

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Stone Corral Elementary

Contact Name and Title

Christopher Kemper

Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Stone Corral Elementary School is the single K-8 school in the Stone Corral Elementary School District. Located in the northeastern quadrant of Tulare County, Stone Corral is an isolated rural school with a K-8 population of 132 students. The school's population is largely Hispanic (98%) and economically disadvantaged (100% based on free and reduced lunch data). In addition, 79% of our parents are not high school graduates.

Over 20% of the school's Title I budget is committed to high-quality and relevant staff development. Parents have been properly notified (English and Spanish) of the School's Program Improvement status and their legal rights which include school choice and supplemental services.

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

The office and all of the classrooms have computers and are networked and have access to the internet. Every Wednesday is a minimum day, where the teachers can collegially plan and participate in staff development.

Stone Corral School is a place where we strive to nurture children to grow to their full potential. It is the

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

Curriculum

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

Attention to Individual Students

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

Staff

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

School Climate

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

Community Support

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

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The Local Control Accountability Plan (LCAP) represents our district's allocation of resources towards specific actions designed to meet our established goals. The goal-setting process is based on the school district's vision, mission and values statement. Our goals in turn help determine the relative attention and resources that will be directed toward each of the State's eight priority areas. The priority areas are addressed through the actions in the LCAP and they are monitored throughout the year by maintaining an LCAP annual report included in this document. Throughout the year, the report is monitored and progress is reported out to stakeholders groups who are consulted and provide recommendations for revisions to the plan.

The overarching goal of the Local Control Accountability plan is constant improvement of the educational outcomes for all students. The current three year LCAP continues to be organized under six goal areas:

1. Improve student achievement in language arts with an emphasis on College and Career Readiness.
2. Improve student achievement in math
3. Increase academic achievement with English language learners.
4. Ensuring students have access to instructional materials
5. Improving student attendance and truancy rates
6. Increase parent participation and engagement

There are a total of 45 actions described in the 17-18 LCAP. Highlighted refinements and revisions to the prior LCAP plan include:

1. Consolidation and organization of actions under each goal to reflect a sharper focus on a Multi-Tiered System of Support.
2. New core curriculum adoptions and supporting professional development with a focus on high quality instruction.
3. Comprehensive local assessments to measure individual student current status and growth to determine academic support needs, inform staff collaboration and drive program development.
4. Expanding tiered student services to connect students with counseling, social emotional assistance and other community-based support services.
5. Greater alignment between the LCAP and other strategic plans such as: EL master plan, technology plan, LEA plan, parent engagement plan and school plans with links to supporting documents.
6. Alignment of the LCAP to the overall District operating budget.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Stone Corral is developing a systemic approach to supporting all students' academic, behavioral and social/emotional needs. All students need specific support, whether to bring them up to grade level academically, support development of a specific skill, or support to enrich and challenge them to continue to excel.

The California Dashboard indicates a Blue (highest) performance for the school and all student groups on the Suspension Indicator. . The staff has worked to be proactive in teaching students about behavior expectations and appropriate behaviors in all areas and situations at the school. There is an emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. This year we started implementing an assessment plan to provide student achievement status and growth. Assessment results can be used to create individual learning plans that link students to strategic

content at their level, whether below or above grade.

Social-emotional monitoring and intervention is an important in ensuring student academic achievement by linking students with expanded counseling services.

Stone Corral has implemented a new language arts curriculum. This new adoption is closely aligned with the common core curriculum.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Stone Corral's English language arts test scores are very low. The ELA indicator on the California Dashboard is "Orange" for all students for the following academic sub groups:

All students, English Language Learners, Hispanic, and Socioeconomically Disadvantaged. It has increased by 7 points, but is 104.7 points below level 3. Many students are in Level 1 (67% standard not met).

All students should participate in rigorous, research-based academic curricula that prepares them to think conceptually, solve problems, and communicate their ideas effectively. Special attention should be paid to increasing the rigor, relevance, and engagement of the school curriculum, including for students who have traditionally faced barriers to successful transitions to high school, post-secondary, and vocational education. The performance levels for English Learners is very low. It also shows how the current year (status) compares to prior years (change). There was a 9 point increase this year.

Stone Corral's math test scores are very low for the following academic subgroups:

All students, English Language Learners, and Socioeconomically Disadvantaged had a student performance of "Red" on the California Dashboard. . Although the score was maintained from the previous year, the status is 132.5 points below level 3.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There were no performance gaps

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

CAASPP scores need to be improved on a consistent basis and sustained for continued growth. The key to this is to focus on the goals and actions for each goal.

Fidelity of program implementation within a multi-tiered system of support framework that addresses core reading instruction for every student and that strategically targets interventions based on data for students that need additional support. Even the most proven intervention strategy can fail to achieve outcomes if it is implemented poorly.

Specifically, the use of the adopted English language arts and math series, extended learning time, an emphasis on language development in all subjects, professional development, consultants, parent/community involvement, tiered academic supports informed by status and growth assessments administered several times per year to ensure that student needs are monitored and students are connected with appropriate tiered supports.

As needed, students are provided with tiered social-emotional support via designated counselors and Tiered social-emotional supports with designated counselors monitoring are being implemented and community-based organizations.

Improving student information system, data collection and student identification procedures for students to ensure that students can be identified, monitored, and served effectively.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,833,283

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$397,490

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

In addition to what is provided for in the LCAP, the district provides many services to support the core programs, including, but not limited to instructional staff, administrators, maintenance and operations.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$1,390,815

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Improve student achievement in English language arts

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

1. SBAC for ELA:

Increase 10 points=101.7 points below Level 3

Grade 3 2289.6

Grade 4 2317.2

Grade 5 2429.2

Grade 6 2461.8

Grade 7 2496.1

Grade 8 2475.5

Exceed standards 4%

Standards met 13%

1. SBAC for ELA:

Decrease 3 points=104.7 points below Level 3

Grade 3 2328.3 +38.7

Grade 4 2376.5 +59.3

Grade 5 2337.7 (-91.5)

Grade 6 2443.4 (-31.6)

Grade 7 NA

Grade 8 NA

Exceed standards 2.44%

Standards met 7.33%

Students will be monitored using SuccessMaker assessments and tutorials: Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

Students were monitored using SuccessMaker assessments and tutorials: Students using the program and taking the assessments increased reading skills by 1.0 grade level with an acceptable performance of 70% or better

3. Benchmark Tests from the adopted language arts program:

Above Standard 13%

Near Standard 12%

Below Standard 75%

Benchmark Tests from the adopted language arts program:

Above Standard 14%

Near Standard 14%

Below Standard 72%

Students met benchmarks established

Students will take Renaissance Learning STAR assessments once a month to monitor progress: 16% expected to reach benchmark

Students took Renaissance Learning STAR assessments once a month to monitor progress: 18% reached benchmark (+2%).

Expected

Students will take the Interim Smarter Balanced Tests once a month:
 10% Near standard
 8% Above Standard

Teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach:
 Fully Credentialed: 6
 Not fully credentialed: 1

Annual Board resolution on student access to standards-aligned materials: 100% of students have access to board approved, standards-aligned materials.

Actual

Students took the Interim Smarter Balanced Tests once a month. The scores for grades 3-8 were:
 11% Near standard
 9% Above Standard

Teachers were assigned by their credentialed in the subject area(s) and grade(s) they are assigned to teach. At the end of the year the credentialed status was:
 Fully Credentialed: 6
 Not fully credentialed: 1

The Annual Board resolution on student access to standards-aligned materials resulted in:
 100% of students have access to board approved, standards-aligned materials.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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The school day will be extended 30 minutes

The school day was extended 30 minutes

\$7,333 of LCFF S/C for Salaries & Benefits

\$7,333 of LCFF S/C for Salaries & Benefits

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All staff will participate in English Language Arts Professional Development- Topics will be included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction
- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

All staff participated in English Language Arts Professional Development- Topics were included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction
- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

LCFF S/C:
 Salaries and benefits \$1,000
 Contracted Services \$500
 Registration fees \$500

LCFF S/C:
 Salaries and benefits \$ 1,000
 Contracted Services \$1,500
 Registration fees \$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Professional Development Coordinator will assist in determining needs of staff, coordinating scheduling of presentations, and assisting in presenting.

Professional Development Coordinator assisted in determining needs of staff, coordinating scheduling of presentations, and assisting in presenting.

\$2,500 of LCFF S/C for Salaries & Benefits

\$2,500 of LCFF S/C for Salaries & Benefits

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Instructional materials will be purchased to support teaching and learning in English Language Arts.

Instructional materials were purchased to support teaching and learning in English Language Arts.

\$3,000 of LCFF S/C for Instructional materials and supplies

\$3,000 of LCFF S/C for Instructional materials and supplies

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Library books will be purchased to support and enhance literacy

Library books were purchased to support and enhance literacy

\$5,000 of LCFF S/C for Instructional materials and supplies

\$5,000 of LCFF S/C for Instructional materials and supplies

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Technology will be purchased and used to support and enhance literacy

Technology was purchased and used to support and enhance literacy

\$1,000 of LCFF S/C for Instructional materials and supplies

\$1,000 of LCFF S/C for Instructional materials and supplies

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts.

Student academic and attendance incentives were purchased and given for students who excel in English Language Arts.

\$1,000 of LCFF S/C for materials and supplies

\$1,000 of LCFF S/C for materials and supplies

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Students will attend extra and Co-Curricular Activities to support and enhance literacy

Students attended extra and Co-Curricular Activities to support and enhance literacy

\$1,000 of LCFF S/C for Operating Expenses

\$1,000 of LCFF S/C for Operating Expenses

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Students will attend summer school to support and enhance English language arts

Students attended summer school to support and enhance English language arts

\$18,624 of LCFF S/C for Salaries & Benefits

\$18,624 of LCFF S/C for Salaries & Benefits

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

An academic aide will teach and monitor students who need intensive instruction

An academic aide assisted in teaching and monitoring students who need intensive instruction

\$30,000 of LCFF S/C for Salaries & Benefits

\$30,000 of LCFF S/C for Salaries & Benefits

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Students will attend field trips to provide language experience and background experiences.

Students attended field trips to provide language experience and background experiences.

\$1,000 of LCFF S/C for Operating Expenses

\$ 1,000 of LCFF S/C for Operating Expenses

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Assessment/ Curriculum Coordinator will gather, help analyze data.

Assessment/ Curriculum Coordinator gathered, helped analyze data.

\$15,000 of LCFF S/C for Salaries & Benefits

\$15,000 of LCFF S/C for Salaries & Benefits

Action 13**Planned Actions/Services**

Students will participate in the Horse and Reader Literacy Program.

Through experiential activities, students participate in reading, writing, math, and social studies.

They integrate the subjects with visual and performing arts.

Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day's character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals

Actual Actions/Services

30 students participated in the Horse and Reader Literacy Program.

Budgeted Expenditures

\$15,000 of LCFF S/C for Contracted Services

Estimated Actual Expenditures

\$15,000 of LCFF S/C for Contracted Services

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services was successful. It was the first step towards a goal of the students achieving Level 3 and 4 in ELA proficiency. Progress was made in the majority of the actions, but depth of actions needs to take place in 2018-2019..

Progress was made in the majority of the actions:

- A. The school day was extended an extra 30 minutes each day to explicitly teach English Language Arts and English Language Development to more students effectively.
- B. Students were academically progressed monitored using SuccessMaker (instead of the Aimsweb Tests) and the assessments and benchmarks from the ELA/ELD core textbook.
- C. The staff continued to assess the students with the Renaissance Learning STAR assessments. The reports gave universal screening, diagnostic, and monitor progress.
- D. Students took the Interim Smarter Balanced Tests.
- E. Students took the Smarter Balanced Summative Test in May.
- F. 42 out of the goal of 50 students participated in the language arts intervention during and after school
- G. All staff participated in English Language Arts Professional Development during the weekly Wednesday meetings and at TCOE.
- H. Instructional Materials were purchased to support teaching and learning in English Language Arts
- I. Library books were purchased to support and enhance literacy
- J. Technology was purchased and used to support and enhance literacy
- K. Student academic and attendance incentives were purchased and given for students who excel in English Language Arts
- L. Students attended extra and co-curricular activities to support and enhance literacy like the spelling bee
- M. Staff was trained on the new ELA/ELD textbook adoption and implemented to support the teaching and learning of English Language Arts
- N. Students were academically targeted and invited to attend summer school to support and enhance English language arts
- O. An Academic Recovery Teacher Tutor was hired and provided intervention

- P. Accelerated Reader and other programs were purchased and implemented to support the teaching and learning in English Language Arts
- Q. Student went on field trips to provide language experience and background experiences
- R. The Assessment/ Curriculum Coordinator continued to assess, collect data and report it to the staff and parents.
- S. Students participated in the Horse and Reader Literacy Program

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According to the data on the California School Dashboard, there was an increase in points toward level 3. All students: +6.9; English Learners: +5 points; Socioeconomically Disadvantaged: +6.9 points; Hispanic: + 9 points. A new common core based language arts ELA/ELD was adopted and implanted this year. There were support materials purchased to enhance instruction. There was professional development to help support the staff in the ELA/ELD program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material differences between Budgeted Expenditures and Estimated Actual Expenditures. There needs to be an expansion of actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school day will be again extended an extra 30 minutes each day to explicitly teach English Language Arts and English Language Development to more students effectively.
A Professional Development Plan will be expanded on and the professional development coordinator will create a more robust course offering.
There will be an increased amount of instructional materials..
There will be more library books to help promote literacy.
There is a significant budget increase for incentives.
The summer school program in June will keep students engaged in learning during the summer "off track" time. There will be a second session added in July with cooperation with our charter school to give students an extra 20 instructional days.

Goal 2

Improve student achievement in math

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

1. SBAC in Math:
Very Low 119.3 points below Level 3
Grade 3 2343.5
Grade 4 2353.1
Grade 5 2439.8
Grade 6 2396.3
Grade 7 2452.3
Grade 8 2440.0
Exceed standards 4%
Standards met 6%

Actual

SBAC in Math:
Very Low 132.5 points below Level 3
Grade 3 2343.5 Actual- 2328.3= -15.2
Grade 4 2353.1 Actual- 2399.4=+46.3
Grade 5 2439.8 Actual- 2355.6= -84.2
Grade 6 2396.3 Actual- 2409.7=+13.4
Grade 7 2452.3 NA
Grade 8 2440.0 NA
Exceed standards 4% Actual: 0%
Standards met 6% Actual 4.82%

Expected

2. Students will be monitored using SuccessMaker assessments and tutorials:

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

3. Benchmark Tests from the adopted math program:

Above Standard 9%

Near Standard 7%

Below Standard 84%

4. Students will take Renaissance Learning STAR assessments once a month to monitor progress:

22% Expected to reach benchmark

5. Students will take the Interim Smarter Balanced Tests once a month:

8% Near standard

6% Above Standard

6. Teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach:

Fully Credentialed: 6

Not fully credentialed: 1

Actual

Students were monitored using SuccessMaker assessments and tutorials:

Students scores showed skills increased by 1.0 grade level with an acceptable performance of 70% or better overall.

Benchmark Tests from the adopted math program:

Above Standard 6%

Near Standard 8%

Below Standard 86%

Students took the Math Renaissance Learning STAR assessments once a month to monitor progress:

15% of the students reached benchmark

Students took the Interim Smarter Balanced Tests once a month:

6% Near standard

5% Above Standard

Teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach:

Fully Credentialed: 6

Not fully credentialed: 1

Expected

7. Annual Board resolution on student access to standards-aligned materials:
100% of students have access to board approved, standards-aligned materials.

Actual

The Annual Board resolution on student access to standards-aligned materials:
100% of students have access to board approved, standards-aligned materials.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

The school day will be extended 30 minutes

Actual Actions/Services

The school day was extended 30 minutes

Budgeted Expenditures

\$7,333 of LCFF S/C for Salaries & Benefits

Estimated Actual Expenditures

\$7,333 of LCFF S/C for Salaries & Benefits

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All staff will participate in math professional development- Topics will be included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction
- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

All staff participated in math professional development- from the topics presented in the My Math Professional Development

- topics and topics that were included in a staff development plan with an emphasis in English Language learners
- Common assessment and reporting practices
 - Rubrics
 - Monitoring student performance
 - Reporting student performance
 - Managing student behavior
 - Classroom management
 - Effective instruction
 - Classroom environment
 - Learning deficits
 - GATE
 - Scaffolding
 - ELD instruction
 - California Subject matter Frameworks

\$2,000 of LCFF S/C:
 Salaries and benefits \$1,000
 Contracted services \$500
 Registration fees \$500

LCFF S/C:
 Salaries and benefits \$ 1,000
 Contracted services \$500
 Registration fees \$500

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Instructional Materials will be purchased to support teaching and learning in math

Instructional Materials were purchased to support teaching and learning in math

\$3,000 of LCFF S/C for Materials & Supplies

\$3,000 of LCFF S/C for Materials & Supplies

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Technology devices will be purchased and used to support and enhance math.

Technology devices were purchased and used to support and enhance math.

\$2,000 of LCFF S/C for Materials & Supplies

\$2,000 of LCFF S/C for Materials & Supplies

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Student academic and attendance incentives will be purchased and given for students who excel in math.

Student academic and attendance incentives were purchased and given for students who excel in math

\$1,000 of LCFF S/C for Materials & Supplies

\$1,000 of LCFF S/C for Materials & Supplies

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Students will attend extra and Co-Curricular Activities to support and enhance math.

Students attended extra and Co-Curricular Activities to support and enhance math

\$1,000 of LCFF S/C for Operating Expenses

\$500 of LCFF S/C for Operating Expenses

Action 7

Planned Actions/Services

Students will attend summer school to support and enhance math.

Actual Actions/Services

Students attended summer school to support and enhance math.

Budgeted Expenditures

\$8,000 of LCFF S/C for Salaries & Benefits

Estimated Actual Expenditures

\$8,000 of LCFF S/C for Salaries & Benefits

Action 8

Planned Actions/Services

An intervention aide will teach and monitor students who need intensive instruction.

Actual Actions/Services

An intervention aide taught and monitored students who need intensive instruction

Budgeted Expenditures

\$20,000 of LCFF S/C for Salaries & Benefits

Estimated Actual Expenditures

\$20,000 of LCFF S/C for Salaries & Benefits

Action 9

Planned Actions/Services

Software programs will be purchased and implemented to support the teaching and learning in math.

Actual Actions/Services

Software programs were purchased and implemented to support the teaching and learning in math

Budgeted Expenditures

\$1,000 of LCFF S/C for Materials & Supplies

Estimated Actual Expenditures

\$1,000 of LCFF S/C for Materials & Supplies

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Students will attend field trips to provide language experience and background experiences.

Students attended field trips to provide language experience and background experiences which gave students background knowledge in language and concepts. The proven relationships between language skills and mathematics (Aiken, 1972; Cuevas, 1984; Dawe, 1983; Kessler et al, 1985) pointed out that a limited ability to speak English has considerable effects on the learning of mathematics.

\$1,000 of LCFF S/C for Operating Expenses

\$800 of LCFF S/C for Operating Expenses

Action 11

Planned Actions/Services

Students will participate in the hands-on science-math integration program. STEM education is active and focuses on a student-centered learning environment. Students engage in questioning, problem solving, collaboration, and hands-on activities while they address real life issues. The teacher guides

Actual Actions/Services

Students started to participate in the hands-on science-math integration program. The program could not be sustained because of lack of staffing as a result of credentialing issues.

Budgeted Expenditures

\$59,860 of LCFF S/C for Salaries & Benefits

Estimated Actual Expenditures

\$20,000 of LCFF S/C for Salaries & Benefits

Planned Actions/Services

students through the problem-solving process and plan projects that lead to mastery of content and STEM proficiency. STEM proficient students are able to answer complex questions, investigate global issues, and develop solutions for challenges and real world problems while applying the rigor of science, technology, engineering, and mathematics content in a seamless fashion. STEM proficient students are logical thinkers, effective communicators and are technologically, scientifically, and mathematically literate.

Actual Actions/Services**Budgeted Expenditures****Estimated Actual Expenditures**

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services was successful. It was the first step towards a goal of the students achieving Level 3 and 4 in math proficiency. Progress was made in the majority of the actions, but depth of actions needs to take place in 2018-2019.

A. The school day was extended by 30 minutes.

B. Students' math progress was monitored by a program called SuccessMaker.

C. The staff assessed the students with the Renaissance Learning STAR assessments, but it was difficult to include the test during the instructional day

D. Students took the Interim Smarter Balanced Tests this year, but in scattered fashion; some tested more than others. There needs to be training on effective use of the interim test, a determination of the selected item for the test, and a testing schedule made for each grade. A determination of what to do with the data collected is also needed.

E. Students in grades 3-8 took the Smarter Balanced Summative Test in May.

F. 21 out of the goal of 50 students participated in the math intervention during and after school

G. All staff participated in the math Professional Development during the weekly Wednesday meetings and at TCOE.

H. Instructional Materials were purchased to support teaching and learning in math

J. Technology was purchased and used to support and enhance math instruction and learning

K. Student academic and attendance incentives were purchased and given for students who excel in math

L. Students did attend extra and co-curricular activities to support math instruction and STEM

M. Students attended summer school to support and enhance math learning

N. An Academic Recovery Teacher was hired to teach and monitor students who need intensive instruction.

O. Accelerated Math and other programs were purchased and implemented to support the teaching and learning in math

P. Students attended field trips to provide language experience and background experiences

Q. Assessment/ Curriculum Coordinator assessed, collected data and reported it to the staff and parents. She helped develop the intervention

program.

R. Students participated in the STEM Program

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According to the California School Dashboard, the math scores maintained. The scores remained low (132.5 below level 3). There was some growth in academic achievement to Level 3 and 4 for English Learners. A new common core based math program was adopted and implemented this year. There were support materials purchased to enhance instruction. There was professional development to help support the staff in the new math program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The limited time that we had a STEM teacher resulted in a difference between budgeted expenditures and actual expenditures..

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school day will continue to be extended an extra 30 minutes each day to enhance instruction time and to teach more students effectively. A Professional Development Plan will be expanded and a professional development coordinator will create a more robust course offering. The summer school program will be expanded to offer second session and give students an extra 20 instructional days. The difficulty of finding a fully credentialed teacher for the STEM program has led to an indefinite postponement of the program.

Goal 3

Increase academic achievement with English Language Learners in meeting adequate yearly progress

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

1. SBAC for ELA:

Increase 10 points=101.7 points below Level 3

Grade 3 2289.6

Grade 4 2317.2

Grade 5 2429.2

Grade 6 2461.8

Grade 7 2496.1

Grade 8 2475.5

Exceed standards 4%

Standards met 13%

SBAC for ELA:

CAASPP ELA :

ALL Students:Dashboard: Orange. Very low (104.7 points below level 3).

There was an increase of 6.9 points

English Learners: Orange. Status: Very low (102.2 points below level 3).

There was an increase of 5 points

Increase 10 points=101.7 points below Level 3

Grade 3 2289.6 Actual: 2328.3

Grade 4 2317.2 Actual: 2376.5

Grade 5 2429.2 Actual: 2337.7

Grade 6 2461.8 Actual: 2443.4

Grade 7 2496.1 NA

Grade 8 2475.5 NA

Exceed standards 4% Actual: 2.44%

Standards met 13% 7.32

2. Students will be monitored using SuccessMaker assessments and tutorials:

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better.

Students were monitored using SuccessMaker language arts assessments and tutorials:

Students increased reading skills by 1.1 grade level with an acceptable performance of 90% or better.

3. Benchmark Tests from the adopted language arts program:

Above Standard 13%

Near Standard 12%

Below Standard 75%

Benchmark Tests from the adopted language arts program:

Above Standard 13% Actual: 15%

Near Standard 12% Actual: 13%

Below Standard 75% Actual: 72%

Expected

4. Students will take Renaissance Learning STAR assessments once a month to monitor progress:
16% expected to reach benchmark

5. Students will take the Interim Smarter Balanced Tests once a month:
10% Near standard
8% Above Standard

Actual

Students took Renaissance Learning STAR assessments once a month to monitor progress:
9% reached benchmark

Students will take the Interim Smarter Balanced Tests once a month:
The interim assessments allow teachers to check student progress throughout the year, giving them information they can use to improve their instruction and help students meet the challenge of college- and career-ready standards. These tools are used at the discretion of schools and districts, and teachers can use them to check students' progress at mastering specific concepts at strategic points during the school year. Interim assessments consist of the following features:
Interim Comprehensive Assessments (ICAs) that test the same content and report scores on the same scale as the summative assessments.
Interim Assessment Blocks (IABs) that focus on smaller sets of related concepts and provide more detailed information for instructional purposes.
The following is based on Interim comprehensive individual reports:
% Near standard: 7%
% Above Standard 3%

Expected

6. Students will take CELDT Test. Proficiency rates in English language development will increase by one year:

- Advanced 11%
- Early Intermediate 22%
- Intermediate 27%
- Early Intermediate 17%
- Beginning 23%

7. Students will take the ELPAC Test. Proficiency rates in English language development will increase by one year:

- Advanced 7%
- Early Intermediate 13%
- Intermediate 29%
- Early Intermediate 31%
- Beginning 20%

8. EL Reclassification Rate: The school will reclassify 15% of EL students to FEP

9. Teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach:

- Fully Credentialed: 6
- Not fully credentialed: 1

Actual

Students took the CELDT/ELPAC Test. These are the Proficiency rates:

- Advanced 7% to actual: 3%
- Early Intermediate 13% to actual: 17%
- Intermediate 29% to actual: 36%
- Early Intermediate 31% to to actual: 26%
- Beginning 20% to actual: 17%

Students took the ELPAC Test. Proficiency rates in English language development will increase by one year:

- Advanced 7% to actual: 3%
- Early Intermediate 13% to actual: 17%
- Intermediate 29% to actual: 36%
- Early Intermediate 31% to actual: 26%
- Beginning 20% to actual: 17%

EL Reclassification Rate: The school reclassified 6% of EL students to FEP

Teachers were assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach:

- Fully Credentialed: 6
- Not fully credentialed: 1

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

The school day will be extended 30 minutes to include ELD Instructional time

Actual Actions/Services

The school day was extended 30 minutes to include ELD Instructional time

Budgeted Expenditures

\$7,334 of LCFF S/C for Salaries & Benefits

Estimated Actual Expenditures

\$7,334 of LCFF S/C for Salaries & Benefits

Action 2

Planned Actions/Services

All staff will participate in English Language Development Professional Development

Actual Actions/Services

All staff participated in English Language Development Professional Development with an emphasis on the new ELD program and ELD development in math

Budgeted Expenditures

\$1,000 of LCFF S/C for Salaries and benefits & Professional development

Estimated Actual Expenditures

\$1,000 of LCFF S/C for Salaries and benefits & Professional development

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Instructional Materials will be purchased to support teaching and learning in English language development.

Instructional Materials were purchased to support teaching and learning in English language development.

\$2,000 of LCFF S/C for Materials & Supplies

\$2,000 of LCFF S/C for Materials & Supplies

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

An EL Coach will provide coaching of teachers and staff in instruction in English Language Development.

An EL Coach provided coaching of teachers and staff in instruction in English Language Development.

\$2,500 of LCFF S/C for Salaries & Benefits

\$2,500 of LCFF S/C for Salaries & Benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Library books will be purchased to support and enhance literacy

Library books were purchased to support and enhance literacy

\$5,000 of LCFF S/C for Materials & Supplies

\$5,000 of LCFF S/C for Materials & Supplies

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Technology will be purchased and used to support and enhance literacy.

Technology was purchased and used to support and enhance literacy.

\$1,000 of LCFF S/C for Materials & Supplies

\$1,000 of LCFF S/C for Materials & Supplies

Action 7**Planned Actions/Services**

EL Aide for the purposes of providing support to the instructional program within the assigned educational settings with specific responsibility for working with individual and/or small groups of English Language Learners, and providing support to other school personnel requiring assistance with non-English speaking students.

Actual Actions/Services

An EL aide was assigned to students to support the instructional program for EL students

Budgeted Expenditures

\$15,000 of LCFF S/C for Salaries & Benefits

Estimated Actual Expenditures

\$15,000 of LCFF S/C for Salaries & Benefits

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services was successful. It was the first step towards a goal of the students achieving Level 3 and 4 in ELA proficiency. Progress was made in the majority of the actions, but depth of actions needs to take place in 2018-2019.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services were provided and there was growth in academic achievement for students on the CELDT test. The new common core based English Language Arts and math series was expanded this year. This new series is Program 2 Basic ELA/ELD which will focus instruction. A new ELD series was adopted and implemented

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was little material differences between Budgeted Expenditures and Estimated Actual Expenditures. There needs to be an expansion of actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school day was extended with extra 30 minutes each day to explicitly teach English Language Arts and English Language Development to more students effectively.

A Professional Development Plan was created and a professional development coordinator will create a more robust course offering.

The summer school program will be expanded to offer second session and give students an extra 20 instructional days.

A researched-based ELD Program was adopted and implemented in the 2017-2018 school year. Although commendable, the program was a hindrance and a needless addition to a ELA series already full of ELD instruction and will be put to the side.

Goal 4

Ensuring that all students have access to instructional materials (with emphasis on technology)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

1. Technology survey will be given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development:

Staff knowledge and use of technology will increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and teaching.
- Use of email.
- Use of internet for professional development, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

A technology survey was given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. They feel some of the platforms are difficult to use and are not always of the quality the publisher advertises.

Staff would like to increase their knowledge and use of technology in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and teaching.
- Use of email.
- Use of internet for professional development, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

2. Students will be given assessment and grades by grade level in their use of technology:

Student knowledge and use of technology will increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and learning.
- Use of email.
- Use of internet for learning, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

Students were informally given assessment and grades by grade level in their use of technology:

Student knowledge and use of technology increased in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and learning.
- Use of email.
- Use of internet for learning, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

Expected

3. Teachers will attend and participate in technology based professional development: Attendance and use of technology will monitored by sign in sheet and classroom observation and used as a category in evaluations

4. The technology infrastructure will be improved and maintained: A School Technology plan will be updated to include monitoring of technology infrastructure and list specific goals and objectives to keep infrastructure up to date

5. Classroom schedules that show broad course of study for all students including those with exceptional needs: 100% of classroom schedules will show a broad course of study for all required subject areas

Actual

Teachers participated in technology based professional development, especially in the use of adopted ELA and math platforms from the publisher

The technology infrastructure was improved and maintained: A School Technology plan is currently being updated to include monitoring of technology infrastructure and list specific goals and objectives to keep infrastructure up to date

Classroom schedules that show broad course of study for all students including those with exceptional needs: 100% of classroom schedules show a broad course of study for all required subject areas

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Technology staff development

A technology survey was given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development. The staff wants to effectively blend technology with the instructional program. They feel some of the platforms are difficult to use and are not always of the quality the publisher advertises.

Staff would like to increase their knowledge and use of technology in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and teaching.
- Use of email.
- Use of internet for professional development, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

\$1,000 of LCFF S/C for Operating Expenses

\$1,000 of LCFF S/C for Operating Expenses

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide computerized programs to support Common Core implementation

The staff provided computerized programs to support Common Core implementation

\$2,000 of LCFF S/C for Materials & Supplies

\$2,000 of LCFF S/C for Materials & Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Purchase technology devices to reduce the students to computer ratio.

The staff purchased technology devices to reduce the students to computer ratio.

\$20,000 of LCFF S/C for Materials & Supplies

\$20,000 of LCFF S/C for Materials & Supplies

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Sustain internet bandwidth

The school sustained internet bandwidth

\$40,000 of LCFF S/C for Contracted Services

\$40,000 of LCFF S/C for Contracted Services

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Technology survey was given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development. The goals of the activities were to have the staff gain knowledge and use of technology in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and teaching.
- Use of email.
- Use of internet for professional development, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

Students will be given assessment and grades by grade level in their use of technology. The goal was to have student knowledge and use of technology increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and learning.
- Use of email.
- Use of internet for learning, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

Teachers will attend and participate in technology based professional development

The technology infrastructure will be improved and maintained. The activity was to update the School Technology plan to include monitoring of technology infrastructure and list specific goals and objectives to keep infrastructure up to date. This was started, but is still in progress.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The infrastructure continues to more robust and the number of devices available to staff has increased. Students are using computers more in their classrooms and the lab to enhance their learning. SuccessMaker was continued. This program offers a pretest assessment to place students at an instructional level. It then guides students through an instructional/tutorial session to teach and reinforce skills. Student are assessed to see if they learned the new skills. Teachers view the data to progress monitor students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. There needs to be an expansion of actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A Technology Professional Development Plan will be expanded and a professional development coordinator will create a more robust course offering based on the needs of the staff and students.

Goal 5

Improving pupil attendance and truancy rates and maintaining a positive learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

1. Attendance percentage 96%

2. Conduct an annual school climate and safety assessment among students, parents, and staff using the California School Climate, Health, and Learning Survey (CAL-SCHLS) or other comparable system. Data are analyzed and shared with stakeholders: Data shows a 3 over-all satisfaction for students, staff, parents

3. Suspension Rate: Maintain 0%

Actual

Actual attendance percentage was 94%

An annual school climate and safety assessment among students, parents, and staff using the California Healthy Kids Survey Data are analyzed and shared with stakeholders: Data shows a 78% over-all satisfaction for students, staff, parents

Suspension rate was maintained: 0%

Expected

4. Expulsion rate was maintained: 0%

5. Chronic Absenteeism: Maintain 0%

6. Middle School dropout rate: Maintain 0%

7. Facility Inspection Tool (FIT) Survey: Rating of Good

Actual

Expulsion rate maintain: 0%

Chronic Absenteeism: The Rate on Dataquest is listed at 23.1%

Middle School dropout rate:maintained 0%

Facility Inspection Tool (FIT) Survey: Rating of Good

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Hire a part time Psychologist/
Counselor to provide counseling
support for instruction and
learning in the affective realm

Actual Actions/Services

The school hired a part time
Psychologist and Counselor to
provide counseling support for
instruction and learning in the
affective realm

Budgeted Expenditures

\$15,000 of LCFF S/C for
Contracted Services

Estimated Actual Expenditures

\$15,000 of LCFF S/C for
Contracted Services

Action 2

Planned Actions/Services

Purchase attendance incentives

Actual Actions/Services

Attendance incentives were purchased and handed out

Budgeted Expenditures

\$1,000 of LCFF S/C for Materials & Supplies

Estimated Actual Expenditures

\$1,000 of LCFF S/C for Materials & Supplies

Action 3

Planned Actions/Services

Additional days for county nurse to provide health and wellness support for students.

Actual Actions/Services

The school had additional days for county nurse to provide health and wellness support for students.

Budgeted Expenditures

\$5,000 of LCFF S/C for Contracted Services

Estimated Actual Expenditures

\$5,000 of LCFF S/C for Contracted Services

Action 4

Planned Actions/Services

Noon Duty Supervisors- for supervision for safe learning climate

Actual Actions/Services

Noon Duty Supervisors- for supervision for safe learning climate were hired

Budgeted Expenditures

\$15,000 of LCFF S/C for Salaries & Benefits

Estimated Actual Expenditures

\$15,000 of LCFF S/C for Salaries & Benefits

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Utilize a Multi-tiered system of supports (MTSS) such as Positive Behavior Intervention and supports to improve school climate, address school safety, and overall student wellness. Ensure that the strategies used are evidence-based, trauma-sensitive, restorative in nature, and address student mental health.

The school initiated a Multi-tiered system of supports (MTSS) such as Positive Behavior Intervention and supports to improve school climate, address school safety, and overall student wellness. The Student Study Team was successfully utilized

\$2,000 of LCFF S/C for Materials & Supplies

\$2,000 of LCFF S/C for Materials & Supplies

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

School facilities are maintained in good repair and promote the health and well-being of occupants, conserve energy and water, and have clean indoor air.

- Developing a Facilities Master Plan to better understand current and long-term facility needs
- Implementation of regular preventive maintenance as a cornerstone to an effective maintenance initiative
- Ensuring compliance with the ADA

The school is developing a Facilities Master Plan to better understand current and long-term facility needs

The school is beginning the implementation of regular preventive maintenance as a cornerstone to an effective maintenance initiative

The school is working with SchoolWorks to make sure there is compliance with the ADA

\$1,000 of LCFF S/C for Materials & Supplies

\$1,000 of LCFF S/C for Materials & Supplies

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

An attendance plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on the number of absences and tardies, alternatives to suspension, and initiate a Stone Corral School Attendance Committee to monitor all student attendance

An attendance plan describing, monitoring, and enforcing attendance was written. The plan describes the attendance policy of the school, progressive discipline based on the number of absences and tardies, alternatives to suspension, and initiate a Stone Corral School Attendance Committee to monitor all student attendance

\$500 of LCFF S/C for Materials & Supplies

\$5000 of LCFF S/C for Materials & Supplies

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school nearly reached its attendance goal of an overall attendance percentage of 95%.

An attendance Plan describing, monitoring, and enforcing attendance was written. The plan describes the attendance policy of the school, progressive discipline based on numbers of absences and tardies, alternatives to suspension and initiate a Stone Corral School Attendance Committee to monitor all student attendance. The plan has been written but needs to be followed fully. In the plan an intervention safety net of support for students who have attendance problems was informally implemented.

Student Incentives were purchased to support and acknowledge learning, attendance, and citizenship goals.

A psychologist and counselor were hired to provide counseling, support for instruction, and learning in the affective realm

A TCOE Nurse worked five additional days to provide health and wellness support for students

Stone Corral School maintained 0% Middle School dropout rate and 0% Expulsion Rate

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions are a good base to work from to establish a well systemic approach to supporting all students' academic, behavioral and social/emotional needs. All students need specific support, whether to bring them up to grade level academically, support development of a specific skill, or support to enrich and challenge them to continue to excel.

Social-emotional monitoring and intervention is an important in ensuring student academic achievement by linking students with expanded counseling services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. There needs to be an expansion of

actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The school will expand of what has been established this year by increasing the counselor's days.

The school will continue to expand upon a Multi-tiered system of supports (MTSS) such as Positive Behavior Intervention and Supports to improve school climate, address school safety, and overall student wellness.

The school will implement strong School Wellness Policies that comply with the federal mandates required in the Healthy, Hunger-free Kids act of 2010;

The school will implement positive-disciplinary measures that do not exclude students from school as alternatives to suspensions and expulsions.

These include restorative justice practices and referrals to School Attendance Review Boards, which emphasize problem-solving and support instead of punishment.

All teachers will be appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach.

The school will ensure that school facilities are maintained in good repair and promote the health and well-being of occupants, conserve energy and water, and have clean indoor air. Developing a Facilities Master Plan to better understand current and long-term facility needs; • Implementation of regular preventive maintenance as a cornerstone to an effective maintenance initiative; • Ensuring compliance with the ADA.

Goal 6

Increase parent participation and engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 8

Local Priorities:

Annual Measurable Outcomes

Expected

1. A school survey will be conducted at the end of each year:
 - Parent support will increase by 5%
 - Parent engagement will increase by 5%
 - Parent self-efficacy will increase by 5%
 - Perception of school climate will improve 5%
 - Parent perception of school program will increase 5%
 - Parents will become more engaged and view their roles and responsibilities increase by 5%

2. Continuation of PIQE program; emphasis on parents of individuals with exceptional needs: 15 parents will graduate

Actual

- A school survey was conducted at the end the each year:
- Parent support increased by 4%
 - Parent engagement will increase by 4%
 - Parent self-efficacy will increase by 6%
 - Perception of school climate will improve 7%
 - Parent perception of school program will increase 4%
 - Parents will become more engaged and view their roles and responsibilities increase by 5%

The PIQE program was continued this year; emphasis on parents of individuals with exceptional needs: 8 parents graduated

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Continue and sustain PIQE Program-
 Vision: PIQE is dedicated to achieving economic and social equality for all through education.

Mission: To provide families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.

Core Values:

1. Empowerment for change
2. Knowledge is power
3. Taking responsibility
4. Respect for the family

PIQE's Parent Engagement in Education Program educates, empowers, and transforms

Actual Actions/Services

The PIQE program was continued this year; emphasis on parents of individuals with exceptional needs: 8 parents graduated

Budgeted Expenditures

\$6,000 of LCFF S/C for Contracted Services

Estimated Actual Expenditures

\$6,000 of LCFF S/C for Contracted Services

Planned Actions/Services

parents to actively engage in their children’s education and strengthen parent-school collaboration in order to improve the academic success of students.

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 2

Planned Actions/Services

Latino Family Literacy Project
It is a family reading program (Family Stories / Cuentos Familiares) and can be used to read with the entire family. It uses books that are appropriate for reading levels grades 1-4 – depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.

Actual Actions/Services

Two staff members were trained in the Latino Family Literacy Project

Budgeted Expenditures

\$2,000 of LCFF S/C:
Contracted services \$1,000
Materials and supplies \$500
Salaries and benefits \$500

Estimated Actual Expenditures

LCFF S/C:\$2,000
Contracted services \$1,000
Materials and supplies \$500
Salaries and benefits \$500

Action 3

Planned Actions/Services

Volunteer Recognition

Actual Actions/Services

Parents and community members were given a "Golden Apple Award" recognition

Budgeted Expenditures

\$500 of LCFF S/C for Materials & Supplies

Estimated Actual Expenditures

\$500 of LCFF S/C for Materials & Supplies

Action 4

Planned Actions/Services

Parent Education Nights with an emphasis on participation of parents of students with exceptional needs.

Actual Actions/Services

There were 3 Parent Education Nights this year

Budgeted Expenditures

\$1,000 of LCFF S/C:
Contracted services \$500
Materials and supplies \$250
Salaries and benefits \$250

Estimated Actual Expenditures

LCFF S/C:1,000
Contracted services \$0
Materials and supplies \$1,000
Salaries and benefits \$0

Action 5

Planned Actions/Services

A Family Center will be established to be a "home base" and a resource for parents, community members, and volunteers.

Actual Actions/Services

A Family Center was planned a "home base" and a resource for parents, community members, and volunteers.
Students who thrive in school tend to have strong families, working with teachers to support learning at home and at school. At the same time, schools that support family involvement enjoy

Budgeted Expenditures

\$1,000 of LCFF S/C:
Materials and supplies \$500
Salaries and benefits \$500

Estimated Actual Expenditures

LCFF S/C:\$500
Materials and supplies \$500
Salaries and benefits \$0

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

a positive school climate, a richer school curriculum, more support from families and the community, and better teacher morale. School family centers can bring it all together.

A family center located in school sends a clear message to parents that they are very important in the education of their children. Family centers give parents the chance to feel welcome and involved in school. They provide a place for parents to meet face-to face with staff members and other parents, forming friendly and child-centered relationships.

School family centers can be especially welcoming to families from diverse cultures and those with limited English skills. They can be a valuable tool in school efforts to close the achievement gap and raise student achievement.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parents became involved through the PIQE program and seemed to become motivated and engaged. There were two staff members trained for the Latino Family Literacy program and it needs to be fully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The PIQE program was effective. There was evidence of parent participation based on the activities and assignments the presenter had.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was little material differences between Budgeted Expenditures and Estimated Actual Expenditures. There needs to be an expansion of actions/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The PIQE Program will be fully implemented again.

The Latino Family Literacy Project will be scheduled throughout the year

Volunteer Appreciation awards will be purchased to support volunteers and families that support education

Parent Education Nights will be scheduled each month to help engage families to support learning.

A Family Center will be established at the school.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Stone Corral staff continues to work effectively toward a community of excellence. The timely process we used to involve and develop our stakeholders in the development of the LCAP includes administration training with meetings from advisers from the Tulare County Office of Education (12/7/17, 4/3/18), meetings held in with teachers and staff (8/8/17; 8/16/17; 1/31/18; 3/1/18; 3/14/18; 4/11/18; 4/18/18); parents involved in the English Language Advisory Committee and School Site Council (4/11/18; 5/30/18; 6/12/18); and board meetings (2/15/18; 3/8/18; 4/12/18; 5/10/18). Students were consulted 8/17/17 to show what activities were developed for their academic achievement. Student Council reviewed the same presentation on 8/21/17. Students were given two surveys: A modified Healthy Kids survey and one which asked them for their opinions of the Horse and Reader Program and the Science STEM program. Students were involved with another presentation to get their input on the status of actions and services and to see if they wanted any changes for next year. Students designed Goals, Actions, and Services posters to display in the cafeteria.

Stone Corral School engaged in thoughtful and meaningful dialogue with parents, staff, and community members to examine the current level of performance of all students. The process included a specific examination of the State identified subgroups, (Low SES, Hispanic, and English Language Learners).

In these meetings the administration expressed the importance of having the staff and community involved in the process of developing, reviewing, and implementing the LCAP. A survey was given to the above mentioned groups in May of 2018 to get community input. Data was presented over a 3-year period in regards to attendance rates, academic performance index as determined by the California Standards State Testing results, district assessments, discipline rates, and results of the California English Language Development Test (CELDT).

In these meetings the following information was also shared to inform the LCAP goal setting with the Stone Corral Community:

- CAASPP data for All Groups

- Attendance Rate
- Dropout Rate – Junior High
- CELDT Results
- Reclassification Rates
- English Language Development Master Plan
- Healthy Kids & Character Counts Survey
- Results from LCAP Surveys
- School Accountability Report Card (SARC)
- Single Plan for Student Achievement (SPSA)
- Local Benchmarks

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

As a result of including the school community (stakeholders) in the development of the LCAP, we have decided to still focus on the six goals, with modified actions and services.

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

The parents and other stakeholders liked the goals, actions, and services developed the past three years and feel it is a good direction to go in.

In reviewing the data, it was clear that test scores in ELA and math in the past years did not grow significantly. Last year's CAASPP data shows that our students are mostly at not meeting the standards.

The staff and parents believe that the alignment and extending the application of the skills taught to application and problem solving. must take place in order to have academic achievement.

Currently, the Wonders reading series is being used and modified to meet the alignment.

In math, My Math, a newly adopted math series is being used.

The stakeholders felt Stone Corral should focus instruction on EL students by starting a specific ELD time for instruction at each grade level and offer before/after school and during school intervention programs and continue to implement ELD instruction using ELD material. The intervention will focus on EL, English language arts, and math for the EL students.

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

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

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

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

Students need to be exposed to the College and Career Readiness (CCR) anchor standards.

Expected Annual Measurable Outcomes: Proficiency rates in English Language Arts will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard). The California school Dashboard will see a growth to the next level in ELA and math.

Students will be academically monitored through the use of SuccessMaker and other benchmark tests.

SuccessMaker provides adaptive, game-based math and reading instruction to struggling students in Kindergarten through eighth grades. Students work through exercises at their level while the system continuously reports their progress and adjusts lessons to provide remediation or additional challenges based on their performance.

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

SuccessMaker can generate reports that track mastery by academic standard or skill. Skills are flagged green, yellow or red according to the student's mastery level. A few of these reports include::

Student Performance Report (SPR)—Overall average, overall percentage, average time on task

Areas of Difficulty (AOD) —Specific areas of difficulty for that student

Cumulative Performance Report (CPR)—Level of each strand, IPM level, current level, and gains (the difference between the student’s current level and her IPM level)

System Enrollment and Usage (SEU)—Time on task and number of sessions

Students will take the Interim Smarter Balanced Tests.

There are two types of Interim Assessments:

1. Interim Comprehensive Assessments (ICAs) are built on the same blueprints as the Summative Assessments. They assess the same range of standards and are administered initially in fixed form format, but will be adaptive when sufficient numbers of items become available. The ICAs include the same item types and formats, including performance tasks, as the Summative Assessments, and yield results on the same vertical scale. The ICAs yield overall scale scores, overall performance level designations, and claim-level information.
2. Interim Assessment Blocks (IABs) focus on the smaller sets of targets and therefore provide more detailed information for instructional purposes. The blocks are available initially as fixed forms and will build out to include a computer adaptive algorithm when sufficient numbers of items become available. The IABs yield overall information for each block.

Students will take the Smarter Balanced Summative Test in May.

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

Math

The Standards for Mathematical Content for each grade level is the focus. The process of math needs to be included:

- 1) Make sense of problems and persevere in solving them.
- 2) Reason abstractly and quantitatively.
- 3) Construct viable arguments and critique the reasoning of others.

4) Model with mathematics.

5) Use appropriate tools strategically.

6) Attend to precision.

7) Look for and make use of structure.

8) Look for and express regularity in repeated reasoning.

English Learning Students may need instructional support in developing proficiency in English language and literacy as they engage in learning academic content

Teachers need additional support to plan instruction, differentiate curriculum, infuse instruction with specially designed academic instruction in English (SDAIE) techniques, and use grouping strategies effectively.

The organization of the Proficiency Level Descriptors represent English language development as a continuum of increasing proficiency in language learning and use. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

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

Attendance

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

Learning is a progressive activity; each day's lessons build upon those of the previous day(s).

Parent Involvement

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

- When parents are involved, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in their students' education, those students have higher grades and test scores, better attendance, and complete homework more consistently.
- When parents are involved, students exhibit more positive attitudes and behavior.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in post-secondary education.
- Different types of parent/family involvement produce different gains. To have long-lasting gains for students, parent involvement activities must be well-planned, inclusive, and comprehensive.
- Educators hold higher expectations of students whose parents collaborate with the teacher. They also hold higher opinions of those parents.
- Student behaviors, such as disruptive behavior, violence, and antisocial behavior decrease as parent involvement increases.
- Students are more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their child's educators, or keep up with what is happening in their child's school.

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

The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to

(1) create a home environment that encourages learning;

(2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and

(3) become involved in their children's education at school and in the community

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

Accommodating all students

Classroom management
Differentiated instruction
Interpreting and using data
Student engagement
ELD explicit instruction
Strategies for EL students
Grading rubrics
Curriculum management
Wonders
My Math
Step Up to Writing
Common Core Coach
Google Classroom
Google Docs

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Improve student achievement in English language arts

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

1. Teachers need the skills, strategies and expertise in presenting instruction from the adopted language arts series and to incorporate common core standards and to use strategies to engage students.
2. All students have access to standards aligned instructional materials.
3. CAASPP language arts test scores are very low. Students need to have a firm foundation in the building blocks for reading:
 - Phonemic Awareness
 - Phonics instruction
 - Fluency instruction
 - Vocabulary instruction
 - Text comprehension instruction
4. Students need to be exposed to the College and Career Readiness (CCR) anchor standards. A more rigorous implementation of content and performance standards needs to occur.
5. Student academic progress needs to be assessed, monitored, and used for instruction. There needs to be local, interim and summative assessments.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Metrics/Indicators**Baseline****2017-18****2018-19****2019-20**

1. Students will take the Smarter Balanced Summative Test in May. Proficiency rates in English Language Arts will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)

Very Low 111.7 points below Level 3
 Grade 3 2279.6
 Grade 4 2307.2
 Grade 5 2419.2
 Grade 6 2451.8
 Grade 7 2486.1
 Grade 8 2465.5
 Exceed standards 1%
 Standards met 9%

Increase 10 points=101.7 points below Level 3
 Grade 3 2289.6
 Grade 4 2317.2
 Grade 5 2429.2
 Grade 6 2461.8
 Grade 7 2496.1
 Grade 8 2475.5
 Exceed standards 4%
 Standards met 13%

Increase 10 points=91.7 points below Level 3
 Grade 3 2299.6
 Grade 4 2327.2
 Grade 5 2439.2
 Grade 6 2471.8
 Grade 7 2496.1
 Grade 8 2485.5
 Exceed standards 4%
 Standards met 13%

Increase 10 points=81.7 points below Level 3
 Grade 3 2309.6
 Grade 4 2337.2
 Grade 5 2449.2
 Grade 6 2481.8
 Grade 7 2506.1
 Grade 8 2495.5
 Exceed standards 8%
 Standards met 17%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

2. Students will be monitored using SuccessMaker assessments and tutorials–

- Last session
- Cumulative Performance
- Course report
- Grouping by Areas of Difficulty
- Prescriptive Scheduling

Program has just been established, a baseline has not been established yet

The baseline will be established as follows: students will increase reading skills by 1.0 grade level with an acceptable performance of 70% or better

Students will increase reading skills by 1.1 grade level with an acceptable performance of 80% or better

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

3. Benchmark Tests from the adopted language arts program

Above Standard 11%
Near Standard 10%
Below Standard 79%

Above Standard 13%
Near Standard 12%
Below Standard 75%

Above Standard 15%
Near Standard 16%
Below Standard 69%

Above Standard 19%
Near Standard 20%
Below Standard 61%

4. Students will take Renaissance Learning STAR assessments once a month to monitor progress

13.1% expected to reach benchmark

16% expected to reach benchmark

22% expected to reach benchmark

26% expected to reach benchmark

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

5. Students will take the Interim Smarter Balanced Tests once a month

Students will pass assigned interim assessments assigned once a month. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: "Below Standard," "Near Standard," and "Above Standard."
 5% Near Standard
 3% Near Standard

10% Near standard
 8% Above Standard

12% Near standard
 10% Above Standard

14% Near standard
 12% Above Standard

6. All teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach.

Fully Credentialed: 5
 Not fully credentialed: 2

Fully Credentialed: 6
 Not fully credentialed: 1

Fully Credentialed: 7
 Not fully credentialed: 0

Fully Credentialed: 7
 Not fully credentialed: 0

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
7. Annual Board resolution on student access to standards-aligned materials	100% of students have access to board approved, standards-aligned materials.	100% of students have access to board approved, standards-aligned materials.	100% of students have access to board approved, standards-aligned materials.	100% of students have access to board approved, standards-aligned materials.
Implementation of academic content and performance standards for all students, including English Learner access to the Common Core and ELD Standards	Implementation status: ELA- Full ELD-Full Math- Full NGSS- Initial History/Social Science- Initial	Implementation status: ELA- Full ELD-Full Math- Full NGSS- Initial History/Social Science- Full	Implementation status: ELA- Full ELD-Full Math- Full NGSS- Full History/Social Science- Full	Implementation status: ELA- Full ELD-Full Math- Full NGSS- Full History/Social Science- Full

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The school day will be extended 30 minutes

The school day will be extended 30 minutes

The school day will be extended 30 minutes

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$7,333

\$7,333

\$7,333

Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services

All staff will participate in English Language Arts Professional Development- Topics will be included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction
- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

2018-19 Actions/Services

All staff will participate in English Language Arts Professional Development- Topics will be included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction
- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

2019-20 Actions/Services

All staff will participate in English Language Arts Professional Development- Topics will be included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction
- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$2,000	\$2,000	\$2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1. Salaries and benefits \$1,000 2. Contracted Services \$500 3. Registration fees \$500	1. Salaries and benefits \$1,000 2. Contracted Services \$500 3. Registration fees \$500	1. Salaries and benefits \$1,000 2. Contracted Services \$500 3. Registration fees \$500

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Professional Development Coordinator will assist in determining needs of staff, coordinating scheduling of presentations, and assisting in presenting.

2018-19 Actions/Services

Professional Development Coordinator will assist in determining needs of staff, coordinating scheduling of presentations, and assisting in presenting.

2019-20 Actions/Services

Professional Development Coordinator will assist in determining needs of staff, coordinating scheduling of presentations, and assisting in presenting.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,387	\$2,387
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Salaries and benefits	Salaries and benefits	Salaries and benefits

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Instructional Materials will be purchased to support teaching and learning in English Language Arts.

Instructional Materials will be purchased to support teaching and learning

Instructional Materials will be purchased to support teaching and learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$3,000	\$86,384	\$86,384
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Supplemental instructional materials and supplies	Supplemental Instructional materials and supplies	Supplemental Instructional materials and supplies

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Library books will be purchased to support and enhance literacy.

Library books will be purchased to support and enhance literacy. These books will be added to the library collection for the accelerated Reader Program, to expand the non-fiction selection of titles, and to encourage reading by adding to the selection.

Library books will be purchased to support and enhance literacy. These books will be added to the library collection for the accelerated Reader Program, to expand the non-fiction selection of titles, and to encourage reading by adding to the selection.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$20,000	\$20,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Instructional materials and supplies	Instructional materials and supplies	Instructional materials and supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Technology will be purchased and used to support and enhance literacy.

Technology will be purchased and used to support and enhance literacy.

Technology will be purchased and used to support and enhance literacy.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Instructional materials and supplies	Instructional materials and supplies	Instructional materials and supplies

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts.

2018-19 Actions/Services

Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts and English Language Development

2019-20 Actions/Services

Student academic and attendance incentives will be purchased and given for students who excel in English Language Arts and English Language Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,000	\$2,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will attend extra and Co-Curricular Activities to support and enhance literacy

Students will attend extra and Co-Curricular Activities to support and enhance literacy

Students will attend extra and Co-Curricular Activities to support and enhance literacy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C

Budget Reference

Operating Expenses

Operating Expenses

Operating Expenses

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will attend summer school to support and enhance English language arts.

Students will attend summer school to support and enhance student academic achievement. There will be a blend of Stone Corral Staff and Stone Corral CHOICES summer program. The increase in budget is provide instruction through teacher and aide salaries and to provide CHOICES for students who participate in Summer school.

Students will attend summer school to support and enhance student academic achievement. There will be a blend of Stone Corral Staff and Stone Corral CHOICES summer program. The increase in budget is provide instruction through teacher and aide salaries and to provide CHOICES for students who participate in Summer school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,624	\$15,000 Salaries and benefits \$15,000 Contracted services \$30,000 Total	\$15,000 Salaries and benefits \$15,000 Contracted services \$30,000 Total
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Salaries and benefits	Salaries and benefits Contracted services	Salaries and benefits Contracted services

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

An academic aide will teach and monitor students who need intensive instruction.

An academic aide will teach and monitor students who need intensive instruction.

An academic aide will teach and monitor students who need intensive instruction.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$30,000

\$30,000

\$30,000

Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries and benefits	Salaries and benefits	Salaries and benefits

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services

Students will attend field trips to provide language experience and background experiences.

2018-19 Actions/Services

Students will attend field trips to provide language experience and background experiences.

2019-20 Actions/Services

Students will attend field trips to provide language experience and background experiences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Operating Expenses	Operating Expenses	Operating Expenses

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Assessment/ Curriculum Coordinator will gather, help analyze data.

2018-19 Actions/Services

Assessment/ Curriculum Coordinator will gather, help analyze data.

2019-20 Actions/Services

Assessment/ Curriculum Coordinator will gather, help analyze data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,735	\$15,735
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Salaries and benefits	Salaries and benefits	Salaries and benefits

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will participate in the Horse and Reader Literacy Program. Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects

Students will participate in the Horse and Reader Literacy Program. Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects

Students will participate in the Horse and Reader Literacy Program. Through experiential activities, students participate in reading, writing, math, and social studies. They integrate the subjects

with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day’s character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals

with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day’s character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals

with visual and performing arts. Students are transported to the ranch. They meet in an opening circle in the barn, discuss the day’s character promise, repeat a safety pledge, and break into three groups of four to circulate through three centers in which they learn about horses, groom/lead/manage, and participate in experiential science, math, art, and reading comprehension. At the end of the session, they debrief, reflect, and write in their journals

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$20,000	\$20,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Contracted services	Contracted services	Contracted services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Improve student achievement in math

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

1. Teachers need the skills, strategies and expertise in presenting instruction from the adopted math series and to incorporate common core standards and to use strategies to engage students. Teachers and students have access to standards-aligned instructional materials.
2. Students need explicit and direct instruction to assure that the students are given the varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with importance in mathematics education.
 - Make sense of problems and persevere in solving them.
 - Reason abstractly and quantitatively.
 - Construct viable arguments and critique the reasoning of others.
 - Model with mathematics.
 - Use appropriate tools strategically.
 - Attend to precision.
 - Look for and make use of structure.
 - Look for and express regularity in repeated reasoning.

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

3. Student math test scores have been very low and vacillating.
4. Students need to learn basic mathematical facts
5. Students have a difficult time applying math skills to multiple task problem solving
6. The new textbook adoption will continued to be implemented to support the teaching and learning of math

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Students will take the Smarter Balanced Summative Test in May. Proficiency rates in math will increase by one proficiency level by each student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)	2015-2016 Very Low 129.3 points below Level 3 Grade 3 2333.5 Grade 4 2343.1 Grade 5 2429.8 Grade 6 2386.3 Grade 7 2442.3 Grade 8 2430.0 Exceed standards 0% Standards met 2%	Very Low 119.3 points below Level 3 Grade 3 2343.5 Grade 4 2353.1 Grade 5 2439.8 Grade 6 2396.3 Grade 7 2452.3 Grade 8 2440.0 Exceed standards 4% Standards met 6%	Low 109.3 points below Level 3 Grade 3 2353.5 Grade 4 2363.1 Grade 5 2449.8 Grade 6 2406.3 Grade 7 2462.3 Grade 8 2450.0 Exceed standards 8% Standards met 10%	Low 99.3 points below Level 3 Grade 3 2363.5 Grade 4 2373.1 Grade 5 2459.8 Grade 6 2416.3 Grade 7 2472.3 Grade 8 2460.0 Exceed standards 12% Standards met 14%

2. Students will be monitored using SuccessMaker assessments and tutorials–

- Last session
- Cumulative Performance
- Course report
- Grouping by Areas of Difficulty
- Prescriptive Scheduling

Program was initiated, a baseline is still in development

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

3. Benchmark Tests from the adopted language arts program

Above Standard 5%
Near Standard 3%
Below Standard 92%

Above Standard 9%
Near Standard 7%
Below Standard 84%

Above Standard 13%
Near Standard 11%
Below Standard 76%

Above Standard 17%
Near Standard 15%
Below Standard 68%

4. Students will take Renaissance Learning STAR assessments once a month to monitor progress

18.9% expected to meet benchmark

22% Expected to reach benchmark

26% Expected to reach benchmark

30% Expected to reach benchmark

5. Students will take the Interim Smarter Balanced Tests once a month

Students will pass assigned interim assessments assigned once a month. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: "Below Standard," "Near Standard," and "Above Standard."

8% Near standard
6% Above Standard

10% Near standard
8% Above Standard

12% Near standard
10% Above Standard

6. All teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach.

Fully Credentialed: 5
Not fully credentialed: 2

Fully Credentialed: 6
Not fully credentialed: 1

Fully Credentialed: 7
Not fully credentialed: 0

Fully Credentialed: 7
Not fully credentialed: 0

7. Annual Board resolution on student access to standards-aligned materials

100% of students have access to board approved, standards-aligned materials.

100% of students have access to board approved, standards-aligned materials.

100% of students have access to board approved, standards-aligned materials.

100% of students have access to board approved, standards-aligned materials.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

The school day will be extended 30 minutes

2018-19 Actions/Services

The school day will be extended 30 minutes

2019-20 Actions/Services

The school day will be extended 30 minutes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,333	\$7,333	\$7,333
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries and benefits	Salaries and benefits	Salaries and benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All staff will participate in math professional development- Topics will be included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction

All staff will participate in math professional development- Topics will be included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction

All staff will participate in math professional development- Topics will be included in a staff development plan:

- Common assessment and reporting practices
- Rubrics
- Monitoring student performance
- Reporting student performance
- Managing student behavior
- Classroom management
- Effective instruction

- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

- Classroom environment
- Learning deficits
- GATE
- Scaffolding
- ELD instruction
- Complex reasoning
- Academic literacy
- Project based learning
- Parents and others
- California Subject matter Frameworks

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	<ol style="list-style-type: none"> 1. Salaries and benefits \$1,000 2. Contracted services \$500 3. Registration fees \$500 	<ol style="list-style-type: none"> 1. Salaries and benefits \$1,000 2. Contracted services \$500 3. Registration fees \$500 	<ol style="list-style-type: none"> 1. Salaries and benefits \$1,000 2. Contracted services \$500 3. Registration fees \$500

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Instructional Materials will be purchased to support teaching and learning

2018-19 Actions/Services

Instructional Materials will be purchased to support teaching and learning in math with a focus on students who need additional help

2019-20 Actions/Services

Instructional Materials will be purchased to support teaching and learning in math with a focus on students who need additional help

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$3,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Technology devices will be purchased and used to support and enhance math

Technology devices will be purchased and used to support and enhance math

Technology devices will be purchased and used to support and enhance math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Student academic and attendance incentives will be purchased and given for students who excel in math

Student academic and attendance incentives will be purchased and given for students who excel in math

Student academic and attendance incentives will be purchased and given for students who excel in math

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$1,000

\$1,000

\$1,000

Source

LCFF S/C

LCFF S/C

LCFF S/C

Budget Reference

Materials and supplies

Materials and supplies

Materials and supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will attend extra and Co-Curricular Activities to support and enhance math

Students will attend extra and Co-Curricular Activities to support and enhance math

Students will attend extra and Co-Curricular Activities to support and enhance math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Operating Expenses	Operating Expenses	Operating Expenses

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Students will attend summer school to support and enhance math

2018-19 Actions/Services

Students will attend summer school to support and enhance math

2019-20 Actions/Services

Students will attend summer school to support and enhance math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,000	\$8,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries and benefits	Salaries and benefits	Salaries and benefits

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

An intervention aide will teach and monitor students who need intensive instruction

2018-19 Actions/Services

An intervention aide will teach and monitor students who need intensive instruction

2019-20 Actions/Services

An intervention aide will teach and monitor students who need intensive instruction

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$20,000	\$20,000	\$20,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries and benefits	Salaries and benefits	Salaries and benefits

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Software programs will be purchased and implemented to support the teaching and learning in math

Software programs will be purchased and implemented to support the teaching and learning in math

Software programs will be purchased and implemented to support the teaching and learning in math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will attend field trips to provide language experience and background experiences

Students will attend field trips to provide language experience and background experiences

Students will attend field trips to provide language experience and background experiences

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$1,000

\$1,000

\$1,000

Source

LCFF S/C

LCFF S/C

LCFF S/C

Budget Reference

Operating Expenses

Operating Expenses

Operating Expenses

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will participate in the hands-on science-math integration program. STEM education is active and focuses on a student-centered learning environment. Students engage in questioning, problem solving, collaboration, and hands-on activities while they address real life issues. The teacher guides students through the problem-solving process and plan projects that lead to mastery of content and STEM proficiency. STEM proficient students are able to answer complex questions, investigate global issues, and develop solutions for challenges and real world problems while applying the rigor of science, technology, engineering, and mathematics content in a seamless fashion. STEM proficient students are logical thinkers, effective communicators and are technologically, scientifically, and mathematically literate

The STEM program will be placed on indefinite hiatus until credentialing issues can be resolved

The STEM program will be placed on indefinite hiatus until credentialing issues can be resolved

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$59,860	0	0

Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Salary/benefits	Salary/benefits	Salary/benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Increase academic achievement with English Language Learners in meeting adequate yearly progress

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

1. The staff needs to explicitly teach English language development. Students make reasonable growth in language development, but this academic growth does not transfer to the English Language Arts CAASPP Assessments
2. English Learning Students need instructional support in developing proficiency in English language and literacy as they engage in learning academic content based on these new, rigorous standards.
3. English language learners must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write.
4. Teachers need additional support to plan instruction, differentiate curriculum, infuse instruction with specially designed academic instruction in English (SDAIE) techniques, and use grouping strategies effectively.

5. Instruction in content areas should be promoted despite low literacy or limited proficiency in the English language, along with the critical-thinking and analytical skills and the particular reading strategies of the disciplines. The goal is to enable all EL students to have access to the common core ELA and ELD standards

6. Staff needs to focus on the language proficiency level of students by use of the CELDT (and transition to LPAC Test) results and ELD Benchmark Tests from the reading series

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

7. ELD instruction is embedded in the textbook adoption to support the teaching and learning of English Language Development

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

1. Students will take the Smarter Balanced Summative Test in May. Proficiency rates in English Language Arts will increase by one proficiency level by each EL student: Level 1 (has not met standard), 2 (nearly met standard), 3 (Met the standard), 4 (Exceeded the standard)

Very Low 111.7 points below Level 3
 Grade 3 2279.6
 Grade 4 2307.2
 Grade 5 2419.2
 Grade 6 2451.8
 Grade 7 2486.1
 Grade 8 2465.5
 Exceed standards 1%
 Standards met 9%

Increase 10 points=101.7 points below Level 3
 Grade 3 2289.6
 Grade 4 2317.2
 Grade 5 2429.2
 Grade 6 2461.8
 Grade 7 2496.1
 Grade 8 2475.5
 Exceed standards 4%
 Standards met 13%

Increase 10 points=91.7 points below Level 3
 Grade 3 2289.6
 Grade 4 2317.2
 Grade 5 2429.2
 Grade 6 2461.8
 Grade 7 2496.1
 Grade 8 2475.5
 Exceed standards 4%
 Standards met 13%

Increase 10 points=81.7 points below Level 3
 Grade 3 2299.6
 Grade 4 2327.2
 Grade 5 2439.2
 Grade 6 2471.8
 Grade 7 2506.1
 Grade 8 2485.5
 Exceed standards 8%
 Standards met 17%

2. Students will be monitored using SuccessMaker assessments and tutorials–

- Last session
- Cumulative Performance
- Course report
- Grouping by Areas of Difficulty
- Prescriptive Scheduling

Program has just been established, a baseline is in development

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

Students will increase reading skills by 1.1 grade level with an acceptable performance of 90% or better

3. Benchmark Tests from the adopted language arts program

Above Standard 11%
Near Standard 10%
Below Standard 79%

Above Standard 13%
Near Standard 12%
Below Standard 75%

Above Standard 15%
Near Standard 16%
Below Standard 69%

Above Standard 19%
Near Standard 20%
Below Standard 61%

4. Students will take Renaissance Learning STAR assessments once a month to monitor progress

13.1% expected to reach benchmark

16% expected to reach benchmark

22% expected to reach benchmark

26% expected to reach benchmark

5. Students will take the Interim Smarter Balanced Tests once a month

Students will pass assigned interim assessments assigned once a month. They include an overall scale score, an achievement level in reading, writing, listening, and research and inquiry. Student scores are reported in three performance levels: "Below Standard," "Near Standard," and "Above Standard."
 5% Near Standard
 3% Near Standard

10% Near standard
 8% Above Standard

12% Near standard
 10% Above Standard

14% Near standard
 12% Above Standard

6. Students will take CELDT Test. Proficiency rates in English language development will increase by one year.

Advanced 7%
 Early Intermediate 13%
 Intermediate 29%
 Early Intermediate 31%
 Beginning 20%

Advanced 11%
 Early Intermediate 22%
 Intermediate 27%
 Early Intermediate 17%
 Beginning 23%

Advanced 22%
 Early Intermediate 27%
 Intermediate 17%
 Early Intermediate 23%
 Beginning 11%

Advanced 27%
 Early Intermediate 17%
 Intermediate 23%
 Early Intermediate 11%
 Beginning 22%

7. Students will take ELPAC Test. Proficiency rates in English language development will increase by one year.

Advanced 7%
Early Intermediate 13%
Intermediate 29%
Early Intermediate 31%
Beginning 20%

Advanced 7%
Early Intermediate 13%
Intermediate 29%
Early Intermediate 31%
Beginning 20%

Advanced 7%
Early Intermediate 13%
Intermediate 29%
Early Intermediate 31%
Beginning 20%

Advanced 7%
Early Intermediate 13%
Intermediate 29%
Early Intermediate 31%
Beginning 20%

8. EL Reclassification Rate

The school will reclassify 15% of EL students to FEP

The school will reclassify 15% of EL students to FEP

The school will reclassify 15% of EL students to FEP

The school will reclassify 15% of EL students to FEP

9. All teachers are appropriately assigned and credentialed in the subject area(s) and grade(s) they are assigned to teach.

Fully Credentialed: 5
Not fully credentialed: 2

Fully Credentialed: 6
Not fully credentialed: 1

Fully Credentialed: 7
Not fully credentialed: 0

Fully Credentialed: 7
Not fully credentialed: 0

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The school day will be extended 30 minutes to include ELD Instructional time

The school day will be extended 30 minutes to include ELD Instructional time

The school day will be extended 30 minutes to include ELD Instructional time

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,334	\$7,334	\$7,334
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries and benefits	Salaries and benefits	Salaries and benefits

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All staff will participate in English Language Development Professional Development

All staff will participate in English Language Development Professional Development

All staff will participate in English Language Development Professional Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries and benefits Professional development	Salaries and benefits Professional development	Salaries and benefits Professional development

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Instructional Materials will be purchased to support teaching and learning in English language development

Instructional Materials will be purchased to support teaching and learning in English language development

Instructional Materials will be purchased to support teaching and learning in English language development

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$2,000

\$1,000

\$1,000

Source

LCFF S/C

LCFF/SC

LCFF/SC

Budget Reference

Materials and supplies

Materials and supplies

Materials and supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

An EL Coach will provide coaching of teachers and staff in instruction in English Language Development

An EL Coach will provide coaching of teachers and staff in instruction in English Language Development

An EL Coach will provide coaching of teachers and staff in instruction in English Language Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,984	\$2,984
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Salaries and Benefits	Salaries and benefits	Salaries and benefits

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Library books will be purchased to support and enhance literacy

Library books will be purchased to support and enhance literacy

Library books will be purchased to support and enhance literacy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$14,000	\$14,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Technology will be purchased and used to support and enhance literacy

Technology will be purchased and used to support and enhance literacy

Technology will be purchased and used to support and enhance literacy

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

EL Aide for the purpose/s of providing support to the instructional program within the assigned educational settings with specific responsibility for working with individual and/or small groups of English Language Learners, and providing support to other school personnel requiring assistance with non-English speaking students.

2018-19 Actions/Services

EL Aide for the purpose/s of providing support to the instructional program within the assigned educational settings with specific responsibility for working with individual and/or small groups of English Language Learners, and providing support to other school personnel requiring assistance with non-English speaking students.

2019-20 Actions/Services

EL Aide for the purpose/s of providing support to the instructional program within the assigned educational settings with specific responsibility for working with individual and/or small groups of English Language Learners, and providing support to other school personnel requiring assistance with non-English speaking students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Salaries & Benefits	Salaries & Benefits	Salaries & Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Ensuring that all students have access to instructional materials (with emphasis on technology)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

1. Technology must be integrated into the classroom for instruction. This includes hardware, devices, and software.
2. Staff must learn how to implement, support, and sustain technology in the class.
3. Staff must learn how to effectively use technology in support of their teaching, assessment, and gathering data.
4. The technology infrastructure must be maintained and upgraded

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

1. Technology survey will be given to staff to see how technology has impacted teaching, learning, the effectiveness of professional development

Survey will be developed

Staff knowledge and use of technology will increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and teaching.
- Use of email.
- Use of internet for professional development, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

Staff knowledge and use of technology will increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and teaching.
- Use of email.
- Use of internet for professional development, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

Staff knowledge and use of technology will increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and teaching.
- Use of email.
- Use of internet for professional development, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

2. Students will be given assessment and grades by grade level in their use of technology

Survey will be developed
Grade level technology standards will be developed

Student knowledge and use of technology will increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and learning.
- Use of email.
- Use of internet for learning, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

Student knowledge and use of technology will increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and learning.
- Use of email.
- Use of internet for learning, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

Student knowledge and use of technology will increase in:

- Use of hardware, equipment, cameras, projectors, Smart Boards, and other resources.
- Use of software for data and learning.
- Use of email.
- Use of internet for learning, getting information and data, and presenting lessons.
- Use of Word, PowerPoint, Excel.

3. Teachers will attend and participate in technology based professional development

A Technology Staff Development Plan will be developed

Attendance and use of technology will be monitored by sign in sheet and classroom observation and used as a category in evaluations

Attendance and use of technology will be monitored by sign in sheet and classroom observation and used as a category in evaluations

Attendance and use of technology will be monitored by sign in sheet and classroom observation and used as a category in evaluations

4. The technology infrastructure will be improved and maintained

A School Technology plan will be updated to include monitoring of technology infrastructure and list specific goals and objectives to keep infrastructure up to date

A School Technology plan will be updated to include monitoring of technology infrastructure and list specific goals and objectives to keep infrastructure up to date

A School Technology plan will be updated to include monitoring of technology infrastructure and list specific goals and objectives to keep infrastructure up to date

A School Technology plan will be updated to include monitoring of technology infrastructure and list specific goals and objectives to keep infrastructure up to date

5. Classroom schedules that show broad course of study for all students including those with exceptional needs and Unduplicated Pupils

100% of classroom schedules show a broad course of study for all required subject areas

100% of classroom schedules show a broad course of study for all required subject areas

100% of classroom schedules show a broad course of study for all required subject areas

100% of classroom schedules show a broad course of study for all required subject areas

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Technology staff development

Technology staff development

Technology staff development

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$1,000

\$1,000

\$1,000

Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Operating Expenses	Operating Expenses	Operating Expenses

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide computerized programs to support Common Core implementation

Provide computerized programs to support Common Core implementation

Provide computerized programs to support Common Core implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Purchase technology devices to reduce the students to computer ratio

2018-19 Actions/Services

Purchase technology devices to reduce the students to computer ratio

2019-20 Actions/Services

Purchase technology devices to reduce the students to computer ratio

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$2,000	\$2,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Sustain internet bandwidth

Sustain internet bandwidth

Sustain internet bandwidth

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$38,000	\$38,000
Source	LCFF S/C	LCFF/SC	LCFF/SC
Budget Reference	Contracted services	Contracted services	Contracted services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

Improving pupil attendance and truancy rates and maintaining a positive learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

1. Establish an effective attendance policy. Students need to attend school every day.
2. Suspension rate was 0% this year. Expulsion rate was 0%. A plan for alternative to suspension and expulsion need to be developed.
3. Establish positive incentives for excellent attendance
4. Establish an effective monitoring, early intervention and evidence based attendance program
5. Maintain a positive school environment conducive to learning

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<p>1. The school's overall attendance percentage will be monitored</p>	<p>Attendance percentage 95%</p>	<p>Attendance percentage 96%</p>	<p>Attendance percentage 96.6%</p>	<p>Attendance percentage 97%</p>
<p>2. Conduct an annual school climate and safety assessment among students, parents, and staff using the California School Climate, Health, and Learning Survey (CAL-SCHLS) or other comparable system. Data are analyzed and shared with stakeholders.</p>	<p>Data shows a 3 over-all satisfaction for students, staff, parents</p>	<p>Data shows a 3 over-all satisfaction for students, staff, parents</p>	<p>Data shows a 4 over-all satisfaction for students, staff, parents</p>	<p>Data shows a 4 over-all satisfaction for students, staff, parents</p>
<p>3. Suspension Rate</p>	<p>0% (2016-17)</p>	<p>Maintain 0%</p>	<p>Maintain 0%</p>	<p>Maintain 0%</p>
<p>4. Expulsion Rate</p>	<p>0% (2016-17)</p>	<p>Maintain 0%</p>	<p>Maintain 0%</p>	<p>Maintain 0%</p>

5. Chronic Absenteeism	0% (2016-17) *Updated baseline for 2016-2017=23.1%	Actual: 23.1%	15%	10%
6. Middle School dropout rate	0% (2016-17)	Maintain 0%	Maintain 0%	Maintain 0%
7. Facility Inspection Tool (FIT) Survey	Rating of Good	Rating of Good	Rating of Good	Rating of Good

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Hire a part time Psychologist/ Counselor to provide counseling support for instruction and learning in the affective realm

2018-19 Actions/Services

Hire a part time Psychologist/ Counselor to provide counseling support for instruction and learning in the affective realm

2019-20 Actions/Services

Hire a part time Psychologist/ Counselor to provide counseling support for instruction and learning in the affective realm

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$15,000

\$15,000

\$15,000

Source

LCFF S/C

LCFF S/C

LCFF S/C

Budget Reference

Contracted services

Contracted services

Contracted services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Purchase attendance incentives

2018-19 Actions/Services

Purchase attendance incentives

2019-20 Actions/Services

Purchase attendance incentives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Additional days for county nurse to provide health and wellness support for students

Additional days for county nurse to provide health and wellness support for students

Additional days for county nurse to provide health and wellness support for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Contracted Services	Contracted Services	Contracted Services

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Noon Duty Supervisors- for supervision for safe learning climate

Noon Duty Supervisors- for supervision for safe learning climate

Noon Duty Supervisors- for supervision for safe learning climate

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$15,000

\$15,000

\$15,000

Source

LCFF S/C

LCFF S/C

LCFF S/C

Budget Reference

Salaries and benefits

Salaries and benefits

Salaries and benefits

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Utilize a Multi-tiered system of supports (MTSS) such as Positive Behavior Intervention and supports to improve school climate, address school safety, and overall student wellness.
 Ensure that the strategies used are evidence-based, trauma-sensitive, restorative in nature, and address student mental health.

Utilize a Multi-tiered system of supports (MTSS) such as Positive Behavior Intervention and supports to improve school climate, address school safety, and overall student wellness.
 Ensure that the strategies used are evidence-based, trauma-sensitive, restorative in nature, and address student mental health.

Utilize a Multi-tiered system of supports (MTSS) such as Positive Behavior Intervention and supports to improve school climate, address school safety, and overall student wellness.
 Ensure that the strategies used are evidence-based, trauma-sensitive, restorative in nature, and address student mental health.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

School facilities are maintained in good repair and promote the health and well-being of occupants, conserve energy and water, and have clean indoor air. Developing a Facilities Master Plan to better understand current and long-term facility needs; • Implementation of regular preventive maintenance as a cornerstone to an effective maintenance initiative; • Ensuring compliance with the ADA

School facilities are maintained in good repair and promote the health and well-being of occupants, conserve energy and water, and have clean indoor air. Developing a Facilities Master Plan to better understand current and long-term facility needs; • Implementation of regular preventive maintenance as a cornerstone to an effective maintenance initiative; • Ensuring compliance with the ADA

School facilities are maintained in good repair and promote the health and well-being of occupants, conserve energy and water, and have clean indoor air. Developing a Facilities Master Plan to better understand current and long-term facility needs; • Implementation of regular preventive maintenance as a cornerstone to an effective maintenance initiative; • Ensuring compliance with the ADA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

New

2017-18 Actions/Services

An attendance plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on the number of absences and tardies, alternatives to suspension, and initiate a Stone Corral School Attendance Committee to monitor all student attendance

for 2018-19

Unchanged

2018-19 Actions/Services

An attendance plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on the number of absences and tardies, alternatives to suspension, and initiate a Stone Corral School Attendance Committee to monitor all student attendance

for 2019-20

Unchanged

2019-20 Actions/Services

An attendance plan describing, monitoring, and enforcing attendance will be written. The plan will describe the attendance policy of the school, progressive discipline based on the number of absences and tardies, alternatives to suspension, and initiate a Stone Corral School Attendance Committee to monitor all student attendance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 500	\$ 500	\$ 500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Materials and supplies	Materials and supplies	Materials and supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 6

Increase parent participation and engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 8

Local Priorities:

Identified Need:

89% of parents rate Stone Corral as a school where they feel welcomed, safe, and is a good learning environment.

Parent programs need to be expanded to get parents engaged at the school to help support student achievement. The PTA's National Standards for Family-School Partnerships will be used as a guide.

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A school survey will be conducted at the end of each year.	<p>Survey results provided a baseline result on a continuum of 1-5 with descriptors:</p> <p>(1) Far Below basic, Never (2) Below basic, Once in awhile, mildly well, Fairly well (3) Proficient, Frequently, Well (4) Advanced (5) Outstanding</p> <p>These are the results of the survey: Parent support : Level 2 Parent engagement: Level 2 Parent self-efficacy: Level 2 Perception of school climate: Level 3</p>	<ul style="list-style-type: none"> • Parent support will increase to Level 3 • Parent engagement will increase to Level 3 • Parent self-efficacy will increase to Level 3 • Perception of school climate will improve to Level 3 • Parent perception of school program will increase to Level 3 • Parents will become more engaged and view their roles and responsibilities increase to Level 3 • Parent feelings of opportunities for input into district decision-making Increase to Level 3 	<ul style="list-style-type: none"> • Parent support will increase to Level 4 • Parent engagement will increase to Level 4 • Parent self-efficacy will increase to Level 4 • Perception of school climate will improve to Level 4 • Parent perception of school program will increase to Level 4 • Parents will become more engaged and view their roles and responsibilities increase to Level 4 • Parent feelings of opportunities for input into district decision-making increase to Level 4 	<ul style="list-style-type: none"> • Parent support will increase to Level 5 • Parent engagement will increase to Level 5 • Parent self-efficacy will increase to Level 5 • Perception of school climate will improve to Level 5 • Parent perception of school program will increase to Level 5 • Parents will become more engaged and view their roles and responsibilities increase to Level 5 • Parent feelings of opportunities for input into district decision-making increase to Level 5

Parent perception of school program: Level 2
Parents will become more engaged and view their roles and responsibilities: Level 2
Parent feelings of opportunities for input into district decision-making: Level 2

Continuation of PIQE program; emphasis on parents of individuals with exceptional needs and Unduplicated Pupils

12 parents graduation from first class

15 parents will graduate

15 parents will graduate

15 parents will graduate

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue and sustain PIQE Program-
Vision:
PIQE is dedicated to achieving economic and social equality for all through education.

Continue and sustain PIQE Program-
Vision:
PIQE is dedicated to achieving economic and social equality for all through education.

Continue and sustain PIQE Program-
Vision:
PIQE is dedicated to achieving economic and social equality for all through education.

Mission:
To provide families with the knowledge and

Mission:
To provide families with the knowledge and

Mission:
To provide families with the knowledge and

skills to partner with schools and communities to ensure their children achieve their full potential.

Core Values:

1. Empowerment for change
2. Knowledge is power
3. Taking responsibility
4. Respect for the family

PIQE’s Parent Engagement in Education Program educates, empowers, and transforms parents to actively engage in their children’s education and strengthen parent-school collaboration in order to improve the academic success of students.

skills to partner with schools and communities to ensure their children achieve their full potential.

Core Values:

1. Empowerment for change
2. Knowledge is power
3. Taking responsibility
4. Respect for the family

PIQE’s Parent Engagement in Education Program educates, empowers, and transforms parents to actively engage in their children’s education and strengthen parent-school collaboration in order to improve the academic success of students.

skills to partner with schools and communities to ensure their children achieve their full potential.

Core Values:

1. Empowerment for change
2. Knowledge is power
3. Taking responsibility
4. Respect for the family

PIQE’s Parent Engagement in Education Program educates, empowers, and transforms parents to actively engage in their children’s education and strengthen parent-school collaboration in order to improve the academic success of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Contracted services	Contracted services	Contracted services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Latino Family Literacy Project
It is a family reading program (Family Stories / Cuentos Familiares) and can be used to read with the entire family. It uses books that are appropriate for reading levels grades 1-4

2018-19 Actions/Services

Latino Family Literacy Project
It is a family reading program (Family Stories / Cuentos Familiares) and can be used to read with the entire family. It uses books that are appropriate for reading levels grades 1-4

2019-20 Actions/Services

Latino Family Literacy Project
It is a family reading program (Family Stories / Cuentos Familiares) and can be used to read with the entire family. It uses books that are appropriate for reading levels grades 1-4

– depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.

– depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.

– depending on the literacy levels of the student. It teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Contracted services \$1,000 Materials and supplies \$500 Salaries and benefits \$500	Contracted services \$1,000 Materials and supplies \$500 Salaries and benefits \$500	Contracted services \$1,000 Materials and supplies \$500 Salaries and benefits \$500

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Volunteer Recognition

Volunteer Recognition

Volunteer Recognition

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$500

\$500

\$500

Source

LCFF S/C

LCFF S/C

LCFF S/C

Budget Reference

Materials and supplies

Materials and supplies

Materials and supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parent Education Nights with an emphasis on participation of parents of students with exceptional needs.

Parent Education Nights with an emphasis on participation of parents of students with exceptional needs.

Parent Education Nights with an emphasis on participation of parents of students with exceptional needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	Contracted services \$500 Materials and supplies \$250 Salaries and benefits \$250	Contracted services \$500 Materials and supplies \$250 Salaries and benefits \$250	Contracted services \$500 Materials and supplies \$250 Salaries and benefits \$250

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

A Family Center will be established to be a “home base” and a resource for parents, community members, and volunteers

2018-19 Actions/Services

A Family Center will be established to be a “home base” and a resource for parents, community members, and volunteers

2019-20 Actions/Services

A Family Center will be established to be a “home base” and a resource for parents, community members, and volunteers

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$1,000

\$1,000

\$1,000

Source

LCFF S/C

LCFF S/C

LCFF S/C

**Budget
Reference**

Materials and supplies \$500
Salaries and benefits \$500

Materials and supplies \$500
Salaries and benefits \$500

Materials and supplies \$500
Salaries and benefits \$500

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$394,454.00

Percentage to Increase or Improve Services

36.43 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Stone Corral is an isolated rural school with a K-8 population of 142 students. The school receives a high concentration of supplemental and concentration grant money based on the students' needs; many coming from low socio-economic areas, many being English language learners. The unduplicated count is 98.8%.

With this in mind, the district will implement the goals and programs such as: expanded professional development, curriculum coaches, technology upgrades, supplemental materials and supplies designed to close the achievement gap. Additional supplemental strategies include: technology enhanced instruction, family involvement and engagement, extra learning time after school and summer, additional library books, support personnel, supplemental materials, enrichment, and STEM instruction.

Providing these services to all students enables us to reach and serve the entire student population by providing additional supplementary experiences for students that promote the acquisition of language, with the ultimate goal of preparing each student for a successful post-secondary career. With our high EL student population, this can be done by reinforcing basic skills that focus on basic skills and critical thinking, both of which support the common

core. All students benefit and the district is justified by offering access to all students based on cost and cost efficiency and ease of delivery.

The requirement in this section calls for showing how unduplicated pupils receive increased/improved services over others in the district; This is shown by all of the direct services to unduplicated pupils; many actions and services are provided specifically for the English learner students. The proportionality percentage for increased or improved services is reflected in providing additional monitoring, support, and intervention for our low income and English Learner students. Other actions and support include technology enhanced instruction, family involvement and engagement, extra learning time after school and summer, additional library books, support personnel, supplemental materials, enrichment, and STEM.

Through a combination of staffing and programs, Stone Corral provides training, support, and guidance for the staff in order to meet the needs of all its students. Professional development focuses on supporting teachers as they implement the Common Core Standards, and there will be additional emphasis on how to successfully engage and support students who might need extra support in relation to the standards.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$400,490.00

41.44%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Stone Corral is an isolated rural school with a K-8 population of 124 students. The school receives a high concentration of supplemental and concentration grant money based on the students' needs; many coming from low socio-economic areas, many being English language learners. The unduplicated count is 98.8%.

With this in mind, the district will implement the goals and programs such as: expanded professional development, curriculum coaches, technology upgrades, supplemental materials and supplies designed to close the achievement gap. Additional supplemental strategies include: technology enhanced instruction, family involvement and engagement, extra learning time after school and summer, additional library books, support personnel,

supplemental materials, and enrichment.

Providing these services to all students enables us to reach and serve the entire student population by providing additional supplementary experiences for students that promote the acquisition of language, with the ultimate goal of preparing each student for a successful post-secondary career. With our high EL student population, this can be done by reinforcing basic skills that focus on basic skills and critical thinking, both of which support the common core. All students benefit and the district is justified by offering access to all students based on cost and cost efficiency and ease of delivery.

The requirement in this section calls for showing how unduplicated pupils receive increased/improved services over others in the district; this is shown by all of the direct services to unduplicated pupils; many actions and services are provided specifically for the English learner students. The proportionality percentage for increased or improved services is reflected in providing additional monitoring, support, and intervention for our low income and English Learner students. Other actions and support include technology enhanced instruction, family involvement and engagement, extra learning time after school and summer, additional library books, support personnel, supplemental materials, and enrichment.

Through a combination of staffing and programs, Stone Corral provides training, support, and guidance for the staff in order to meet the needs of all its students. Professional development focuses on supporting teachers as they implement the Common Core Standards, and there will be additional emphasis on how to successfully engage and support students who might need extra support in relation to the standards.