%)	
			Saucelito		Saucelito	
all students	44%	46%	2%	higher	-15%	lower
white subgroup	61%	77%	16%	higher	16%	higher
Hispanic subgroup	32%	35%	3%	higher	-26%	lower
Low Income subgroup	31%	41%	10%	higher	-20%	lower
English learner subgroup	11%	38%	27%	higher	-23%	lower

Mathematics percent of students meeting or exceeding standards

	state	Saucelito	Saucelito		Saucelito	
all students	33%	48%	15%	higher	-1%	lower
white	49%	61%	12%	higher	12%	higher
Hispanic	20%	40%	20%	higher	-9%	lower
Low Income	21%	41%	20%	higher	-8%	lower
EL	11%	45%	34%	higher	-4%	lower

Closing the gap:

Closing the achievement gap is not easy. California had high standards before and it has even higher standards now. Today's students face worldwide competition for college entrance and future jobs. It is our job to teach them the skills, knowledge and habits to equip them to meet that challenge. Saucelito is already outperforming the state and will meet the challenge of closing the achievement gap for our students. We will do that by meeting or exceeding the standards to be set by the State Board of Education in each of the eight state priorities.

State Priorities

Each of the eight state priorities plays an important role in student achievement. Conditions of Learning (Priorities 1,2 and 7) includes highly qualified and well-trained teachers, a broad and rigorous curriculum that is aligned to state standards and the state accountability system, facilities that create a positive environment for learning, instructional materials for core instruction and for differentiating instruction to account for multiple learning needs and styles, and a broad course of study that challenges students in all academic areas. Student Outcomes (priorities 4 and 8) involves providing multiple opportunities for student learning including extended learning time, opportunities to practice and enhance learning beyond the classroom, and accelerated learning opportunities. Engagement (priorities 3, 5, and 6) includes critical parent involvement and student engagement activities to connect parents and students to the learning community of the school, teachers and staff as well as the learning climate at the school. All of these work together to assure that every student has the opportunity to learn and is actively engaged in the process. The Saucelito Local Control Accountability Plan (LCAP), then, is a comprehensive approach to address the eight state priorities. This year, the district examined these priorities, setting targets for key elements of each and evaluating where the district stands in each as it moves forward. The evaluation examined local and state data, where available, and used local surveys, focus groups, and interviews validated by administrative monitoring. The findings of this evaluation formed the basis of the district's Annual Update in this Local Control Accountability Plan. Further, it helped the district set targets for annual outcomes in the district's three LCAP goals.

Saucelito Goals

Goal 1: Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups.

Goal 2: Engagement: Involve all students and their parents in curricular, co-curricular and extracurricular activities to assure maximum engagement in the schooling process. Assure that all parents, including parents of unduplicated count subgroups, have access to and participate in school and district decision-making processes.

Goal 3: State Standards: Full implementation of the Common Core State Standards schoolwide by the beginning of the 2017-18 academic year

Next year Saucelito expects to receive \$140,694 in Supplemental and Concentration grant funding. By state law, these funds are to be used to increase services for low income students, English learners and foster youth, subgroups with persistent achievement gaps statewide. Saucelito School District is investing these funds in a schoolwide effort to increase services to meet state priorities as follows:

State priority	amount	percentage
conditions of learning 1,2,7	\$ 93,011	64.9%
engagement 3,5,6	\$ 24,160	16.8%
pupil outcomes 4,8	\$ 26,235	18.3%
	\$ 143,406	

Saucelito is addressing the achievement gap by implementing proven strategies to increase achievement of low income students and English learners. The first strategy is to have supplemental materials for differentiating instruction based on students' critical learning needs and to fill in gaps in knowledge and skills. The second strategy is to increase the use of experiential learning in which students can demonstrate and practice the skills and knowledge they get from the core curriculum. Forty-five percent (45%) of supplemental and concentration grant funds are budgeted for these instructional materials. Another strategy is extending learning time so that students have additional time to learn and practice skills and knowledge with well-trained staff who help them fill in the gaps. Nineteen percent (19%) of the funds are used to extend learning time. The fourth strategy is for targeted students to have the latest tools for learning in technology. Not only is technology necessary to access much of today's curriculum in school, it is embedded in our everyday lives and in our workplaces. Students of all ages must have ever-increasing technology skills and knowledge. Low income students may not have access to this technology at home. Saucelito is investing 36% of available funds in technology to level the playing field for all of our students.

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>Saucelito Elementary School has outlined a plan to actively involve all stakeholders in the development of the Saucelito Local Control Accountability Plan (LCAP). In addition to updating the staff as to the progress of goals at monthly staff meeting, and School Site Council Meetings, the involvement process also included:</p> <ol style="list-style-type: none"> 1. Staff Surveys (Classified, Certificated) –(April 5, 2016) 2. Staff input on Annual Update –(May 2, 2016) 3. Board Meetings /Annual Update input- (Held first Tuesday of each monthly Aug. 2015-June 2016) 4. Parent/Community Involvement Meetings- (Aug. 24 2015, Oct. 5. 2015, Dec. 7, 2015, March 7, 2016, and May 2, 2016 Parent Club mtgs.) 5. Parent/Community review of Annual Update- (May 2, 2016) 6. Monthly newsletter with monthly LCAP status report- sent out on the first of every month. 7. Community Spring Dinner and Open House: LCAP Status Report made available for community members and 	<ol style="list-style-type: none"> 1. Staff input revealed that there was an overall consensus that our school site/district is lacking in the technology needed to implement the tech skills/ 21st Century Learning components of Common Core. --2016 LCAP will include technology inservice for teachers. 2. It was determined by all stakeholders that the purchase of additional computers in order to increase the computer to student ratio to 1:1 would be beneficial to all student sub-groups. --2016 LCAP will include the purchase of more student computers. 3. The staff and parents indicated the desire to continue the on-line learning programs: Accelerated Math, Accelerated Reading, and Moby Max in order to improve student achievement and enrichment. It was suggested by SSC/ELAC committees that Lexia be purchased to

parents,

8. Public hearing for community input held on May 31, 2016
9. Careful review of District Data: Local Benchmarks, CELDT scores, Common Core Report Cards, Science CST scores, and the most recent CST data- (Mtgs. Held on the first Monday of every month August 2015 & May Staff meeting 2016)
10. The District held meetings and distributed parent, student, and staff surveys on the following dates:
 Aug. 20, 2015 April 5, 2016

Note: The District has no bargaining unit

The following materials, resources and data collections were used to help educate and determine the focus priorities.

Resource/Material	Purpose
TCOE PowerPoints	Educate
WestEd Channel	Educate
CST Data for All Groups – 3 Years	Data
Attendance Rate – 3 Years of Data	Data
CELDT Results	Data
Reclassification Rates	Data
Local Benchmarks	Data
Results from LCAP Survey	Resource

enhance and promote learning for EL’s, at-risk students, and advanced students.

- 2016 LCAP will include the purchase of Lexia.
- 4. The review of data demonstrated that the use of instructional aides providing one-on-one instruction and small group extended learning was an effective expenditure and should be continued.
 --2016 LCAP will include the addition of a full-time aide.
- 5. The continued use of instructional aides to provide EL students with additional support was desired by parents.
- 6. Continued use of Parent Newsletters and parenting tips was indicated by all parent subgroups during parent meetings.
- 7. All stakeholders also indicated that continued Common Core in-service training for all teachers be continued as a means of promoting teacher improvement.
- 8. The board will provide financial incentives (5% raise) as a means of retaining qualified teachers and maintaining continuity at our school site.
- 9. Through meetings with all stakeholders it was decided that Common Core textbooks and supplemental common core materials continue to be purchased for all grade levels.
- 10. Through staff meetings it was determined that Next Generation Science materials, Social Studies curriculum, and Health curriculum be purchased and necessary health services and training be provided.
 --2016 LCAP will include expenditures for

	<p>Science, Social Studies, and Health Education.</p> <p>11. Parents and staff concluded that providing our students with the materials and supplies needed to complete assignments and project based learning should continue.</p> <p>12. Parents indicated that educational field trips are a desired method of increasing parent and student involvement as well as improving student engagement and academic success for all sub-groups. -2016 LCAP will include expenditures for experiential learning based field trips.</p> <p>13. It was determined that all teaching staff will complete additional in-service training in Project Based Learning.</p>
<p>Annual Update:</p> <p>The Annual Update and the development of the new LCAP are inter-related processes that are very difficult to separate. In each of the venues for involvement listed above, both annual update (status reports and evaluation activities) and its implications for the future LCAPs were discussed with consultation provided by community, parents, teachers, students and Board. The processes are linked together and should not be treated as distinct and apart.</p>	<p>Annual Update:</p> <p>Changes that resulted to the LCAP starting in 2016-17 are noted above. They include:</p> <ol style="list-style-type: none"> 1. Deepening and expanding professional development and other key actions and services which have demonstrated success such <ul style="list-style-type: none"> • Extended learning time • Instructional materials • Technology, and • Experiential learning 2. Expanding efforts to state standards other than CCSS, such as Science, History/Social studies and Health

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond. Close the achievement gap between top performing subgroups and other subgroups.	Related State and/or Local Priorities: 1__xx 2__ 3__ 4__xx 5__ 6__ 7__ 8__xx COE only: 9__ 10__ Local : Specify _____
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Identified Need :	State Priority One: Basic Services				
		baseline	2015-16 target	projected June status	target 2016-17
	metric [R]=state; [L]=local				
	Credentialed Teacher Rate	100%	100%	100%	100%
	Credentialed Teacher teaching outside of subject area rate	0%	0%	0%	0%
	Highly Qualified Teacher rate	100%	100%	100%	100%
	teacher misassignment rate	0%	0%	0%	0%
	teacher of English learners misassignment rate	0%	0%	0%	0%
	Most recently adopted textbooks rate	100%	100%	100%	100%
	Overall facility rating	good	good	good	good
	student lacking own copy of textbook rate	0%	0%	0%	0%
	State Priority Four: Student Achievement				
		baseline	2015-16 target	projected June status	target 2016-17
	metric [R]=state; [L]=local				
	Language Arts achievement gap schoolwide	n/a	set baseline	15%	minus 3%
	Language Arts achievement gap White	n/a	set baseline	0%	maintain higher than state
	Language Arts achievement gap Hispanic	n/a	set baseline	26%	minus 3%
	Language Arts achievement gap Low Income	n/a	set baseline	20%	minus 3%
	Language Arts achievement gap English learners	n/a	set baseline	23%	minus 3%
	Mathematics achievement gap schoolwide	n/a	set baseline	1%	close

Mathematics achievement gap White	n/a	set baseline	0%	maintain higher than state
Mathematics achievement gap Hispanic	n/a	set baseline	9%	minus 3%
Mathematics achievement gap Low Income	n/a	set baseline	8%	minus 3%
Mathematics achievement gap English learners	n/a	set baseline	4%	minus 3%
CAASPP ELA meeting/exceeding standards schoolwide	n/a	set baseline	46%	plus 5%
CAASPP Math meeting/exceeding standards schoolwide	n/a	set baseline	48%	plus 5%
CAASPP ELA meeting/exceeding standards Hispanic	n/a	set baseline	35%	plus 8%
CAASPP ELA meeting/exceeding standards Disadvantaged	n/a	set baseline	41%	plus 8%
CAASPP ELA meeting/exceeding standards English Learner	n/a	set baseline	38%	plus 8%
CAASPP ELA meeting/exceeding standards White	n/a	set baseline	77%	plus 5%
CAASPP Math meeting/exceeding standards Hispanic	n/a	set baseline	40%	plus 8%
CAASPP Math meeting/exceeding standards Disadvantaged	n/a	set baseline	41%	plus 8%
CAASPP Math meeting/exceeding standards English Learner	n/a	set baseline	45%	plus 8%
CAASPP Math meeting/exceeding standards White	n/a	set baseline	61%	plus 5%
percent of English learners making progress toward English proficiency (AMAO 1)	33%	43%	38%	43%
English Learner reclassification rate	n/a	15%	0	30%
percent of English learner in cohort attaining English proficiency (AMAO 2 less than 5 years)	10%	20%	15%	20%
percent of English learner in cohort attaining English proficiency (AMAO 2 greater than or equal to 5 years)	41.70%	40%	42%	40%
State Priority Eight: Other Student Outcomes				
	baseline	2015-16 target	projected June status	target 2016-17
metric [R]=state; [L]=local				
Number/percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS	100%	100%	100%	100%

Goal Applies to:	Schools: Saucelito School (a single-school district)
	Applicable Pupil Subgroups: All

Goal 1 LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>A. Student data schoolwide and for each subgroup will demonstrate student academic growth of 5% as measured by the following means: Student CCSS report cards, quarterly benchmark tests, CELDT, quarterly benchmarks, Dibels, and state assessments.</p> <p>B. Saucelito subgroups with an achievement gap statewide will close the gap in a five-year period of 2016-17,2017-18; 2018-19; 2019-20 and 2020-21 at a rate of 5% per year.</p> <p>C. Annual Reclassification Rate Increase of Students in the District > 3 years= 25% and the Saucelito meets state and federal expectations on Annual Measurable Achievement Objectives (AMAOs)</p> <p>D. Schoolwide and for each subgroup, meet annual expectations of student achievement and student engagement (attendance rates, chronic absenteeism rates, suspension and expulsion rates) targets set by the State Board of Education</p> <p>E. As a result of effective hiring and retention practices and high quality professional development provided, all teachers will continue to be appropriately assigned, properly credentialed for the grade level and subject they teach, and highly qualified.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1.1 Provide additional math and reading programs for students: Dibels, Renaissance Learning (Accelerated Math and Reading Program) and Moby on-line Math and Reading.	schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	instructional materials Budget \$5,000 Source Lottery Prop 20
#1.2 Continue to deepen professional knowledge of teachers through professional development	schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	TCOE consultants for training at Budget \$850 per day Source Title I
# 1.3 Provide adequate materials for classroom achievement (paper, pencils, etc.) and additional materials for project based learning.	schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	instructional materials and supplies Budget \$39,800 Source LCFF S/C

		__ Other Subgroups:(Specify) _____	
# 1.4 Instructional staff: Maintain highly qualified teachers trained in common core. 5 teachers	schoolwide	<u>xx</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	teachers salaries and benefits Budget \$334,750 Source LCFF base
# 1.5 Two Fulltime teacher's aides will work with all students who are performing below expectations, including English Learners in all classrooms to improve academic achievement in ELA/ELD and Mathematics.	schoolwide	<u>xx</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	salary and benefits of instructional aide Budget \$26,235 LCFF S/C and \$1,000 federal funding Title I

Goal 1 LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- A. Student data schoolwide and for each subgroup will demonstrate student academic growth of 5% as measured by the following means: Student CCSS report cards, quarterly benchmark tests, CELDT, quarterly benchmarks, Dibels, and state assessments.
- B. Saucelito subgroups with an achievement gap statewide will close the gap in a five-year period of 2016-17, 2017-18; 2018-19; 2019-20 and 2020-21 at a rate of 5% per year.
- C. Annual Reclassification Rate Increase of Students in the District > 3 years= 25% and the Saucelito meets state and federal expectations on Annual Measurable Achievement Objectives (AMAOs)
- D. Schoolwide and for each subgroup, meet annual expectations of student achievement and student engagement (attendance rates, chronic absenteeism rates, suspension and expulsion rates) targets set by the State Board of Education
- E. As a result of effective hiring and retention practices and high quality professional development provided, all teachers will continue to be appropriately assigned, properly credentialed for the grade level and subject they teach, and highly qualified.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1.1 Continue to provide additional math and reading programs for students: Dibels, Renaissance Learning (Accelerated Math and Reading Program) and Moby on-line Math and Reading.	schoolwide	<u>xx</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	instructional materials Budget \$5,000 Source Lottery Prop 20
# 1.2 Continue to deepen professional knowledge of teachers through professional development	schoolwide	<u>xx</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	TCOE consultants for training at Budget \$850 per day Source Title I
# 1.3 Instructional materials: Continue to provide adequate materials for classroom achievement (paper, pencils, materials) for project based learning.	schoolwide	<u>xx</u> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	instructional materials and supplies Budget \$39,800 Source LCFF S/C

<p># 1.4 Instructional staff: Continue to maintain highly qualified teachers trained in common core. 5 teachers</p>	<p>schoolwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>teachers salaries and benefits Budget \$325,000 Source LCFF base</p>
<p># 1.5 Teacher Aides will continue to work with English Learners in all classrooms to improve the acquisition of English Language.</p>	<p>schoolwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>salary and benefits of instructional aide Budget \$26235 LCFF S/C and \$1,000 federal funding Title I</p>

Goal 1 LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. Student data schoolwide and for each subgroup will demonstrate student academic growth of 5% as measured by the following means: Student CCSS report cards, quarterly benchmark tests, CELDT, quarterly benchmarks, Dibels, and state assessments.
- B. Saucelito subgroups with an achievement gap statewide will close the gap in a five-year period of 2016-17, 2017-18; 2018-19; 2019-20 and 2020-21 at a rate of 5% per year.
- C. Annual Reclassification Rate Increase of Students in the District > 3 years= 25% and Saucelito continues to meet state and federal expectations on Annual Measurable Achievement Objectives (AMAOs)
- D. Schoolwide and for each subgroup, meet annual expectations of student achievement and student engagement (attendance rates, chronic absenteeism rates, suspension and expulsion rates) targets set by the State Board of Education
- E. As a result of effective hiring and retention practices and high quality professional development provided, all teachers will continue to be appropriately assigned, properly credentialed for the grade level and subject they teach, and highly qualified.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 1.1 Continue to provide additional math and reading programs for students: Dibels, Renaissance Learning (Accelerated Math and Reading Program) and Moby on-line Math and Reading.	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	instructional materials Budget \$4,500 Source Lottery Prop 20
# 1.2 Continue to deepen professional knowledge of teachers through professional development	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TCOE consultants for training at Budget \$850 per day Source Title I
# 1.3 Instructional materials: Continue to provide adequate materials for classroom achievement (paper, pencils, materials) for project based learning.	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	instructional materials and supplies Budget \$39,800 Source LCFF S/C

<p># 1.4 Instructional staff: Continue to maintain highly qualified teachers trained in common core. 5 teachers</p>	<p>schoolwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>teachers salaries and benefits Budget \$360,000 Source LCFF base</p>
<p># 1.5 Teacher Aides will continue to work with English Learners in all classrooms to improve the acquisition of English Language.</p>	<p>schoolwide</p>	<p><u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>salary and benefits of instructional aide Budget \$19,300 LCFF S/C and \$1,000 federal funding Title I</p>

GOAL:	Goal 2: Engagement: Involve all students and their parents in curricular, co-curricular and extracurricular activities to assure maximum engagement in the schooling process. Assure that all parents, including parents of unduplicated count subgroups, have access to and participate in school and district decision-making processes.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	State Priority Three: Parent Involvement				
		baseline	2015-16 target	projected June status	target 2016-17
	metric [R]=state; [L]=local				
	participation rate in parent training/involvement opportunities schoolwide and subgroups	95%	95%	95%	95%
	seek and promote parent participation schoolwide and subgroups	highly effective	highly effective	highly effective	highly effective
	State Priority Five: Student Engagement				
		baseline	2015-16 target	projected June status	target 2016-17
	metric [R]=state; [L]=local				
	participation in co-curricular and extracurricular activities schoolwide and subgroups	40%	50%	50%	60%
	middle school dropout rate schoolwide and subgroups	0	0	0	0
	attendance rate schoolwide and subgroups	0.8	0.973	0.826	0.9
	chronic absenteeism rate schoolwide and subgroups				
	SARB referrals		0	0	
	State Priority Six: School Climate				
		baseline	2015-16 target	projected June status	target 2016-17
	metric red=state; black=local				
	expulsion rate schoolwide and subgroups	0	0	0	0
	suspension rate schoolwide and subgroups	0	0	0	0

	truancy rate schoolwide and subgroups	0	0	0	0
Goal Applies to:	Schools: Saucelito School (a single-school district)				
	Applicable Pupil Subgroups: All				
Goal 2 LCAP Year 1: 2016-17					
Expected Annual Measurable Outcomes:	<p>A. Participation in Parent Conferences and Events will average 87%, as measured by sign-in sheets, parent surveys, and teacher observation.</p> <p>B. Parent training opportunities and opportunities to be involved in the district decision-making progress will increase by two events</p> <p>C. Daily attendance rate schoolwide and for all subgroups will average 97.3%</p> <p>D. SARB Referrals Less than 10% of Enrollment as a result of lowering chronic absenteeism rate, truancy rate, suspension rate and expulsion rate schoolwide and for all subgroups.</p>				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
	# 2.1 Provide continued parent services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education	schoolwide	<u>xx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		materials for parents Budget \$460 Source LCFF S/C
	# 2.2 Continue to provide students with project based learning opportunities. -Student supplies for project based learning and classroom assignments	schoolwide	<u>xx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		supplies Budget \$19,500 LCFF S/C
	# 2.3 District will continue to provide students with interactive learning opportunities: -Professional Development for CCSS and Project based Learning	schoolwide	<u>xx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		TCOE consultant fees Budget \$850 per day Source Title I
	# 2.4 To improve student engagement in classroom activities, district will continue to provide interactive materials (Lexia) and online activities	schoolwide	<u>xx</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient		instructional materials and online licenses Budget \$4,200

Other Subgroups:(Specify)_____

Source LCFF
S/C

Goal 2 LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>A. Participation in Parent Conferences and Events will average 90%, as measured by sign-in sheets, parent surveys, and teacher observation.</p> <p>B. Parent training opportunities and opportunities to be involved in the district decision-making progress will increase by two events</p> <p>C. Daily attendance rate schoolwide and for all subgroups will average 97.6%</p> <p>D. SARB Referrals Less than 10% of Enrollment as a result of lowering chronic absenteeism rate, truancy rate, suspension rate and expulsion rate schoolwide and for all subgroups.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 2. 1: District will continue to provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	materials for parents Budget \$460 Source LCFF S/C
# 2.2: Continuation of project based learning opportunities. -Student supplies for project based learning and classroom assignments	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies Budget \$19,500 LCFF S/C
# 2.3: Students will continue to be provided with interactive learning opportunities: -Professional Development for CCSS and Project based Learning	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TCOE consultant fees Budget \$850 per day Source Title I
# 2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued.	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	instructional materials and online licenses Budget \$ \$4,200 Source LCFF S/C

Goal 2 LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>A. Participation in Parent Conferences and Events will average 93%, as measured by sign-in sheets, parent surveys, and teacher observation.</p> <p>B. Parent training opportunities and opportunities to be involved in the district decision-making progress will increase by two events</p> <p>C. Daily attendance rate schoolwide and for all subgroups will average 97.8%</p> <p>D. SARB Referrals Less than 10% of Enrollment as a result of lowering chronic absenteeism rate, truancy rate, suspension rate and expulsion rate schoolwide and for all subgroups.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 2.1: District will continue to provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education	schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income 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 for parents Budget \$200 Source LCFF S/C
# 2.2: Continuation of project based learning opportunities. -Student supplies for project based learning and classroom assignments	schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income 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 for parents Budget \$200 Source LCFF S/C
# 2.3: Students will continue to be provided with interactive learning opportunities: -Professional Development for CCSS and Project based Learning	schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	TCOE consultant fees Budget \$850 per day Source Title I
# 2.4: To improve student engagement in classroom activities, interactive materials and online activities will be continued.	schoolwide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	instructional materials and online licenses Budget \$ \$1,000 Source LCFF S/C

GOAL:	Goal 3: State Standards: Full implementation of the Common Core State Standards schoolwide by the beginning of the 2017-18 academic year	Related State and/or Local Priorities: 1__ 2__ <u>xx</u> 3__ 4__ 5__ 6__ 7__ <u>xx</u> 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	State Priority Two: Implementation of State Content and Performance Standards				
		baseline	2015-16 target	projected June status	target 2016-17
	metric [R]=state; [L]=local				
CCSS English Language Arts/ English Language Development and Math					
	percent of grade levels/courses who have prioritized literacy strategies for use in all classrooms of that grade level/course	50%	75%	75%	85%
	percent of grade levels/courses where units have been developed that align to the CCSS in ELA/ELD	50%	60%	60%	75%
	percent of grade levels/courses for which new instructional materials that are aligned to the CCSS in ELA/ELD have been purchased	35%	50%	50%	75%
	percent of teachers incorporating expository writing on a daily basis	35%	50%	50%	75%
	percent of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS in ELA	30%	50%	50%	75%
	percent of teachers trained in CCSS ELA/ELD	100%	100%	100%	100%
	percent of teachers fully implementing CCSS ELA	30%	50%	50%	75%
	percent of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA/ELD	30%	50%	50%	75%
	percent of teachers using performance tasks with students	50%	75%	75%	85%
	percent of teachers fully implementing "designated" and "integrated" ELD in daily lessons	30%	50%	50%	75%
	percent of grade levels/courses where units have been developed that align to the CCSS in Literacy in the Content Areas	30%	50%	50%	75%

	percent of teachers trained in CCSS Math	100%	100%	100%	100%
	percent of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS in Math	75%	100%	100%	100%
	percent of grade levels/courses where units have been developed that align to the CCSS in Math	75%	100%	100%	100%
	percent of grade levels/courses for which new instructional materials that are aligned to the CCSS inMath have been purchased	75%	100%	100%	100%
	state standards access				
	intervention/remedial course enrollment rate schoolwide and subgroups	20%	25%	23%	50%
	availability of supplemental materials to differentiate instruction	50%	75%	75%	90%
	availability to students of necessary technology to achieve CCSS expectations	50%	75%	75%	90%
	availability to teachers of necessary technology to teach CCSS	30%	50%	50%	75%
	availability of extended learning time for students schoolwide and subgroups	30%	50%	50%	75%
	number and percentage of grade levels/courses where CCSS-identified digital skills are being taught to students	30%	50%	50%	75%
	State Priority Seven: Broad Course of Study including Access				
		baseline	2015-16 target	projected June status	target 2016-17
	metric [R]=state; [L]=local				
	broad course of study availability and implementation	100%	100%	100%	100%
	enrollment in broad course of study schoolwide and subgroups	100%	100%	100%	100%
Goal Applies to:	Schools: Saucelito School (a single-school district)				
	Applicable Pupil Subgroups: All				

Goal 3 LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- A. Implementation in ELA and Math at 85% as measured by review of lessons plans and student work samples
- B. Follow-up training in ELA , Math and ELD standards successfully completed by all teachers as measured by professional development logs, sign-in sheets and evaluation of training sessions by teachers
- C. SBE adopted ELA and ELD texts and materials fully implemented in all classes.
- D. Expanded science and history/social science supplemental materials fully implemented in all classes
- E. Monthly review of effective strategies for implementation accelerates implementation by all teachers as measured by teacher and principal observation, formative assessments, and professional development logs
- F. Project based learning units increase in use by teachers (2 units per teacher) as a result of training provided as measured by review of lesson plans and completion of student projects
- G. Improvements in facility and technology infrastructure will result in continued high quality facility that meets or exceeds state requirements and in a student learning environment that is conducive to success in school-related work.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#3. 1: Provide teachers with technology professional development	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TCOE consultant fees provided at Budget \$850 per day Source Title I
#3.2: Purchase of supplemental science and social studies materials and consumable CCSS adopted Math and ELA	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	textbooks and instructional materials Budget \$10,000 Source LCFF S/C
# 3.3: Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies will continue.	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	no additional costs;
3. 4: Further improve technology infrastructure as	schoolwide	<u>xx</u> ALL -----	computers

needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

Budget \$43211
Source LCFF
S/C

GOAL 3 LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- A. Implementation in ELA and Math at 100% as measured by review of lessons plans and student work samples. Implementation of Next Generation Science standards at preliminary stage
- B. Deepen training in ELA , Math and ELD standards as needed and begin training in Science and VAPA standards as measured by professional development logs, sign-in sheets and evaluation of training sessions by teachers
- C. SBE adopted math, ELA and ELD texts and materials fully operational by all teachers. New science adoption evaluated
- D. Expanded science and history/social science supplemental materials fully implemented in all classes; materials for differentiated instruction in all content areas evaluated and purchased.
- E. Monthly review of effective strategies for implementation accelerates implementation by all teachers as measured by teacher and principal observation, formative assessments, and professional development logs
- F. Project based learning units increase in use by teachers (2 units per teacher) as a result of training provided as measured by review of lesson plans and completion of student projects
- G. Improvements in facility and technology infrastructure will result in continued high quality facility that meets or exceeds state requirements and in a student learning environment that is conducive to success in school-related work.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 3.1: Continue to provide teachers with a deeper level of technology professional development provided by the Tulare County Office of Education.	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TCOE consultant fees provided at Budget \$850 per day Source Title I
# 3.2: Continued purchase of Common Core State Adopted Curriculum in Math and ELA for grades K-8	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	textbooks and instructional materials Budget \$ 10,000 Source LCFF base
# 3.3: Continuation of Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies.	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners	no additional costs;

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
# 3.4: Continued Improvement of technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS	schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	computers Budget \$59,371 Source LCFF S/C

GOAL 3 LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- A. Implementation in ELA and Math at 100% as measured by review of lessons plans and student work samples. Implementation of science and VAPA and History Social Studies at 50%.
- B. Deepen training in ELA , Math and ELD standards as needed and continue training in Science and VAPA standards as measured by professional development logs, sign-in sheets and evaluation of training sessions by teachers
- C. SBE adopted math, ELA and ELD texts and materials fully operational by all teachers. New science adoption purchased and implemented. History/Social science adoption evaluated
- D. Expanded science and history/social science supplemental materials fully implemented in all classes; materials for differentiated instruction in all content areas evaluated and purchased.
- E. Monthly review of effective strategies for implementation accelerates implementation by all teachers as measured by teacher and principal observation, formative assessments, and professional development logs
- F. Project based learning units increase in use by teachers (2 units per teacher) as a result of training provided as measured by review of lesson plans and completion of student projects
- G. Improvements in facility and technology infrastructure will result in continued high quality facility that meets or exceeds state requirements and in a student learning environment that is conducive to success in school-related work.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
# 3.1: Continue to provide teachers with a deeper level of CCSS training and project based learning professional development provided by the Tulare County Office of Education.	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	TCOE consultant fees provided at Budget \$850 per day Source Title I
# 3.2: Continued purchase of Common Core State Adopted Curriculum in Math and ELA for grades K-8	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	textbooks and instructional materials Budget \$ 10,000 Source LCFF base
# 3.3: Continuation of Monthly staff professional learning time to examine student achievement, identify areas of need, and develop improvement strategies.	schoolwide	<u>xx</u> ALL ----- OR: __Low Income pupils __English Learners	no additional costs;

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
# 3.4: Continued Improvement of technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS	schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	computers Budget \$75,815 Source LCFF S/C

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:	Goal 1: Student Achievement: Improve student achievement schoolwide and for all subgroups in all components of the broad course of study to achieve state and local targets for proficiency and preparation for success in high school and beyond.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____																				
Goal Applies to:	Schools: Saucelito School (a single-school district) Applicable Pupil Subgroups: All and subgroups low income; EL; Hispanic; White																					
Expected Annual Measurable Outcomes:	1. Student data schoolwide and for each subgroup will demonstrate student academic growth of 5% as measured by the following means: Student CCSS report cards, quarterly benchmark tests, CELDT, quarterly benchmarks, Dibels, and state assessments. 2. Annual Reclassification Rate Increase of Students in the District > 3 years= 25% and the Saucelito continues to meet state and federal expectations on Annual Measurable Achievement Objectives (AMAOs)	1. Target achieved. Not only did internal data confirm growth, but state testing confirmed growth as well. 2. Target not achieved. Did not meet state AMAO targets.																				
	Actual Annual Measurable Outcomes:	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>baseline</th> <th>2015-16 target</th> <th>projected June status</th> </tr> </thead> <tbody> <tr> <td>percent of English learners making progress toward English proficiency (AMAO 1)</td> <td>33%</td> <td>43%</td> <td>38%</td> </tr> <tr> <td>English Learner reclassification rate</td> <td>n/a</td> <td>15%</td> <td>0</td> </tr> <tr> <td>percent of English learner in cohort attaining English proficiency (AMAO 2 less than 5 years)</td> <td>10%</td> <td>20%</td> <td>15%</td> </tr> <tr> <td>percent of English learner in cohort attaining English proficiency (AMAO 2 greater than or equal to 5 years)</td> <td>41.70%</td> <td>40%</td> <td>42%</td> </tr> </tbody> </table>		baseline	2015-16 target	projected June status	percent of English learners making progress toward English proficiency (AMAO 1)	33%	43%	38%	English Learner reclassification rate	n/a	15%	0	percent of English learner in cohort attaining English proficiency (AMAO 2 less than 5 years)	10%	20%	15%	percent of English learner in cohort attaining English proficiency (AMAO 2 greater than or equal to 5 years)	41.70%	40%	42%
	baseline	2015-16 target	projected June status																			
percent of English learners making progress toward English proficiency (AMAO 1)	33%	43%	38%																			
English Learner reclassification rate	n/a	15%	0																			
percent of English learner in cohort attaining English proficiency (AMAO 2 less than 5 years)	10%	20%	15%																			
percent of English learner in cohort attaining English proficiency (AMAO 2 greater than or equal to 5 years)	41.70%	40%	42%																			

	<p>3. Schoolwide and for each subgroup, meet annual expectations of student achievement and student engagement (attendance rates, chronic absenteeism rates, suspension and expulsion rates) targets set by the State Board of Education</p> <p>4. As a result of effective hiring and retention practices and high quality professional development provided, all teachers will continue to be appropriately assigned, properly credentialed for the grade level and subject they teach, and highly qualified.</p>		<p>3. In progress. Local targets achieved but state targets not yet set.</p> <p>4. Target achieved. 100% of teachers credentialed, highly qualified and appropriately assigned.</p>
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GOAL 1 LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1: Provide additional math and reading programs for students: Dibels, Renaissance Learning (Accelerated Math and Reading Program) and Moby on-line Math and Reading.	Instructional materials and supplies Budget \$4,500 Source: Lottery Prop 20	Completed within budget Renaissance Learning and Moby Max programs used daily by all students. Impact and reflection: Evidence demonstrates student advancement in ELA and math as a result	Estimated actual \$5,000 Source Lottery Prop 20
Scope of service:	schoolwide	Scope of service:	schoolwide
___xxx_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		___xxx_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

#2: Provide training for teachers, including CCSS in ELA and Math, as well as Project Based Learning.		consultants for training Budget: \$1,500 Source: Title I	In progress within budget TCOE Co-Op services. ELD and ELA will take place in spring.	consultants for training Budget: \$1,500 Source: Title I
Scope of service:	schoolwide		Scope of service:	schoolwide
__xx__ALL			__xx__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#3: Instructional materials: Provide adequate materials for classroom achievement (paper, pencils, materials for project based learning.		instructional materials and supplies Budget: \$27,000 for Source: LCFF S/C	Completed within budget Examples of materials purchased: teacher reference books for additional ELA -student practice; Library Books, Dictionaries and Thesaurus; Bookcases for books; classroom supplies; reading; Science and ELA plays Impact and reflection: Evidence demonstrates having materials available for acceleration and differentiated instruction increases student achievement	instructional materials and supplies estimated actual: \$17,000 Source: LCFF S/C
Scope of service:	schoolwide		Scope of service:	schoolwide
__xx__ALL			__xx__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>#4: Instructional staff: Maintain highly qualified teachers trained in common core. 4 teachers and Laura Merritt</p>	<p>teacher salaries and benefits Budget: \$360,000 Source: LCFF base</p>	<p>Completed within budget Impact and reflection: Highly qualified teachers instructing the students in common core as well as incorporating technology into everyday learning has positive impact on student learning</p>	<p>teacher salaries and benefits estimated actual: \$360,000 Source: LCFF base</p>		
<p>Scope of service:</p>	<p>schoolwide</p>		<p>Scope of service:</p>	<p>schoolwide</p>	
<p><u>xx</u> ALL</p>		<p><u>xx</u> ALL</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>OR: <input type="checkbox"/> Low Income 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: Fulltime teacher's aide will work with all students who are performing below expectations, including English Learners in all classrooms to improve academic achievement in ELA/ELD and Mathematics.</p>	<p>salary and benefits of instructional aide Budget: \$19,300 from LCFF base and \$1,000 from Title I</p>	<p>Completed within budget Aide is currently working with below grade level students, as well as, EL students. Impact and reflection: extended learning time has proven to be a very effective strategy to help students fill in academic gaps; students at Saucelito are increasing achievement as a direct result and this should be expanded</p>	<p>salary and benefits of instructional aide estimated actual: \$19,300 from LCFF base and \$1,000 from Title I</p>		
<p>Scope of service:</p>	<p>schoolwide</p>		<p>Scope of service:</p>	<p>schoolwide</p>	
<p><u>xx</u> ALL</p>		<p><u>xx</u> ALL</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>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			
<p>What changes in actions, services, and expenditures will be made as a</p>	<p>Will continue with Renaissance Learning Programs as well as Moby Max- as indicated by student scores and teacher input at staff meetings.</p>				

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

Will provide staff with Math and writing training next year as requested by teachers at Feb. staff meeting.
Move Lexia to Goal 2.04 next year for better fit with goal.
Add additional extended learning time for struggling students.
Evidence suggests that the strategies selected are having a positive impact on student achievement and should be expanded as noted.

Original GOAL from prior year LCAP:	Goal 2: Engagement: Involve all students and their parents in curricular, co-curricular and extracurricular activities to assure maximum engagement in the schooling process.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Saucelito School (a single-school district)	Applicable Pupil Subgroups: All; and Hispanic, White, low income and EL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Participation in Parent Conferences and Events will average 80%, as measured by sign-in sheets, parent surveys, and teacher observation. • Parent training opportunities and opportunities to be involved in the district decision-making progress will increase by two events • Daily attendance rate schoolwide and for all subgroups will average 97% • SARB Referrals Less than 10% of Enrollment as a result of lowering chronic absenteeism rate, truancy rate, suspension rate and expulsion rate schoolwide and for all subgroups. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Target achieved. Participation exceeds 80% with parents highly satisfied with events. 2. Target achieved. Two events added with excellent parent response. Parents especially involved in LCAP and School Plan decision-making. 3. Target not achieved. Attendance rate is below 90%. 4. Target achieved. SARB referrals reduced due to more aggressive pre-SARB actions.
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GOAL 2 LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
# 1: Provide parents with services such as homework and technology workshops as a means of additional parent/student support. Materials and supplies for parent education	materials for parents Budget: \$200 Source: LCFF S/C	Completed over budget Purchased monthly publication on education topics for parents.	materials for parents estimated actual: \$240 Source: LCFF S/C

Scope of service:	districtwide		Scope of service:	schoolwide	
_xx_ALL			_xx_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
# 2: Provide students with project based learning opportunities. –continue providing Student supplies for project based learning and classroom assignments		supplies Budget: \$19,865 Source: LCFF S/C	Completed within budget Examples of purchases:basic supplies(paper, project boards, markers, etc); Project Based Learning Teacher resource books; Science lab kits (5-8); Science lab equipment; incubator for PBL Impact and reflection: Students are very excited about having more hands-on learning activities and opportunities to practice higher order thinking skills. Evidence suggests this is helping students become more engaged in the learning process		supplies estimated actual: \$16,865 Source: LCFF S/C
Scope of service:	districtwide		Scope of service:	schoolwide	
xx_ALL			_xx_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
# 3: District will continue to provide students with interactive learning opportunities: -Professional Development for CCSS and Project based Learning		consultant fees Budget \$1,500 Source: Title I	In progress within budget TCOE Co-Op services. training will take place in spring.		consultants for training Budget: \$1,500 Source:Title I
Scope of service:	districtwide		Scope of service:	schoolwide	
_xx_ALL			_xx_ALL		

OR: <input type="checkbox"/> Low Income 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)_____	
# 4: To improve student engagement in classroom activities, district will continue to provide interactive materials and online activities	instructional materials and online licenses Budget: \$1,000 Source: LCFF S/C	Completed within budget Examples: Moby Max for math practice Impact and reflection: increases in availability of materials for differentiated instruction are having a direct impact on the teachers' ability to make adaptations and accommodations for individual student needs	instructional materials and online licenses estimated actual: \$1,000 Source: LCFF S/C
Scope of service:	districtwide	Scope of service:	schoolwide
<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?	Continue with this publication add Reading Connection for parents as indicated by parents- Change amt. to \$460.00 Used funds for, ag science projects and inquiry based learning opportunities. Basic lab supplies were purchased will only need supplies for ongoing ag projects and PBL units. It was suggested by Marti Ellis that amount be reduced to \$10,000 since a large amount of PBL reusable materials were purchased this year. **REDUCE AMOUNT IF NEEDED. Con't with Moby Max and Lexia *Increase amount to \$4200 to cover additional cost of Lexia program		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3: State Standards: Full implementation of the Common Core State Standards schoolwide by the beginning of the 2017-18 academic year.</p>	<p>Related State and/or Local Priorities: 1__x 2__x 3__ 4__ 5__ 6__ 7x 8__ COE only: 9__ 10__ Local : Specify _____</p>																			
<p>Goal Applies to: Schools: Saucelito School (a single-school district) Applicable Pupil Subgroups: All; and Hispanic, White, low income and EL</p>																					
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Implementation in ELA and Math at 50% as measured by review of lessons plans and student work samples • Initial training in ELA , Math and ELD standards successfully completed by all teachers as measured by professional development logs, sign-in sheets and evaluation of training sessions by teachers • SBE adopted math texts and materials reviewed, evaluated, purchased and adopted by local Board • Monthly review of effective strategies for implementation accelerates implementation by all teachers as measured by teacher and principal observation, formative assessments, and professional development logs • Project based learning units increase in use by teachers (2 units per teacher) as a result of training provided as measured by review of lesson plans and completion of student projects • Improvements in facility and technology infrastructure will result in continued high 	<p>Actual Annual Measurable Outcomes:</p>	<p>All targets exceeded</p> <table border="1"> <tr> <td>percent of grade levels/courses who have prioritized literacy strategies for use in all classrooms of that grade level/course</td> <td>75%</td> </tr> <tr> <td>percent of grade levels/courses where units have been developed that align to the CCSS in ELA/ELD</td> <td>60%</td> </tr> <tr> <td>percent of grade levels/courses for which new instructional materials that are aligned to the CCSS in ELA/ELD have been purchased</td> <td>50%</td> </tr> <tr> <td>percent of teachers incorporating expository writing on a daily basis</td> <td>50%</td> </tr> <tr> <td>percent of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS in ELA</td> <td>50%</td> </tr> <tr> <td>percent of teachers trained in CCSS ELA/ELD</td> <td>100%</td> </tr> <tr> <td>percent of teachers fully implementing CCSS ELA</td> <td>50%</td> </tr> <tr> <td>percent of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA/ELD</td> <td>50%</td> </tr> <tr> <td>percent of teachers using performance tasks</td> <td>75%</td> </tr> </table>	percent of grade levels/courses who have prioritized literacy strategies for use in all classrooms of that grade level/course	75%	percent of grade levels/courses where units have been developed that align to the CCSS in ELA/ELD	60%	percent of grade levels/courses for which new instructional materials that are aligned to the CCSS in ELA/ELD have been purchased	50%	percent of teachers incorporating expository writing on a daily basis	50%	percent of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS in ELA	50%	percent of teachers trained in CCSS ELA/ELD	100%	percent of teachers fully implementing CCSS ELA	50%	percent of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA/ELD	50%	percent of teachers using performance tasks	75%
percent of grade levels/courses who have prioritized literacy strategies for use in all classrooms of that grade level/course	75%																				
percent of grade levels/courses where units have been developed that align to the CCSS in ELA/ELD	60%																				
percent of grade levels/courses for which new instructional materials that are aligned to the CCSS in ELA/ELD have been purchased	50%																				
percent of teachers incorporating expository writing on a daily basis	50%																				
percent of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS in ELA	50%																				
percent of teachers trained in CCSS ELA/ELD	100%																				
percent of teachers fully implementing CCSS ELA	50%																				
percent of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA/ELD	50%																				
percent of teachers using performance tasks	75%																				

	<p>quality facility that meets or exceeds state requirements and in a student learning environment that is conducive to success in school-related work.</p>		percent of teachers fully implementing "designated" and "integrated" ELD in daily lessons	50%
			percent of grade levels/courses where units have been developed that align to the CCSS in Literacy in the Content Areas	50%
			percent of teachers trained in CCSS Math	100%
			percent of grade levels/courses where teachers and administrators have reviewed current instructional materials to consider alignment to the CCSS in Math	100%
			percent of grade levels/courses where units have been developed that align to the CCSS in Math	100%
			percent of grade levels/courses for which new instructional materials that are aligned to the CCSS in Math have been purchased	100%
			intervention/remedial course enrollment rate schoolwide and subgroups	25%
			availability of supplemental materials to differentiate instruction	75%
			availability to students of necessary technology to achieve CCSS expectations	75%
			availability to teachers of necessary technology to teach CCSS	50%
			availability of extended learning time for students schoolwide and subgroups	50%
			number and percentage of grade levels/courses where CCSS-identified digital skills are being taught to students	50%

GOAL 3 LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services
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		Budgeted Expenditures		Estimated Actual Annual Expenditures
# 1: Provide teachers with additional CCSS training and project based learning professional development provided by the Tulare County Office of Education.		consultant fees Budget \$1,500 Source:Title I	In progress within budget TCOE Co-Op services. Training completed in spring 2016 Impact and reflection: teachers report that this training is having a direct and positive impact in the classroom	consultant fees estimated actual \$1,500 Source:Title I
Scope of service:	schoolwide		Scope of service:	schoolwide
<u>xx</u> ALL			<u>xx</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
# 2: Further Adoption of Common Core State Adopted Curriculum in Math and ELA for grades K-8		textbooks and instructional materials Budget: \$12,500 Source: LCFF base	Completed within budget Math and ELA CCSS adopted textbooks. Impact and reflection: making CCSS aligned materials available for all students is a critical part of CCSS implementation	textbooks and instructional materials estimated actual: \$11,500 Source: LCFF base
Scope of service:	schoolwide		Scope of service:	schoolwide
<u>xx</u> ALL			<u>xx</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
# 3: Monthly staff professional learning time to examine student achievement, identify areas of need,		No additional cost	Completed Impact and reflection: Monthly professional learning	No additional cost

and develop improvement strategies will continue.			community time is valuable opportunity for teachers to collaborate and to share best practices to improve student achievement. As teachers deepen their understanding of CCSS, the standards become institutionalized	
Scope of service:	schoolwide		Scope of service:	schoolwide
__xx__ALL			__xx__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
# 4: Further improve technology infrastructure as needed and reduce computer to student ratio in order to assure that students are proficient in the technology skills and knowledge embedded in CCSS	computers Budget: \$46,547 Source: LCFF S/C		Completed within budget purchased 24 laptops, 4 wireless ports, Impact and reflection: significant increase in availability of technology for student use has increased students' knowledge and skills both of technology and of the content	computers estimated actual: \$55,000 Source: LCFF S/C
Scope of service:	schoolwide		Scope of service:	schoolwide
__xxx__ALL			__xx__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Will need to determine how many additional books will be needed and cost. Update Science to Next Generation and Social Studies books. Anticipated amount is \$ 10,000.00 Will add one more classroom set of laptops with charging cart and headsets @ approx. \$47,000.			

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>143,406</u>
<p>Saucelito Elementary School District has a total enrollment of 82 students of which 76% are low income and 54% are English learners. The district expects to receive \$143,406 in supplemental and concentration grant funds for the 2016-17 fiscal year and will deploy these funds to implement research-based strategies proven successful in closing the achievement gap for low income and English learner students. The funds will be used schoolwide to assure that the strategies are implemented as research has found to be most effective and that all low income students and English learners have the opportunity to access and succeed in a broad and rigorous course of study. With such a large percentage of the student enrollment in the unduplicated count subgroups, it makes economic and educational good sense to deploy these strategies schoolwide rather than to try to isolate them for one group or another. Technology provides an excellent example. 36% of available funds are being used to expand technology infrastructure and equipment. In the early days of technology development in schools, the "computer labs" were often restricted to use by only targeted students. This created problems in staffing, scheduling and maintenance as well as resentment toward the students who were allowed to use them. The problems this isolation created often resulted in creating additional gaps for targeted students instead of filling in the existing gaps. Instructional materials for differentiated instruction is another example of more efficient use schoolwide than in isolation for one or more groups. When these are held "exclusively" they create staffing, scheduling and storage problems schoolwide. It is far more effective and efficient to have these universally available to assure that targeted students have them when they are needed. 45% of available funds are deployed for instructional materials.</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.

21.95	%
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Low income and English learner students often come to the schoolhouse door with gaps in skills, knowledge and experiences and find themselves falling ever-further behind their peers as they try to catch up. Services provided at Saucelito School with supplemental and concentration grant funds for unduplicated students over and above those provided for other students include extended learning time to help targeted students fill in gaps in skills and knowledge in one-on-one and small group teaching/learning environments. Over the course of a year, this increases learning time for these students by about 24% compared to other students and is vital in order to close learning gaps. Saucelito is also providing services over and above by investing an additional 35% in funds for materials and supplies to differentiate instruction for these students and provide learning experiences over and above the classroom experience to fill in critical gaps. To assure that low income and English learner students have access to technology, the district's investment in infrastructure such as Wi-Fi and broadband as well as the investment in computers and other electronic devices and applications is in excess of 50% for these students, most of whom do not have access at home. Services provided over and above thus exceed the required percentage of 21.95%

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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