

Introduction:

Sundale School is a single school district in a rural area of Tulare County. Currently Sundale has 821 students ranging in grades TK-8th. The School has one Transitional Kindergarten classroom, four classes from grades kindergarten -3rd and three classes from 4-8th grades. Sundale's mission is: "Committed to Moral Integrity, Academic Excellence, and the Development of Self Worth for Students, Staff and Community". Sundale prides itself on working to develop the whole child from Character, finding the student's strengths (by offering fine arts, sports and other extra curricular activities) and Academics.

Sundale provides their students with academic and social emotional supports as needed. The School has a reading lab, two computer labs, two science labs, library, multi media room, ag science facility, art room and band room. Students are offered opportunities to participate in various programs on campus throughout the school day. The school counselor is available full time on site to talk with individual students and/or provide class lessons on bullying or other topics.

Currently the Sundale enrollment consists of 18% English Learners, 43% Socioeconomically Disadvantaged, 2% Students with Disabilities, .74% Foster and 2% GATE. The Race/Ethnic break down of Sundale is: 46% Hispanic, .25% American Indian, .62% Asian, .62% Black/African American, and 52% White.

LEA: Sundale Union Elementary
Contact: Cindy Gist, Principal, cindy.gist@sundale.org, (559)688-7451
LCAP Year: 2016-17

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
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The Sundale Administration has met with the stakeholders by attending various meetings, as indicated below. During these times information was shared regarding status of activities, goals and student assessment data results from trimester 1 and trimester 2. The data was shared for the school, grade levels and student subgroups. Discussion was also made on making suggestions/recommendations of additional actions to be considered as well as expenditures.

School Site Council (SSC): 8/19; 10/21; 12/16; 2/17 and 4/20

Dad's Club: 4/7

Student group: 3/29

PTO: 4/5

Staff Meeting: 8/5, 2/4 and 4/7

DELAC: 11/10 and 1/29

CTA Bargaining Unit: November and March

Foundation: 2/4

As a result with meeting with the stakeholders, it was indicated to continue the focus on the current five goals (Increasing student achievement in the area of Math and English Language Arts, English Learners receiving both Designated and Integrated instruction and supported, Students receiving instruction under the New Generation Science Standards, Every student having 21st century technological skills, and Students being provided with a physical and emotional safe environment).

At the student group meeting (3/29), it was shared that providing students more opportunities to participate in after school enrichment opportunities of such things these students may have not experienced (such as the use of technology and various educational gaming opportunities) these opportunities will be offered on the school site as well as at the Foundation's Community Center.

The staff indicated (4/7) having the computer lab available one day a week until 5:00 to provide students a place to use technology for the homework and class projects. In addition adding to the current plan an additional day (3 days per week) with a 5:00 late bus for those students participating in the after school enrichment activities, taking advantage of the computer lab and also participating in after school sports. The current math academy sessions being extended to 4th and 5th graders also (currently for 1st-3rd grades). Adding a math intervention component to summer school. This will provide support by a certificated teacher to work with students struggling in math.

School Site Council members (4/20) suggested providing additional parent education to parents related to Technology, social-emotional issues as well as common core teaching strategies to support at home.

The Foundation Board (2/4) (indicated technology in the homes of our families. The School in conjunction with the Foundation will work to set up a program for parents to participate in, to then have opportunity to check out a chromebook with a hotspot to utilize at home to help educate themselves and support their children academically.

<p>Annual Update:</p> <p>At some of the meetings indicated above suggestions and recommendations were made for additional actions to be considered as well affirming current actions and services being provided.</p>	<p>Annual Update:</p> <p>Sundale teachers indicated that the ELD training this year was great, although grade levels would like more specific training for their particular grade level. Under Goal #2, additional money is being allocated for Professional Development to accomodate the teacher's need. Teachers and students have indicated more training for parents and enrichment opportunities for students who may not necessarily be involved in extra-curricular activities, either on the School site or at the Community Center. Under Goal #2 additional money is being allocated for staff salaries as well as materials to enhance the enrichment oportunites. Under Goals 2, 4 and 5, enrichment opportunities are being addressed for students. In additional the after school transportation (Goal #5), provided at 5:00, will increase from two days a week to three days a week. Both Parents and Staff have indicated a need for additional technology available outside the school day for students and parents. This action/service is addressed under Goal #4. Community stakeholders had show an interest in addition to providing parent education to parents, providing those parents who have been involved in a series of trainings be given the opportunity to checkout a chromebook to assist themselves and their children with their education.</p> <p>Sundale School Board would like to add the time contracted with the Social Worker to be added as a service to our students. Also to include an amount under Goal 1, action 3 to add an allocation for materials and supplies for the intervention opportunities and summer school supplies needed.</p>
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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:	#1 Students achievement will increase in the area of Math and English Language Arts (ELA) as tracked by District Assessment , Track My Progress in addition to the State Assessment, Smarter Balanced Assessment.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 X 8 Local: 1,2,5,6,7,and 8
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Identified Need:	Through the Track My Progress Assessment Data, all students including populations in each subgroups will meet the average yearly progress growth in ELA and Math.		
	<u>Baseline Data:</u>	<ol style="list-style-type: none"> 1. State expected measureable outcomes on Smarter Balanced Assessment. % of students reaching the standard met and standard exceeded level; (2014-2015 results): School wide: ELA 52% Math 44%; EL: ELA 22% Math 18%; Foster: ELA 50% Math 50%; SED: ELA 35% Math 27%; Homeless: ELA 18% Math 11% 2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11% (current .97%) 3. Pupil suspension and expulsion rates will be maintained at 2% (current .61%) or fewer for suspensions and less than 1% (current 0%) for expulsions. 4. Track My Progress Results for school wide and each designated subgroup in Math and ELA will fall in the proficiency band as an average of 70% of students scoring at or above the target. (School Wide: ELA 69% / Math 73%; Foster: ELA 69% Math 81%; EL: ELA 39% Math 61%; SED: ELA 58% Math 72%; Homeless: ELA 49% Math 62%) 5. Response to Intervention (RTI) meetings help at least 3 times per year for all grade levels, with student data kept in the RTI binder. 6. 100% of teachers appropriate assigned 	
Goal Applies to:	Schools:	Sundale School TK-8th grades.	
		Grades:	All
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

<p>Expected Annual Measurable Outcomes:</p>	<p>Through the Track My Progress Assessment Data, all students including populations in each subgroups will meet the average yearly progress growth in ELA and Math.</p> <p><u>Target Data:</u></p> <ol style="list-style-type: none"> 1. State expected measureable outcomes on Smarter Balanced Assessment will be reached. 2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11% 3. Pupil suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions. 4. Track My Progress Results for school wide and each designated subgroup in Math and ELA will fall in the proficiency band as an average of 70% of students scoring at or above the target. 5. Response to Intervention (RTI) meetings held at least 3 times per year for all grade levels, with student data kept in the RTI binder. 6. 100% of teachers are appropriately assigned 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue full implementation using grade level scope and sequence of ELA and Math Common Core Standards along with professional development opportunities with sufficient materials and supplies for all students. Provide Supplemental instructional/assessment materials and supplies along with student incentives.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development, \$4,000 unduplicated S/C Grant Materials/supplies, \$10,000 unduplicated S/C Grant</p>
<p>The two coordinators (ELA and Math) will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students.</p>	<p>School Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Math and ELA Director, \$1,260, Unduplicated S/C Grant</p>

<p>Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring and summer school session if applicable (with transportation), all done with Para Professionals and Certificated Staff support.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified and Certificated Salaries, \$235,443 Unduplicated S/C Grant Materials and supplies, \$3,000, Unduplicated S/C Grant</p>
<p>The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data Director System.</p>	<p>School Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salary, \$600, Unduplicated S/C Grant Materials/Supplies, \$3,000, Unduplicated S/C Grant</p>
<p>Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.</p>	<p>School Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salary, \$1,446, Unduplicated S/C Grant</p>

<p>Parents will be educated on teaching strategies to utilize with their children at home to provide support and be informed.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Parent Education, \$1,500, Unduplicated S/C Grant</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Through the Track My Progress Assessment Data as well as the State Smarter Balanced Assessment, all students will meet the average yearly progress growth in ELA and Math.</p> <p>Target Data:</p> <ol style="list-style-type: none"> 1. State expected measureable outcomes on Smarter Balanced Assessment will be reached. 2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11% 3. Pupil suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions. 4. Track My Progress Results for school wide and each designated subgroup in Math and ELA will fall in the proficiency band as an average of 70% of students scoring at or above the target. 5. Response to Intervention (RTI) meetings held at least 3 times per year for all grade levels, with student data kept in the RTI binder. 6. 100% of teachers hired are highly qualified
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Continue full implementation using grade level scope and sequence of ELA and Math Common Core Standards along with professional development opportunities with sufficient materials and supplies for all students. Provide Supplemental instructional/assessment materials and supplies along with student incentives.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development, \$4,000 unduplicated S/C Grant Materials/supplies, \$10,000 unduplicated S/C Grant</p>

<p>Parents will be educated on teaching strategies to utilize with their children at home to provide support and be informed.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Parent Education, \$1,500, Unduplicated S/C Grant</p>
<p>Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring and summer school session if applicable (with transportation), all done with Para Professionals and Certificated Staff support.</p>	<p>School Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Classified and Certificated Salaries, \$239,369 Unduplicated S/C Grant Materials and supplies, \$3,000, Unduplicated S/C Grant</p>
<p>The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data Director System.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salary, \$800, Unduplicated S/C Grant Materials/Supplies, \$3,500, Unduplicated S/C Grant</p>

<p>The two coordinators (ELA and Math) will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Math and ELA Director, \$2,560, Unduplicated S/C Grant</p>
<p>Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.</p>	<p>School Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salary, \$2,446, Unduplicated S/C Grant</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Through the Track My Progress Assessment Data as well as the State Smarter Balanced Assessment, all students will meet the average yearly progress growth in ELA and Math.</p> <p>Target Data:</p> <ol style="list-style-type: none"> 1. State expected measureable outcomes on Smarter Balanced Assessment will be reached. 2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11% 3. Pupil suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions. 4. Track My Progress Results for school wide and each designated subgroup in Math and ELA will fall in the proficiency band as an average of 70% of students scoring at or above the target. 5. Response to Intervention (RTI) meetings held at least 3 times per year for all grade levels, with student data kept in the RTI binder. 6. 100% of teachers hired are highly qualified 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Continue full implementation using grade level scope and sequence of ELA and Math Common Core Standards along with professional development opportunities with sufficient materials and supplies for all students. Provide Supplemental instructional/assessment materials and supplies along with student incentives.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional Development, \$4,000 unduplicated S/C Grant Materials/supplies, \$10,000 unduplicated S/C Grant</p>
<p>Parents will be educated on teaching strategies to utilize with their children at home to provide support and be informed.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Parent Education, \$1,500, Unduplicated S/C Grant</p>
<p>Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring and summer school session if applicable (with transportation), all done with Para Professionals and Certificated Staff support.</p>	<p>School Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Classified and Certificated Salaries, \$252,825 Unduplicated S/C Grant Materials and supplies, \$5,000, Unduplicated S/C Grant</p>

<p>The Assessment Director will monitor student assessment data and ensure district is meeting academic goals through the Data Director System.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salary, \$900, Unduplicated S/C Grant Materials/Supplies, \$3,500, Unduplicated S/C Grant</p>
<p>Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Certificated Salary, \$2,646, Unduplicated S/C Grant</p>

GOAL:	#2 English Learners will receive both Integrated and Designated ELD instruction.		Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: 2,3,4,5,6,7,and 8	
Identified Need:	Baseline Data: 1. 100% Class Schedules will reflect Designated ELD times. 2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11% (current .97%). 3. Pupil Suspension and expulsion rates will be maintained at 2% (Current .61%) or fewer for suspensions and less than 1% (current 0%) for expulsions. 4. CELDT test scores (2014-2015 % of students reaching the Early Advanced and Advanced Levels = 47%) 5. Track My Progress results for EL subgroup (% of students reaching the proficiency level target): Math 61% ELA 39% 6. Reclassification Rate will be maintained, ranging from 5-12 students per year (2015-2016 15 students)			
Goal Applies to:	Schools: School Wide Grades: All	Applicable Pupil Subgroups: Redesignated fluent English proficient, English Learners		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Target Data: 1. 100% Class Schedules will reflect Designated ELD times. 2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11%. 3. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions. 4. CELDT test scores results: 50% of students will reach the Early Advanced or Advanced levels. 5. Track My Progress target scores for EL subgroup: Math 65% ELA 45% 6. Reclassification Rate will be maintained, ranging from 5-12 students per year.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Continue to implement the ELD standards and State Testing (CELDT/LAS/ELPAC). Provide supplemental instruction materials and supplies to teachers as well as Professional Development.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries, \$3,000, Unduplicated S/C Grant</p> <p>Professional development, \$8,000, Unduplicated S/C Grant</p> <p>Materials and Supplies, \$3,989, Unduplicated S/C Grant</p>
<p>Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits, \$38,399, Unduplicated S/C Grant</p>
<p>Maintain certificated teacher assigned as EL coordinator to support teachers to develop lessons, evaluate needs of students based on data and support/training through State testing.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salary, \$2,000, Unduplicated S/C Grant</p>

<p>Maintain certificated teacher assigned as EL Parent Liaison to support parents and educate them on the programs their students are using in school as well as other identified needs of the parents.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salary, \$2,000, Unduplicated S/C Grant Parent Education Nights, \$4,000, Unduplicated S/C Grant</p>
<p>Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically. These activities will take place on the school site and the V Center, Community Center.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Staffing Salaries, \$10,000, Unduplicated S/C Grant Materials/Supplies, \$2,000, Unduplicated S/C Grant</p>
<p>ESL classes scheduled for parents throughout the year, instructed by a Classified staff member as well as translators provided for parent conferences and other school activities.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Staff Salaries, \$29,000, Unduplicated S/C Grant Materials/Supplies, \$2,500, Unduplicated S/C Grant</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<u>Target Data:</u> <ol style="list-style-type: none"> 1. 100% Class Schedules will reflect Designated ELD times. 2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11%. 3. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions. 4. CELDT test scores results: 50% of students will reach the Early Advanced or Advanced levels. 5. Track My Progress target scores for EL subgroup: Math 65% ELA 45% 6. Reclassification Rate will be maintained, ranging from 5-12 students per year. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain certificated teacher assigned as EL coordinator to support teachers to develop lessons, evaluate needs of students based on data and support/training through State testing.	School Wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salary, \$2,500, Unduplicated S/C Grant
Maintain certificated teacher assigned as EL Parent Liaison to support parents and educate them on the programs their students are using in school as well as other identified needs of the parents.	School Wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Certificated Salary, \$2,500, Unduplicated S/C Grant Parent Education Nights, \$4,000, Unduplicated S/C Grant

<p>Continue to implement the ELD standards and State Testing (CELDT/LAS/ELPAC). Provide supplemental instruction materials and supplies to teachers as well as Professional Development.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries, \$4,000, Unduplicated S/C Grant Professional development, \$8,000, Unduplicated S/C Grant Materials and Supplies, \$3,989, Unduplicated S/C Grant</p>
<p>Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically. These activities will take place on the school site and the V Center, Community Center.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Staffing Salaries, \$10,500, Unduplicated S/C Grant Materials/Supplies, \$2,000, Unduplicated S/C Grant</p>
<p>ESL classes scheduled for parents throughout the year, instructed by a Classified staff member as well as translators provided for parent conferences and other school activities.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Staff Salaries, \$30,000, Unduplicated S/C Grant Materials/Supplies, \$2,800, Unduplicated S/C Grant</p>

<p>Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits, \$40,399, Unduplicated S/C Grant</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Target Data:</u></p> <ol style="list-style-type: none"> 1. 100% Class Schedules will reflect Designated ELD times. 2. School attendance rates will be maintained at 96% or above and chronic absenteeism below 11%. 3. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions. 4. CELDT test scores results: 50% of students will reach the Early Advanced or Advanced levels. 5. Track My Progress target scores for EL subgroup: Math 65% ELA 45% 6. Reclassification Rate will be maintained, ranging from 5-12 students per year.
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Maintain certificated teacher assigned as EL coordinator to support teachers to develop lessons, evaluate needs of students based on data and support/training through State testing.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salary, \$2,700, Unduplicated S/C Grant</p>

<p>Maintain certificated teacher assigned as EL Parent Liaison to support parents and educate them on the programs their students are using in school as well as other identified needs of the parents.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salary, \$2,700, Unduplicated S/C Grant</p> <p>Parent Education Nights, \$4,000, Unduplicated S/C Grant</p>
<p>Continue to implement the ELD standards and State Testing (CELDT/LAS/ELPAC). Provide supplemental instruction materials and supplies to teachers as well as Professional Development.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries, \$4,300, Unduplicated S/C Grant</p> <p>Professional development, \$8,000, Unduplicated S/C Grant</p> <p>Materials and Supplies, \$3,989, Unduplicated S/C Grant</p>
<p>Provide enrichment activities for EL students to feel better connected with school, which in turn show improvements academically. These activities will take place on the school site and the V Center, Community Center.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Staffing Salaries, \$10,700, Unduplicated S/C Grant</p> <p>Materials/Supplies, \$2,000, Unduplicated S/C Grant</p>

<p>ESL classes scheduled for parents throughout the year, instructed by a Classified staff member as well as translators provided for parent conferences and other school activities.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Staff Salaries, \$30,300, Unduplicated S/C Grant Materials/Supplies, \$2,800, Unduplicated S/C Grant</p>
<p>Maintain staff time (EL para-professional) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL parents.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits, \$41,399, Unduplicated S/C Grant</p>

GOAL:	#3 Students will receive Science instruction based from the New Generation Science Standards (NGSS).		Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 X 8 Local: 1,2,5,6,7 and 8
Identified Need:	Based off of the CST Science Assessment only 63% of students in 5th and 8th grades are Proficient or Advanced. <u>Baseline Data:</u> <ol style="list-style-type: none"> 1. All teachers teaching to the NGSS Scope and Sequence created by each grade. 2. 100% of teachers attend Professional Development to assist in the alignment of their teaching. 3. 63% of students (2014-2015 5th and 8th grades) assessed by the CST assessment reaching proficiency and/or advanced level. 4. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11% (current .97%) 5. Pupil Suspension and expulsion rates will be maintained at 2% (current .61%) or fewer for suspension and less than 1% (current 0%) for expulsions. 		
Goal Applies to:	Schools:	School Wide Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	70% of students in 5th and 8th grades are Proficient or Advanced in the State Science Assessment. <u>Target Data:</u> <ol style="list-style-type: none"> 1. All teachers teaching to the NGSS Scope and Sequence created by each grade. 2. 100% of teachers attend Professional Development to assist in the alignment of their teaching. 3. 70% of students assessed by the CST assessment reaching proficiency and/or advanced level. 4. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11%. 5. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspension and less than 1% for expulsions. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

Continue to implement NGSS standards and offer a rigorous broad course of study by purchasing instructional materials and supplies as well as professional development for teachers.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional development, \$2,000, Unduplicated S/C Grant Materials and Supplies, \$2,000, Unduplicated S/C Grant
Two teachers assigned as Science Lab Coordinators to ensure supplies are available and Labs are maintained.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries, \$500, Unduplicated S/C Grant
One certificated teacher will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Science Director, \$600, Unduplicated S/C Grant
LCAP Year 2			

Expected Annual Measurable Outcomes:	<p>70% of students in 5th and 8th grades are Proficient or Advanced in the State Science Assessment.</p> <p><u>Target Data:</u></p> <ol style="list-style-type: none"> 1. All teachers teaching to the NGSS Scope and Sequence created by each grade. 2. 100% of teachers attend Professional Development to assist in the alignment of their teaching. 3. 70% of students assessed by the CST assessment reaching proficiency and/or advanced level. 4. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11%. 5. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspension and less than 1% for expulsions. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>One certificated teacher will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries \$800, Unduplicated S/C Grant</p>
<p>Two teachers assigned as Science Lab Coordinators to ensure supplies are available and Labs are maintained.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries, \$800, Unduplicated S/C Grant</p>

<p>Continue to implement NGSS standards and offer a rigorous broad course of study by purchasing instructional materials and supplies as well as professional development for teachers.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional development, \$2,000, Unduplicated S/C Grant Materials and Supplies, \$2,000, Unduplicated S/C Grant</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>70% of students in 5th and 8th grades are Proficient or Advanced in the State Science Assessment.</p> <p><u>Target Data:</u></p> <ol style="list-style-type: none"> 1. All teachers teaching to the NGSS Scope and Sequence created by each grade. 2. 100% of teachers attend Professional Development to assist in the alignment of their teaching. 3. 70% of students assessed by the CST assessment reaching proficiency and/or advanced level. 4. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11%. 5. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspension and less than 1% for expulsions.
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>One certificated teacher will support teachers to develop curriculum and programs to provide both intervention and extension opportunities for our students.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries \$1000, Unduplicated S/C Grant</p>

Two teachers assigned as Science Lab Coordinators to ensure supplies are available and Labs are maintained.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries, \$1000, Unduplicated S/C Grant
Continue to implement NGSS standards and offer a rigorous broad course of study by purchasing instructional materials and supplies as well as professional development for teachers.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional development, \$2,000, Unduplicated S/C Grant Materials and Supplies, \$2,000, Unduplicated S/C Grant

GOAL:	#4 Provide students a 21st century learning experience through using technological devices. Students utilize technological devices (ipads, chromebooks, promethean boards, lap tops and desktops), in their core and elective classes. Google Classroom is utilized in all classrooms for students to access their documents from home also.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 X7 X8 Local: 1,7 and 8
Identified Need:	<p>There is a need for more technological devices on campus in order to work more towards teaching our students 21st Century Technological Skills.</p> <p><u>Baseline Data:</u></p> <ol style="list-style-type: none"> Maintain student to device ratio to 90% as demonstrated by the number of students to device Teacher assigned as Technology Director will coach/support staff to increase tech skills as measured by staff survey. Increase students interest in E-Books, with current availability of 150 E-Books for grades 4-8th, based on record of E-Books checked out (Target 400 checkouts) 		
Goal Applies to:	Schools:	School Wide	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>There is a need for more technological devices on campus in order to work more towards teaching our students 21st Century Technological Skills.</p> <p><u>Target Data:</u></p> <ol style="list-style-type: none"> Device to student ratio maintained at 90% as demonstrated by the number of students to device Teacher assigned as Technology Director will coach/support staff to increase tech skills as measured by staff survey. Increase students interest in E-Books, with current availability of 150 E-Books for grades 4-8th, based on record of E-Books checked out (2015-2016 315 checkouts) 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>Provide students a 21st century learning experience through using technological devices.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials/Supplies, \$4,600, Unduplicated S/C Grant</p>
<p>Provide technical support and professional development to the staff and parents on technology programs and strategies to use in the classroom through the Technology Director, who is a certificated teacher on site.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries, \$2,500, Unduplicated S/C Grant</p>
<p>Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries, \$37,261, Unduplicated S/C Grant</p>
<p>Students will use technology and other resources to access a broad course of study such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classes, Foreign Language, Multitmedia Arts, and Social Studies.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>N/A</p>

<p>Students will have access to fiction and non-fiction reading materials on their devices through the use of E-Books (from the library).</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies, \$200, Unduplicated S/C Grant</p>
<p>One day a week the computer lab will available to parents and students until 5:00. This will allow students to access the internet and work on their school projects as well as parents having the internet and computers accessible to them to help support their students academic success.</p>	<p>School wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Salaries \$2,500, Unduplicated S/C Grant</p>
<p>Chromebook, hot spot and training checked out to families who participate in Parent Education, to be used in their homes to assist their children with their academic studies.</p>	<p>School Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Materials and Supplies, \$5,000 Unduplicated S/C Grant</p>
<p>Students will be provided opportunities to participate in after school activities periodically throughout the year to gain access to technology activities and projects.</p>	<p>School Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Salaries, \$1,500 Unduplicated S/C Grant Materials/Supplies, \$500 Unduplicated S/C Grant</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	There is a need for more technological devices on campus in order to work more towards teaching our students 21st Century Technological Skills. <u>Target Data:</u> <ol style="list-style-type: none"> 1. Device to student ratio maintained at 90% as demonstrated by the number of students to device 2. Teacher assigned as Technology Director will coach/support staff to increase tech skills as measured by staff survey. 3. Increase students interest in E-Books, with current availability of 150 E-Books for grades 4-8th, based on record of E-Books checked out (Use prior year data as a baseline) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will have access to fiction and non-fiction reading materials on their devices through the use of E-Books (from the library).	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials and Supplies, \$200, Unduplicated S/C Grant
One day a week the computer lab will available to parents and students until 5:00. This will allow students to access the internet and work on their school projects as well as parents having the internet and computers accessible to them to help support their students academic success.	School wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Salaries \$3,000, Unduplicated S/C Grant

<p>Students will be provided opportunities to participate in after school activities periodically throughout the year to gain access to technology activities and projects.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries, \$1,574 Unduplicated S/C Grant Materials/Supplies, \$500 Unduplicated S/C Grant</p>
<p>Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.</p>	<p>School Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries, \$37,835, Unduplicated S/C Grant</p>
<p>Students will use technology and other resources to access a broad course of study such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classes, Foreign Language, Multitmedia Arts, and Social Studies.</p>	<p>School Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>N/A</p>
<p>Provide students a 21st century learning experience through using technological devices.</p>	<p>School Wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Materials/Supplies, \$4,600, Unduplicated S/C Grant</p>

<p>Provide technical support and professional development to the staff and parents on technology programs and strategies to use in the classroom through the Technology Director, who is a certificated teacher on site.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries, \$2,500, Unduplicated S/C Grant</p>
<p>Chromebook, hot spot and training checked out to families who participate in Parent Education, to be used in their homes to assist their children with their academic studies.</p>	<p>School Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Materials and Supplies, \$5,000 Unduplicated S/C Grant</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>There is a need for more technological devices on campus in order to work more towards teaching our students 21st Century Technological Skills.</p> <p><u>Target Data:</u></p> <ol style="list-style-type: none"> 1. Device to student ratio maintained at 90% as demonstrated by the number of students to device 2. Teacher assigned as Technology Director will coach/support staff to increase tech skills as measured by staff survey. 3. Increase students interest in E-Books, with current availability of 150 E-Books for grades 4-8th, based on record of E-Books checked out (Use prior year data as a baseline) 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Students will have access to fiction and non-fiction reading materials on their devices through the use of E-Books (from the library).</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials and Supplies, \$200, Unduplicated S/C Grant</p>
<p>One day a week the computer lab will available to parents and students until 5:00. This will allow students to access the internet and work on their school projects as well as parents having the internet and computers accessible to them to help support their students academic success.</p>	<p>School wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Salaries \$3,500, Unduplicated S/C Grant</p>
<p>Students will be provided opportunities to participate in after school activities periodically throughout the year to gain access to technology activities and projects.</p>	<p>School Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Salaries, \$1,774 Unduplicated S/C Grant Materials/Supplies, \$500 Unduplicated S/C Grant</p>
<p>Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries, \$39,835, Unduplicated S/C Grant</p>

<p>Students will use technology and other resources to access a broad course of study such as all those addressed in the LCAP and also including:</p> <p>Visual and Performing Arts, Career Technical Classes, Foreign Language, Mutlitmedia Arts, and Social Studies.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>N/A</p>
<p>Provide students a 21st century learning experience through using technological devices.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Materials/Supplies, \$6.087, Unduplicated S/C Grant</p>
<p>Provide technical support and professional development to the staff and parents on technology programs and strategies to use in the classroom through the Technology Director, who is a certificated teacher on site.</p>	<p>School Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Salaries, \$3,500, Unduplicated S/C Grant</p>
<p>Chromebook, hot spot and training checked out to families who participate in Parent Education, to be used in their homes to assist their children with their academic studies.</p>	<p>School Wide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>Materials and Supplies, \$5,000 Unduplicated S/C Grant</p>

GOAL:	#5 Students will be provided with a physical and emotionally safe environment in which to engage, learn and reach their fullest potential.	Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: 1, 5 and 6
Identified Need:	<p>Increase prosocial behaviors and decrease problem behaviors among the target group/grade levels.</p> <p><u>Baseline Data:</u></p> <ol style="list-style-type: none"> 1. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11% (current .97%). 2. Pupil Suspension and expulsion rates will be maintained at 2% (current .61%) or fewer for suspension and less than 1% for expulsions. 3. Maintain "0" students in middle school dropout rate. 4. Healthy Choices Survey (6th and 8th grade results: Maintain 80% of students feeling safe and cared about at school) 2014-2015 results: 83% 5. 1 Parent Workshop held on area of concern of parents 6. Maintain Quarterly Williams Report and Review at 0 complaints 7. Maintain School Facilities in Good repair, based from the FIT (Facilities Inspection Tool). 	
Goal Applies to:	Schools: School Wide Grades: All	Applicable Pupil Subgroups: All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>Increase prosocial behaviors and decrease problem behaviors among the target group/grade levels.</p> <p><u>Target Data:</u></p> <ol style="list-style-type: none"> 1. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11% 2. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspension and less than 1% for expulsions. 3. Maintain "0" students in middle school dropout rate. 4. Healthy Choices Survey: Maintain at least 80% of students feeling safe and cared about at school 5. 2 Parent Workshops for parents of unduplicated pupils and exceptional needs pupils. 6. 0 Complaints on Williams Report 7. Maintain School in Good repair Status as indicated by the FIT (Facilities Inspection Tool) 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide counseling services for students and support for parents as needed.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salary and Benefits, \$31,167, Unduplicated S/C Grant
Provide homeless, SED and foster students with needed supplies to help make them successful in school.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Materials/Supplies, \$2,100, Unduplicated S/C Grant
Provide parent workshops/trainings as needed on social and emotional behaviors seen in students.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Trainings, \$1000, Unduplicated S/C Grant

<p>A late bus (5:00; Tuesday-Thursday) will be available to students three times a week to allow students to participate in after school sports, enrichment activities and access the computer lab as needed.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Transportation, \$8,000 Unduplicated Grant S/C</p>
<p>After School Enrichment Activities will be offered periodically throughout the year to all students to have more opportunities to get involved and have a sense of connectedness at School.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries, \$1,500 Unduplicated S/C Grant Materials/Supplies, \$200 Unduplicated S/C Grant</p>
<p>Social Worker to provide support to families as needed and assist with the needs of students.</p>	<p>School Wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Salaries, \$5,000 Unduplicated S/C Grant</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	Increase prosocial behaviors and decrease problem behaviors among the target group/grade levels. <u>Target Data:</u> <ol style="list-style-type: none"> 1. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11% 2. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspension and less than 1% for expulsions. 3. Maintain "0" students in middle school dropout rate. 4. Healthy Choices Survey: Maintain at least 80% of students feeling safe and cared about at school 5. 2 Parent Workshops for parents of unduplicated pupils and exceptional needs pupils. 6. 0 Complaints on Williams Report 7. Maintain School in Good repair Status as indicated by the FIT (Facilities Inspection Tool) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After School Enrichment Activities will be offered periodically throughout the year to all students to have more opportunities to get involved and have a sense of connectedness at School.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Salaries, \$1,600 Unduplicated S/C Grant Materials/Supplies, \$100 Unduplicated S/C Grant
Provide counseling services for students and support for parents as needed.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salary and Benefits, \$31,667, Unduplicated S/C Grant

Provide parent workshops/trainings as needed on social and emotional behaviors seen in students.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Trainings, \$500, Unduplicated S/C Grant
A late bus (5:00; Tuesday-Thursday) will be available to students three times a week to allow students to participate in after school sports, enrichment activities and access the computer lab as needed.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Transportation, \$8,000 Unduplicated Grant S/C
Provide homeless, SED and foster students with needed supplies to help make them successful in school.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Materials/Supplies, \$1,100, Unduplicated S/C Grant
Social Worker to provide support to families as needed and assist with the needs of students.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries, \$5,500 Unduplicated S/C Grant
LCAP Year 3			

Expected Annual Measurable Outcomes:	Increase prosocial behaviors and decrease problem behaviors among the target group/grade levels. <u>Target Data:</u> <ol style="list-style-type: none"> 1. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11% 2. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspension and less than 1% for expulsions. 3. Maintain "0" students in middle school dropout rate. 4. Healthy Choices Survey: Maintain at least 80% of students feeling safe and cared about at school 5. 2 Parent Workshops for parents of unduplicated pupils and exceptional needs pupils. 6. 0 Complaints on Williams Report 7. Maintain School in Good repair Status as indicated by the FIT (Facilities Inspection Tool) 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After School Enrichment Activities will be offered periodically throughout the year to all students to have more opportunities to get involved and have a sense of connectedness at School.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Salaries, \$2,000 Unduplicated S/C Grant Materials/Supplies, \$100 Unduplicated S/C Grant
Provide counseling services for students and support for parents as needed.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salary and Benefits, \$33,667, Unduplicated S/C Grant

Provide parent workshops/trainings as needed on social and emotional behaviors seen in students.	School Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Trainings, \$500, Unduplicated S/C Grant
A late bus (5:00; Tuesday-Thursday) will be available to students three times a week to allow students to participate in after school sports, enrichment activities and access the computer lab as needed.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Transportation, \$8,000 Unduplicated Grant S/C
Provide homeless, SED and foster students with needed supplies to help make them successful in school.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	Materials/Supplies, \$1,100, Unduplicated S/C Grant
Social Worker to provide support to families as needed and assist with the needs of students.	School Wide Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	Salaries, \$6,500 Unduplicated S/C Grant

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?

Original Goal from prior year LCAP:	Increase Student Achievement of all Students (with focus on subgroups) in the area of Math and Language Arts/ELD.		Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	School Wide	
		Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School will meet State expected measurable outcomes when available on SBAC 2. School Attendance rates will be maintained at 96% or above and chronic absenteeism will be below 11% (2014-2015 11%). 3. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions. 4. Track My Progress Results for school wide in Math and ELA will fall in the proficiency band as an average for the school and each sub group. 5. RTI teacher meetings held at least 3 times per year, with data kept in the RTI binder. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Sundale has 52% of students in the area of English Language Arts scoring at the level of "Standard Met and Standard Exceeded" on the SBAC and in the area of Math at 44%. 2. School Attendance rates were maintained at 96% as a school. 3. Pupil Suspensions are at .006% with the expulsions at 0%. 4. The District Assessment, Track My Progress, 63% of Students in English Language Arts and 79% of Students in Math, scored at or above the Target Level. 5. Teachers met at least 3 times for Response To Intervention (RTI) meetings with 100% attendance (October 19, December 14, February 1st)
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue full implementation using grade level scope and sequence of ELA and Math Common Core Standards along with professional development opportunities with sufficient materials and supplies for all students. Provide Supplemental instructional/assessment materials and supplies along with student incentives.	Professional Development, \$4,000 Unduplicated S/C Grant Materials/Supplies, \$21,815 Unduplicated S/C Grant	Staff was trained on campus and off site as well as trainings during the regular work day. Trainings included general topics for English Language Arts, Math and Common Core Strategies and content. As well as support materials purchased to assist in working with students to support their learning.	Professional Development, \$4,000 Unduplicated S/C Grant Materials/Supplies, \$4,900 Unduplicated S/C Grant

Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Retain Math Coordinator and add an ELA Coordinator to support teachers to develop curriculum and programs for intervention and extension.		Math and ELA Director, \$1,240 Unduplicated S/C Grant	An ELA coordinator was added this year in addition to the existing Math Coordinator maintained. These two certificated teachers supported the staff with training, coaching and supporting in the area of teaching and assessment.	Math and ELA Director, \$1,240 Unduplicated S/C Grant	
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide intervention support and teaching through RTI time/classes, reading lab, math and reading academy, tutoring and summer school session, if applicable (with transportation), all done with Para Professionals and Certificated Staff support.		Salaries for Intervention Support Services, \$185,000 Unduplicated S/C Grant	Tutoring was held after school on campus as well as at the V Center (off site community center); summer school planed for 2016 summer; Response to Intervention support in the classrooms during the school; Math Academy classes after school in grades K-3rd, reading lab during the school day for grades 1-5th, reading academy class for grades 6-8th.	Salaries for Intervention Support Services, \$185,000 Unduplicated S/C Grant Materials and supplies, \$3750, Unduplicated S/C Grant
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Add one Certificated Staff member as an Assessment Director to monitor data and ensure the District is meeting academic goals.		Salaries, \$620 Unduplicated S/C Grant Materials/Supplies \$2,900 Unduplicated S/C Grant	Assessment Director was added this year to support teachers with District and State Assessments as well to monitor data and ensure District is meeting goals.	Salaries, \$620 Unduplicated S/C Grant Materials/Supplies, \$1,977 Unduplicated S/C Grant

Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Teachers are appropriately assigned and supported through BTSA and new teacher support services on campus by a certificated teacher.		Salaries, \$620 Unduplicated S/C Grant	A certificated teacher is assigned on site to support new teachers, interns and long term subs on site.		Salaries, \$620 Unduplicated S/C Grant
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Tracky My Progress Targets will be set for each trimester and grade levels for both Math and ELA to ensure student progress towards District Goals.		\$0	The District set Target goals for the Track My Progress Assessment. This has been helpful to gauge our students progress every trimester to ensure growth is being made in English Language Arts and Math.		No money had to be spent in this area.

Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Parents will be educated on strategies used with their students.		\$500 Unduplicated S/C	Parents educated in the area of technology and Common Core teaching strategies during one evening, Math and Technology Night as well at a Parent Education training morning.	Materials, \$200, Unduplicated S/C	
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>Sundale would like to add more parent education in the area of Math and English Language Arts to our parents to better inform them to assist their students at home. The Math Academy (after school intervention) will be increased from grades k-3rd to grades K-5th for this next year. For summer school this year (2016) the teachers would like to see a math intervention added for those students struggling in math as well. The Math Academy addition this year provided to be successful with students performing better on their District Assessment and the confidence it built for them as well.</p>
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Original Goal from prior year LCAP:	English Learners will receive ELD instruction from a certificated teacher.		Related State and/or Local Priorities: _1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	School Wide Grades: All	
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Class Schedules will reflect Designated ELD time 2. School Attendance rates will be maintained at 96% or above and chronic absenteeism below 11%. 3. Pupil Suspension and expulsion rates will be maintained at 2% or fewer for suspensions and less than 1% for expulsions. 4. CELDT test scores (AMAO #1 and #2) 5. Track My Progress results for school wide in Math and ELA will fall in the proficiency band as an average 6. Reclassification Rate will be maintained ranging from 5-12 per year. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% Class Schedules will reflect Designated ELD time 2. School Attendance rates are maintained at 96%. 3. Pupil Suspension and expulsion rates are at .0006% for suspensions and 0% for expulsions. 4. CELDT test scores (AMAO #1: 73.8% (State Target 62%) AMAO #2: 32.5% (State Target 25.4%) and 75.4% (State Target 52.8%) 5. Track My Progress results for school wide in Math and ELA will fall in the proficiency band as an average (base line data is based from the end of Trimester 2: ELA 43% of ELL Students met Target goal; Math 61% of ELL Students met Target goal 6. Reclassification Rate (2015-2016: 15 students reclassified).

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Implement new ELD standards and State Testing (CELDT LAS, ELPAC). Provide supplemental instructional materials and supplies to teachers as well as Professional Development.		Salaries, \$3,952 Unduplicated S/C Grant Professional Development, \$5,000 Unduplicated S/C Grant Supplies/materials, \$2,500 Unduplicated S/C Grant	Teachers implemented the ELD standards in their classrooms through providing both Designated and Integrated time to the English Learners. The School contracted with the Tulare County Office of Education to assist in providing Professional Development to the staff on the ELD standards and instructing our EL students.		Salaries, \$3,952 Unduplicated S/C Grant Professional Development, \$5,525 Unduplicated S/C Grant Supplies/materials, \$895 Unduplicated S/C Grant
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

Increase Staff time (EL para-profesaionl) to better provide for our EL students, including our LTEL's (Long Term English Learners) and EL Parents.		Salaries, \$37,950 Unduplicated S/C Grant	An EL para professionals time was increased to better provide for our EL students, including our LTEL's as well translated for our parents and supporting their needs throughout the school day.		Salaries, \$37,950 Unduplicated S/C Grant
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Certificated teacher(s) assigned as EL coordinator (s)		Salaries, \$2,500 Unduplicated S/C Grant	Two teachers partnered as the EL coordinators to assist in the responsibilities. Next year it will be one teacher.		Salaries, \$2,500 Unduplicated S/C Grant
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Certificated teacher assigned as an EL parent Liaison to support parents and provide them education of school programs in their language as well as other identified needs of the parents.</p>		<p>Salaries, \$2,000 Unduplicated S/C Grant</p> <p>Parent Educ, \$4,000 Unduplicated S/C Grant</p>	<p>The EL parent liaison coordinated 3 parent education classes for the parents in addition in meeting with them 5 times during the school year to keep them informed of the school activities and mandates, as well as other needs of the parents.</p>		<p>Salaries, \$2,000 Unduplicated S/C Grant</p> <p>Parent Educ, \$250 Unduplicated S/C Grant</p>
<p>Scope of service:</p>	<p>School wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School Wide</p> <p>Grades: All</p>	
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>		

<p>Provide enrichment activities (96 hours) for EL students to feel better connected with school, which in turn will show improvements academically. Provide a late bus 3 days per week for 86 days.</p>		<p>Salaries, \$6,000, Unduplicated S/C Grant</p> <p>Transportation, \$4,000, Unduplicated S/C Grant</p> <p>Materials/Supplies, \$4,000 Unduplicated S/C Grant</p>	<p>Enrichment activities provided to EL students after school to feel better connected in school.</p>		<p>Salaries, \$6,000, Unduplicated S/C Grant</p> <p>Transportation, \$3,000, Unduplicated S/C Grant</p> <p>Materials/Supplies, \$120 Unduplicated S/C Grant</p>
<p>Scope of service:</p>	<p>School Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School Wide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>		

<p>ESL classes scheduled for parents throughout the year, instructed by a Classified staff member as well as translators provided for parent conferences and other activities.</p>		<p>Salaries, \$29,000 Unduplicated S/C Grant</p> <p>Materials/Supplies, \$2,500 Unduplicated S/C Grant</p>	<p>ESL classes provided for our parents at the Community Center, using the Rosetta Stone program, as well as translation being provided as needed for our parents.</p>		<p>Salaries, \$29,000 Unduplicated S/C Grant</p> <p>Materials/Supplies, \$2,020 Unduplicated S/C Grant</p>
<p>Scope of service:</p>	<p>School Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School Wide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>What changes in actions, services, and expenditures</p>		<p>There will be an increase allocated for Professional Development for teachers. Teachers would like for grade level specific training from the Tulare County Office of Education. Sundale will contract with a consultant for additional days next year. Additional Enrichment activities will be provided on the school site in addition off site at the Foundation's Community Center. A third day for the late bus will be added for next year to allow students to participate in after school sports and other activities.</p>			

Original Goal from prior year LCAP:	Students will receive Science instruction based off of the New Generation Science Standards (NGSS)		Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	School wide Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1. All teachers teaching to the NGSS (1 unit of study per trimester) and provided Professional Development to assist in the alignment of their teaching by reviewing lesson plans and units of study. 2. 70% of students assessed by the CST assessment reaching proficiency and/or advanced level. 3. School Attendance rates will be maintained at, 96% or above. 4. Pupil Suspension and expulsion rates will be maintained at 3% or fewer for suspensions and less than 1% for expulsions.	Actual Annual Measurable Outcomes:	1. 100% of teachers teaching to the NGSS (1 unit of study per trimester) and provided Professional Development to assist in the alignment of their teaching by reviewing lesson plans and units of study. 2. 63% of students assessed by the CST assessment reaching proficiency and/or advanced level (2014-2015 results Grades 5th & 8th) 3. School Attendance rates are maintained at, 96% or above with chronic Absentism at 8.5% 4. Pupil Suspension and expulsion rates will be maintained at 2% (current .61%) or fewer for suspensions and less than 1% (current 0%) for expulsions.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of new NGSS standards, instructional materials and supplies will be purchased as well as professional development provided for teachers.	Materials/Supplies, \$3,000 Unduplicated S/C Grant	Teachers have worked to develop their scope and sequences this year to be able to put into action this next school year.	Materials/Supplies, \$2,965 Unduplicated S/C Grant

Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Research Science Supplemental Curriculum for grades 6-8th .		\$0	6-8th grade teachers have found free resources on-line in addition to the STEM Kits which were purchased prior. Continued research will be done on the are of supplemental curriculum through out the summer.		\$0
Scope of service:	School Wide Grades: 6th, 7th, 8th		Scope of service:	School Wide Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Continued support to the teachers with professional development next year to ensure the plan of action of their scope and sequences in the area of Science. The support from the Tulare County Office of Education was well received by the teachers to get them started with their continued work in completing the Scope and Sequences.				

Original Goal from prior year LCAP:	Every Student will have 21st century technological skills with support from staff.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 X7 X8 Local:	
Goal Applies to:	Schools:	School Wide		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>1. Increase devices by a ratio to be 90% by the end of 2015-2016 as demonstrated by the number of students to devices.</p> <p>2. Teacher assigned as Technology Director will coach/support staff to increase tech skills as measured by staff survey.</p> <p>3. Increase students interest in E-Books (2015-2016 base year), with current availability of 150 E-Books for grades 4-8th (increase to 170 by 2015-2016) Based on number recorded being checked out.</p>		Actual Annual Measurable Outcomes:	<p>1. 90% Student to Device ratio has been reached.</p> <p>2. Teacher assigned as Technology Director will coach/support staff to increase tech skills as measured by staff survey (will be given to staff late May).</p> <p>3. Increase students interest in E-Books (2015-2016 base year), with current availability of 150 E-Books for grades 4-8th. We will maintain the 150 E-Books on site and work to increase the number checked out by students the 2016-2017 school year.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide students a 21st Century learning experience through using technological devices.	Technological Devices, \$5,000 Unduplicated S/C Grant	Students will be better prepared moving onto high school with having the experiences of a 21st century learning environment through the use of the technological devices. Additional chromebooks and headsets were purchased for the use at our community center to better allow students to continue to practice after school and also have the access to utilize technology to complete their school assignments and tasks.	Technological Devices, \$5,000 Unduplicated S/C Grant	

Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide technical support and professional development to the staff and parents on technology programs and strategies to use in the classroom.		Salaries, \$2,000 Unduplicated S/ C Grant	Teachers are supported in their learning along with parents with parent education and professional development being provided by the Technology Director, who is a certificated teacher on site.		Salaries, \$2,000 Unduplicated S/ C Grant
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Maintain three classified staff members to support the maintenance of the devices as well as supporting staff and student needs.		Salaries, \$30,562 Unduplicated S/C Grant	Technology staff are maintained to support the maintenance of the devices and supporting the staff and students as needed.		Salaries, \$30,562 Unduplicated S/C Grant
Scope of service:	School Wide Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Students will use technology and other resources to access a broad course of study such as all those addressed in the LCAP and also including: Visual and Performing Arts, Career Technical Classes, Foreign Language, Multi Media Arts, and Social Studies.		\$0	Students have access to technological devices in every classroom they are in. In addition the multi-media class, visual performing arts, career technical classes, foreign language and social studies are offered to the students to broaden their core curriculum.		\$0
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>Students will have access to fiction and non-fiction reading materials on their devices through the use of E-Books (from the library).</p>		<p>Materials/Supplies, \$400 Unduplicated S/C grant</p>	<p>Students had access to the E-Books on their own personal device, home computer or computer on the School Site, with 150 titles being offered.</p>		<p>Materials/Supplies, \$400 Unduplicated S/C grant</p>
<p>Scope of service:</p>	<p>School Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>School Wide</p> <p>Grades: 4th, 5th, 6th, 7th, 8th</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>What changes in actions, services, and expenditures</p>		<p>Our librarians have found that some of the E-Books weren't the popular titles students were interested in. The District was able to switch out some of the titles for this next year (maintaining 150 titles) and work to increase the popularity for the 2016-2017 with checking out E-Books. Parents will be encouraged to participate in parent education in order to have the opportunity to have a chromebook and hot spot checked out to them to assist them with their student's academic needs. Adding the Technology Director this year has provided the support for the teachers in area of training and also the parents.</p>			

Original Goal from prior year LCAP:	Students will be provided with a physical and emotionally safe environment in which to engage, learn and reach their fullest potential.	Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local:
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Goal Applies to:	Schools:	School Wide	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School Attendance rates will be maintained at 96% or above. 2. Pupil suspension and expulsion rates will be maintained at 3% or fewer for suspensions and less than 1% for expulsions. 3. Maintain "0" students in middle school dropout rate. 4. Student survey (2015-2016 base line developed) 5. Parent workshops (baseline developed in 2015-2016) 6. Quarterly Williams Report and Review 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School Attendance rates were maintained at 96% as a school 2. Pupil suspensions are at .006% and 0% for expulsions. 3. Zero middle school students have dropped out. 4. Student survey (2014-2015 results: 83% of student feel safe and they have someone who cares for them at School) 5. Parent workshops (2015-2016 1 parent trained conducted) 6. 0% complaints on the Quarterly Williams Report and Review
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Counseling services for students	Salaries, \$27,496 Unduplicated S/C Grant	Counseling services provided to students by the Schools full time School counselor. Meeting with students individually, in small group settings, conducting a series of class lessons related to bullying, supporting teachers, ensuring students safety on campus as well as meeting with parents.	Salaries, \$27,496 Unduplicated S/C Grant

Scope of service:	School Wide Grades: All		Scope of service:	School wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide homeless, SED and Foster students with needed supplies to help make them successful in school.		Materials/Supplies, \$2,100 Unduplicated S/C Grant	Students were provided with school supplies or clothing as needed throughout the year. PTO assisted Children, through the Sundale Clothes Closet, three times this year, therefore not as much was needed	Materials/Supplies, \$425 Unduplicated S/C Grant.	
Scope of service:	School Wide Grades: All		Scope of service:	School wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Provide parent workshops/trainings as needed for the parents.		Parent workshops, \$300 unduplicated S/C Grant	Parents were provided with one parent training on social media and the affects to our children. In addition our Counselor as well as the Social Worker were in contact with parents as needed as well as being in attendance at School Site Council meetings to address questions or concerns.	Parent workshops, \$0 unduplicated S/C Grant.
Scope of service:	School Wide Grades: All		Scope of service: School Wide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Ensure the facilities are in good repair		\$0	The Facilities report out on the FIT (Facilities Inspection Tool) to be in good repair.	\$0
Scope of service:	School Wide Grades: All		Scope of service: School Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Students invovled in a survey, indicating their safety and connectedness on campus.		\$0	Students in grades 5-8th are involved in a survey annually to check for their sense of connectedness and safety at School.		\$0
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Parents involved in inputting in decisions through School site Council meetings, Dad's Club meetings, Surveys and DELAC.		\$0	Encourage parents to be invovled in various clubs on campus, such as Dad's Club, School Site Council, PTO, DELAC and various surveys issued. Through the School's Newsletter (At A Glance) , Website, Beginning of the Year "Parent Meet-N-Greet, parent conferences, all calls, marquee, etc. Sundale has generated great attendance and participation.		\$0
Scope of service:	School Wide Grades: All		Scope of service:	School Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

Services provided from our Social Worker will be allocated from LCFF funds for this next year. The services are most needed by the unduplicated pupils. In addition, the school would like to increase extra curricular opportunities for these students by adding an additional day for the after school late bus (from 2 to 3 days). This will provide these students the ability to participate in after school sports and/or other activities offered after school. Additional enrichment activities will be offered for these students to take part in after school as well. The school has found that the counseling services provided has greatly benefited out students connectedness in school as well as the feeling of security from our parents.

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:	473265
<p>The District is demonstrating use of supplemental and concentration grant funding by principally directing the expenditures of those dollars at unduplicated pupils, which includes but not limited to personnel for support services through the Response to Intervention (RTI) model referenced in the plan (push in during the school day interventions, after school tutoring, Reading and Math academy sessions, summer school session, intervention and academy classes); curriculum software and web-based programs, professional development in capacity building, Enrichment classes for students and parents after school in addition to having the computer lab and a late bus for students. Using the calculation tool provided by the State, Sundale has calculated that it will receive \$473,265 for the 2016-2017 school year in Supplemental and Concentration funding under the LCFF.</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.

8.17	%
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Using the FCMAT calculator, the District has projected that it will receive \$473,265 in Supplemental and Concentration Grant Funds. The District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 8.17%. Sundale Union Elementary School District is addressing the minimal proportionality requirement by providing direct services specifically to unduplicated pupils including additional services added within the current three year plan, over services provided in the previous plan cycle. Actions and Services include:

- *Two curriculum coordinators
- *Intervention support provided by paraprofessionals and certificated staff
- *Supplemental English Language Development materials for English Learner students
- *Intervention services for Long Term English Learner students
- *Staff support for parents of English Learner students
- *A Certificated teacher assigned as an EL coordinator
- *EL parent liaison
- *Directed enrichment activities for English Learner students
- *ESL classes to support parents of English Learner students
- *Additional lab time for low income students with limited access to technology
- *After school technology and project-based learning activities for unduplicated pupils
- *Additional technology tools for low income families to support education at home
- *Supplemental school supplies for low income pupils to ensure their success in school
- *Additional bussing for unduplicated pupils to ensure equitable access to all after school opportunities
- *Social Worker services to support and assist students and their families

These targeted services demonstrate the efforts made to increase and/or improve services for the unduplicated pupils of Sundale Union Elementary School District, thus ensuring that the District is meeting its minimum proportionality requirement by expenditure of the total 2016-17 Supplemental and Concentration Grant Funding for qualifying purposes.

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).