

**Introduction:**

**LEA:** San Carlos School District    **Contact (Name, Title, Email, Phone Number):** Dr. Craig Baker, Superintendent, cbaker@scsdk8.org, 650-508-7333    **LCAP Year:** 2015-2016

## ***Local Control and Accountability Plan and Annual Update Template***

**INTRODUCTION:**

*San Carlos School District (SCSD) Board of Trustees adopted a five-year Strategic Plan in June, 2013. This was an extensive process that engaged District staff and community members. The strategic plan is highlighted below, albeit briefly, to provide context for the reader. Please go to [www.scsdk8.org](http://www.scsdk8.org) for more details. While this plan is intended to serve as a guide for the District through 2018, it is also intended to be an evolving, living document. As such, it will be reviewed and updated annually, as warranted. Further, it is critical to note that this Strategic Plan along with ongoing engagement/collaboration with all of our stakeholders is the foundation for our LCAP development.*

***A Vision for Our Children***

*The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:*

- Reaching their highest academic, social, emotional, intellectual, and physical potential; and*
- Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and*
- Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.*

*In order to expand and fulfill the Vision above, the District will continue to focus on the following high leverage goals:*

*I Align Curriculum and Instruction to a 21st Century Model of Learning*

*II. Align Human Capital to Support Staff as 21st Century Educators*

*III. Build Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century Learners*

*A major component of our Strategic Plan Goal I, "Align Curriculum and Instruction to a 21st Century Model of Learning," is our work on district wide development of deeper quality learning including assessment and integration of the 5 C's of 21st Century Learning (Critical Thinking, Collaboration, Communication, Creativity and Civility), the whole child and development of rubrics that measure content knowledge, authenticity and levels of engagement. This has included an emphasis on professional development around the CCSS as well as project- based learning, and social emotional learning, the arts and health and wellness. We began a three-year professional development series during the 2013-2014 school year that began by training 30 teachers in PBL 101. Due to unforeseen circumstances, the 75 teachers we expected to train during this school year didn't happen and only an additional 20 teachers were trained. However, 70 teachers are registered to be trained in PBL Cohort 3 in August, 2015 and we will subsequently train the remaining teachers in the 2016-2017 school year. We will be working collaboratively and in partnership with the San Mateo County Office of Education on professional development beginning in August, 2015 and throughout the 2015-2016 school year. We will continue to train our Leadership team in ways to support teachers and students including building in collaboration time and opportunities for teachers/learners to exhibit their deeper learning. In addition, we plan to add two site-based PBL facilitators to support teachers in PBL roll-out.*

*In our Strategic Plan Goal 2, "Align Human Capital to Support Staff as 21st Century Educators," we have continued our collaborative and co-teaching models and intend to continue to refine this further in the 2015-2016 school year given our ongoing success in reduction of disciplinary incidents. In addition, our administrative and educator teams are working together to expand the professional growth opportunities for all of our educators including a pilot of a new, multiple measure professional growth/evaluation system during the 2015-2016 school year with expanded personalized professional growth planning and increased collaboration time. We will continue to use our district website as one source of communication for our parent/community as well as to continue to offer Partners in Education (PIE) events to support learning/education of our parents around 21st century learning, project-based learning, special education, language development, etc.*

*In our Strategic Plan Goal 3, "Build Learning Environments for all SCSD Schools that will Reflect, Support, and Sustain 21st Century Learners", the District Facility Master Plan (FMP) and updated 2015 Technology plan remain pillars for future planning and pilots. This is inclusive of infrastructure, technology and re-conceptualization of learning environments needed to be an exemplary setting conducive for learning (at our future pre-3, 4-5 and 6-8 school sites) but also one that blurs the lines of where and when learning occurs including both at school, after school and through blended learning opportunities.*

*Lastly, it is important to highlight that SCSD is unique in that six out of its seven schools are charter schools, five of those being dependent charters (Arundel, Brittan Acres, Heather, Tierra Linda and White Oaks), one an independent charter (San Carlos Charter Learning Center) and one public school (Central). As directed during the 2014-2015 school year, each of our schools crafted an individualized LCAP. Charter Learning Center as an independent charter, crafted one that aligned to their vision and goals as an LEA. However, the remaining six schools crafted individual LCAPs that aligned to the District's strategic plan as well as each individual school site plan (SPSA) in combination with the district-wide stakeholder groups and site-based stakeholders.*

*In essence, we have one Governing Board with district-wide unions and fiscal allocations done at a district (not site) level, therefore, in the interest of clarity and transparency, we are consolidating our six LCAPs into one clear, district aligned LCAP henceforth. In light of this transition, you will note in this year's LCAP, a blending of six annual updates into this one district plan. That said, Charter Learning Center (as a separate LEA and independent charter) will continue to submit its own LCAP to the state annually.*

*Current state base funding covers 70% of our annual budget. This total amount only covers 88% of our staffing costs with no financial resources available to other instructional and operating costs based upon on 2nd Interim Budget Report 2014-2015. The remainder of our operating budget is funded by a combination of monies from San Carlos Education Foundation (roughly \$2 million annually, Parcel Tax (\$1.75 million annually) and other grants (such as Sequoia Health Care \$369,000 in 2014-2015, etc.). In 2014-2015, according to the Minimum Proportionality Percentage (MPP), estimated supplementation and concentration grant funding was \$307,644 which is 1.54% to base funding. However, as a district, in order to maintain our programs supporting our students including English Learners, low socio-economically disadvantaged and foster youth students the district spent well over \$700,000.*

*Later in sections 2 and 3 of this LCAP document, you will find each of the 8 State Priorities addressed specifically. However, to provide further clarity to our readers, the following summary is provided as to each metric and identified areas of need:*

#### *Priority 1: Basic*

*A. Review of 2014-2015 credentialing data revealed that 100% of our teachers are properly assigned. 95% of our teachers are fully credentialed in the subject areas they are teaching students. 93% of our teachers are considered highly qualified per the CDE standards. For the few teachers (district-wide) who have not*

*met this established standard, we are working with these staff individually on a plan to reach this standard and we anticipate our percentage to increase further prior to the next SARC report. Also, we have had no complaints filed in regards to teacher qualifications this past two school years. Thus, this is not an identified area of need for this LCAP.*

*B. In regards to sufficiency of access to standards-aligned instructional materials, based upon staff feedback and review of Williams complaints (we have had no complaints this school year), this is also not an identified area of need for the LCAP.*

*C. Our school facilities are maintained in good repair and per review of School Facility Condition reports in the most recent SARCs, all facilities are in good to exemplary repair status. Having said that, given our substantial growth in enrollment, this LCAP will address instructional support, pedagogy, infrastructure and facilities as an identified need.*

#### *Priority 2: Implementation of State Standards*

*A. LCAP goals #1, 2 and 4 will address implementation of the academic content and performance standards (including CCSS and NGSS) through assessment/progress monitoring, traditional and blended curricular resources as well through project based learning.*

*B. LCAP goals #1 and 4 will target how the programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English proficiency*

#### *Priority 3: Parental Involvement*

*Overall, all parents preschool-8th grade are provided with an opportunity to participate in district-wide surveys. Paper forms are available for those who cannot participate via internet and this includes duplicated and unduplicated students/families.*

*A. As documented in section 2, staff seeks input from all of its stakeholders at both a district (e.g. DELAC, foster youth liaison, SCTA/CSEA, SEDAC etc.) as well as at the site level (PTA, Site Council, staff meetings, etc.). Included in our ELAC, DELAC, Site Councils, SEDAC are parent partners. While this is not considered an area of targeted need, it is embedded in the very culture of our LCAP process and so this collaboration will continue.*

*B. As mentioned briefly above, our parent input in regards to English Learners is gathered through site ELAC meetings and district DELAC meetings. In addition, we have a small English Learner committee that is working on targeted English Language Learner needs and connecting with families of EL students is a sub-component of this work. Currently, we have a total of nine foster youth in our district. While this is a relatively small and non-significant number statistically, we acknowledge that special care is still needed in working with these families. Given the low number, we are able to work closely with these families in coordination with our Foster Youth Liaison to identify district and community supports for these families. Additionally, for sites who have a foster student on their site, specific input is requested from these families as part of their site committees. This is not identified as a targeted need for our LCAP however, this support work will continue regardless. Lastly, we have a total of 185 socially disadvantaged students including 9 homeless students. Again, we solicit input from these families through meetings and surveys.*

*C. During the 2014-2015 school year, the district initiated the Special Education District Advisory Committee (SEDAC) to solicit input from parents of students with exceptional needs. This committee's feedback as well as survey data will help the District to consider these specialized needs.*

*Overall, parent engagement will also be addressed in goal #5 not only to seek parental/guardian/community feedback but also as partners in educating all students under our strategic plan of "educators broadly defined" language.*

#### *Priority 4: Pupil Achievement*

- A. *Statewide assessments results will be included in our new Goal #1, #2, and #4 as assess student progress on CCSS.*
- B. *API will not be addressed in this LCAP*
- C. *The percentage of students who have successfully completed courses that satisfy UC and CSU requirements does not pertain to us and thus will not be addressed.*
- D. *The percentage of EL students who have made progress on CELDT will be addressed in Goal #1.*
- E. *The District's English Learner re-classification rate will be included in Goal #1.*
- F. *The percentage of students who have passed the advanced placement examination score is not applicable to us as an Elementary district and thus is not an identified need in this LCAP.*
- G. *The percentage of students who participate in and demonstrate college preparedness is also not applicable to us as an Elementary district and thus is not an identified need in this LCAP.*

#### *Priority 5: Pupil Engagement*

- A. *Our district attendance rates as of the date of writing this LCAP is 97%. While this number is generally considered a strength, we as a district value strong school attendance and support efforts (including Big Lift) to improve attendance and establish strong school attendance patterns at an early age. Thus, we have targeted this as an action as part of parent engagement in Goal #5.*
- B. *We have identified the need to address this through our SARB process for a small, select group of students/families through our SARB process and thus, this will be included in the parent engagement portion of Goal #5.*
- C. *Our middle school drop out rate is 0%. Thus, this is not an area of need and we will not target this specifically in this LCAP.*
- D. *High School Drop out rates do not pertain to our district.*
- E. *High School graduation rates also do not pertain to our district.*

#### *Priority 6: School Climate*

- A. *Our district wide student suspension rate is currently well below 1%. This is not identified as an area of need in our district and will not be area of focus.*
- B. *Our student expulsion rate is 0% this year and thus is not considered an area of need and will not be a focus of this LCAP.*
- C. *Student's, parent's and staff's sense of safety and school connectedness is area of importance to the district. Baseline data through survey data was collected at the end of the 2014-2015 school year and will be monitored as part of Goal #1, 3 and 5 district-wide.*

#### *Priority 7: Course Access in Grades 1-6*

- A. *All students are offered physical education in compliance with governing law. In addition, nutrition and health education curriculum is embedded for all grades. Our wellness program is considered a strength district-wide and thus the district does not see any identified areas of need here. However, the district will address in Goal #4 exploration of personalized learning in the area of world language programming as this was identified by parents through survey results.*
- B. *Supports and services for unduplicated students will be addressed in goal #1.*
- C. *Programs and services for individuals with exceptional needs will be addressed in Goal #1 and 2.*

#### *Priority 8: Other Pupil Outcomes*

*As outlined above in the Strategic Plan, the district has embraced development of the whole child including the 5C's (Critical Thinking, Creativity, Collaboration, Communication and Citizenship/Stewardship). Progress monitoring of student growth in the 5C's will be included in Goal #1 and Goal #2.*

*Overall, this LCAP reflects the engagement of all stakeholders, addresses the key priorities, outlines our plans and fiscal allocations in accordance with required elements established by the State. However, more importantly, consolidating from 6 separate LCAPs into one single district LCAP more accurately reflects our district overall with five charter schools and one public school functioning as a whole and reflects district-wide goals that are in alignment with our strategic plan and vision for all of our students.*

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>DISTRICT:</p> <ul style="list-style-type: none"> <li>Administrative Council/Principal Meetings (12/1/14, 1/12/15, 2/2/15, 2/23/15, 3/3/15, 3/20/15, 4/13/15, 5/4/15, 5/22/15, 6/1/15)</li> <li>DELAC (11/17/14 and 4/20/2015)</li> <li>One-Question One Minute Survey-Review of Results (2/2/15)</li> <li>SCTA Meetings/Conversations (9/25/14, 11/12/14, 1/22/15)</li> <li>SCTA-District Facilitated Budget Forum (12/10/14)</li> <li>CSEA Meeting with District &amp; State Representative (3/20/15)</li> <li>CSEA Meeting with Staff (4/14/15)</li> <li>Para-Educators Meeting with CSEA President (4/15/15)</li> <li>CSEA LCAP survey (4/16/15)</li> <li>Panorama Survey (4/28/15)</li> <li>Foster Youth Liaison Meeting (5/27/15)</li> <li>Special Education District Advisory Committee (SEDAC) Meeting (4/17/15)</li> <li>Board Meetings (12/11/14, 1/15/15, 2/12/15, 2/26/15, 3/12/15, 5/28/15, 6/11/15)</li> </ul>	<p>At AC meetings, we reviewed staff input, site council/LCAP committees, ELAC/DELAC, PTA/Community feedback, SCTA/CSEA feedback; board input, foster youth and special education feedback, student feedback and survey data. We also reviewed progress on district/site goals and completed goal setting for next year based upon all sites and stakeholder input.</p> <p>DELAC meeting yielded the following suggestions: 1. Support parent education (PIE Nights) specifically around promoting primary language usage in the home and how to interact in parent-teacher conference; 2. Provide extra after school/before school support (e.g. reading club or math club); 3. System to identify family needs of low SES (e.g. way to see who needs home laptops or internet service); 4. Create system to provide an "EL Buddy Family" for each newcomer family; and 5. Updated re-classification process is better aligned with current assessments</p> <p>"One Question" Family survey was completed by 1,058 parents/guardians revealed following results: 1. Parents clearly recognized how important individual educators are and overall sentiment was positive but there were some concerns around inconsistency among teachers; 2. Almost all who commented on challenge/rigor/GATE, asked for a greater degree of challenge in rigor and/or more challenging programs, particularly at the middle school level; 3. Of those who mentioned concerns around curriculum, a large majority were concerned about math; and 4. The majority of comments were positive about leadership/administration. There were a few negative comments about district administration and/or the board.</p> <p>187 teachers completed the "One Question" Staff survey revealed the following results: 1. Teacher support was cited often as a very important factor regarding quality of working in the district; 2. Of those teachers who mentioned the topic, approximately 50% were negative about the district staff or the board. However, others were more positive about both school leaders and district leaders.; 3. Of those staff who mentioned teachers or co-workers in their comments, most were supportive of their co-workers and felt there was a good working supportive relationship among them; 4. Of those staff who mentioned value/respect/morale, the majority of the comments were negative or of mixed tone. Issues of support and teacher respect were brought up as well as</p>

compensation issues; 5. Of those staff who commented about the strategic plan/initiatives, there was a fairly even split between those who thought the District had a visionary plan and those who devalued its meaning; 6. Of those staff who commented on parents/community, a far majority was positive about the broader community and only a few expressed concerns

SCTA feedback: Need increased communication and requested a budget forum (as part of the LCAP process this year). As a result this was scheduled and completed in December, 2014.

CSEA feedback: agreed to use a combination of meeting with CSEA president and survey data to solicit input and revealed concerns around cleanliness of facilities; desire for custodians to be trained further, paras feel underpaid for the work they do and desire more training in CCSS, desire for increased library hours, and secretaries need more support.

Panorama survey was completed by parents, staff and students district wide. Parent/Community survey data yielded generally positive results with a slight reduction in the categories of rigor and engagement. Parents rated elementary schools, in general, slightly higher across schools than middle schools. Also, safety and sense of belonging scores were very high across all schools.

Analysis of the student data yielded, in general, responds less favorably in the areas of Learning Environment, Learning Strategies, Sense of Belonging, and Student Engagement; positive responses appear to drop off as students move into middle school; there were minimal differences across race, gender, or other demographic categories; students responded more favorably about 21st Century Learning than parents and much more than staff; and ELL students registered more Grit than other students

Staff response rate was low overall and highly variable between schools. However, staff rated Family Engagement and Sense of Belonging categories highly across schools. Technology was identified as an area for focused staff development as was a need for increased access to computing/digital devices for student use. "Sufficient time for Collaboration" was rated low by all teachers, especially at the middle school level. Finally, Staff morale was mixed with some schools rating morale as low and others scoring morale highly

Foster Youth discussions yielded the desire for written resources pertaining to local support services available and also transportation was highly valued.

SEDAC (Special Education) feedback revealed 1) desire for targeted special education parent education trainings; 2. Social academic class at the middle school- it could be a period a day or 2 lunches a week, a safe place for them to go to relax and socialize by themselves; 3. Need for a room, sensory room to include general education students; 4. Yoga, meditation training for teachers so they can implement with students; 5. Addressing remedial needs of all students in summer school in order to get them up to grade level, not just maintain their skill level; 6. Purchase special needs books (story books) to be used with gen ed population to educate on special needs. Have a set of books at each campus

Site Council Feedback;

1. Desire for increased Tech support at sites
2. Teachers desire more tech training to support for use in classrooms
3. Better communicate to parents and community what new assessments measure and what results will mean
4. Increase use of organizations like Challenge Success for parent classes and revitalize parent committees. Survey parents to see what they need support on

Staff feedback:

1. Better understand 5C's- focus on one at a time, explicitly define, structure lessons around each and begin using rubrics
2. Explicit training in PBL and time to create and collaborate on developing projects. Develop projects in tandem with veteran teachers-real time collaboration
3. Develop clear examples of anchor projects for each grade level in PBL, develop a "buddy school" to work with, develop grade level or team collaboration
4. Introduce "assessment language" earlier to students (TK,K), Share information with parents about depth and breath of new assessments, PIE nights, use video examples as ways to communicate
5. District wide math pilot or adoption of new curriculum
6. Enhanced tech support and technology available to students and teachers
7. Find ways for students to share information to parents- Could be a PBL on doing this. Find ways to get feedback from parents about what they want to

ARUNDEL:

Site Council Input:

- Site Council Overview (3/12/15)
- Site Council Reflection on Current Goals (4/16/15)
- Site Council Collect feedback and set priorities (4/21/15)

Staff Input:

- Staff Review of Plan- overview and general review (2/10/15)
- Staff Overview (3/10/15)
- Staff Reflect on goals and progress to date (3/18/15)
- Staff Collect Feedback- set goals (4/21/15)

Parent Input:

- PTA Overview (3/11/15)
- PTA Reflect on goals and progress (4/15/15)
- PTA collect feedback and set priorities (4/20/15)

Subgroup Input:

- ELAC Review, Reflect and Give Feedback (5/6/15)

learn about

#### Parent Feedback:

1. Find out why teachers had trouble with use of 5 Cs rubrics and integrate Friendship Counselor into solutions
2. Offer more training and methods for teachers to better understand PBL. Ideas included: classroom visits, mentor teachers, flipped or tech lessons (Ted Talks), consultants to come into classrooms - less time with teachers out of class, team or grade level teams to build skills
3. Typing skills integrated earlier, more opportunities to use technology and technology embedded tasks
4. More in class experience with type of format and structure of questions
5. Offering before and after school tutoring and support available for students that need additional support

#### ELAC Feedback

1. Increase parent information about assessments (SBAC, CELDT)
2. Increase support for Early Intermediate level students
3. Increase parents understanding of CELDT tests, what the results mean
4. Strategies on how parents can better support their students

#### Site Council/LCAP Advisory Feedback:

- Increased Literacy Support
- Book buddies between grade levels is another way we promote leadership for our students.
- PTA funding for BUGS and the others are free activities.
- A "Green Team" is needed at BA to promote a cleaner campus, a more thoughtful approach to reducing, reusing, composting
- Continue the co-teaching for tech associate.
- Train more teachers in PBL
- Expand use of tech platforms in classrooms
- Formalize the sharing of these models so other teachers can see how effective they are.
- Expand Classroom Dojo into more classrooms.
- Teachers need access to a tech person on site all the school days, not just every other week like at this time sharing with White Oaks
- It will be essential to continually update and archive the Digital Citizenship lessons-- and continue to teach students these social skills each year

#### BRITTAN ACRES:

##### Site Council/LCAP Advisory Input:

School Site Council/LCAP Advisory (2/26/15)  
 School Site Council/LCAP Advisory (3/19/15)  
 School Site Council/LCAP Advisory (4/16/15)  
 School Site Council/LCAP Advisory (5/21/15)

##### Staff Input:

Staff Meeting (3/10/15)  
 BA Leadership (Staff) (3/25/15)  
 Staff Meeting (4/14/15)  
 BA Leadership (Staff) (5/13/15)

##### Parent Input:

PTA Meeting (4/15/15)  
 PTA/Community Coffee (4/17/15)

## CENTRAL:

## School Site Council Input:

School Site Council (2/26/15)

School Site Council (3/19/15)

School Site Council (4/16/15)

## Staff Input:

Staff Meeting (3/17/15)

Staff Meeting (5/12/15)

## Parent Input:

PTA meeting (2/11/15)

PTA meeting (3/11/15)

PTA meeting (5/13/15)

## Student Input:

- A partnership with Healthy Cities to lead a regular Mathematics intervention class-- during day, or after school

## Staff Feedback:

- Increased literacy support
- Math intervention needed for At Risk students and also to support high performing students in this area
- Full Time Friendship Counselor
- Tinkering/Design Area (materials, space, supplies, support, etc.)
- PBL training and Teachers will meet periodically to meet to discuss PBL (success and challenges as well as teacher's needs)
- Making sure that all classrooms are using MARS tasks and Problem of the Month
- RSP, RtI, and literacy students all have access to Lexia and Raz Kids. Many of the lower grades have classroom subscriptions to Raz Kids.
- Continue Healthy Cities tutoring program

## Parent Feedback:

- Friendship counselor

## Site Council/Parent/Staff Feedback Summary:

- Continue PBL training. Train the staff that has not yet been trained
- Need more technology training and more devices
- Sharing PBL units on the drive- Cohort
- Create archives and PLCs districtwide
- Provide release time to observe at other sites
- Training on Smarter Balanced Assessment Administration and Data Analysis for new staff.
- Test prep material not reliant on TECH to orient and expose students to test format

## Student Feedback:

- Make sure that all of our students Graduate
- Make sure that all students Understand Material/ Education
- Kids are comfortable
- Make school Fun
- Safe/Security physical and emotional

Leadership Class (4/15/15)

HEATHER:

School Site Council/LCAP Advisory Input (includes EL and SPED):

School Site Council/LCAP Advisory (3/26/15)

School Site Council/LCAP Advisory (4/30/15)

Staff Input:

Staff Meeting (2/24/15)

Staff Meeting (3/10/15)

Heather Leadership Team Meeting (4/14/15)

Parent Input:

PTA Meeting (3/10/15)

PTA Meeting (4/14/15)

- Money for supplies
- Not just online books
- Class pets/ service animals
- Furniture
- Study Hall for 8th grade
- Systems for teachers to support students/mentors

School Site Council/LCAP Advisory Feedback:

- More tech-infused training
- More training on how to access the units
- Need to create a shared site for teachers
- Using MARS to support students in math
- Communication with parents around SBAC
- Need for tech support
- a way to connect parent email accounts to their child's account so parents can communicate with their child i.e home-school projects and pictures
- Harmonize the system to be used among the teachers and students for more efficiency (Edmodo, Google docs)
- More ways to reach out to Tinsley families-more translators? busses for open house and BTSN for Tinsley families? daycare (or SMARTE) for families for parent only events? or Skype or Zoom in option?
- After School Math and Reading Club?
- ESL teacher and more formal program with materials
- After school homework time
- Laptop/iPad rental program for low income families

Staff Feedback:

- continue to streamline rubrics to become more user friendly, especially Gr. 3 and up
- continue providing PBL training to teachers not yet trained
- include 2nd grade in Typing Club
- Math small group intervention
- Additional Tech Support to assist with implementation
- -Continue to increase device to student ratio towards 2:1 goal
- Provide additional training for staff around Google Drive, Google Classroom, etc. and other programs (Illuminate)
- Learn new ELD standards aligned to CCSS and identifying best practice in assessing and monitoring EL progress towards ELD standards

## TIERRA LINDA:

School Site Council Input (including CSEA, SPED, EL, parents and students):

School Site Council/CSEA (12/11/14)

School Site Council/CSEA (3/5/15)

School Site Council/CSEA (4/2/15)

Staff Input:

Staff Meeting (2/10/15)

Staff Meeting (3/17/15)

Staff Meeting (4/28/15)

Parent Input:

PTA Meeting (2/9/15)

PTA Meeting (3/9/15)

PTA (4/13/15)

Student Input:

Site Council meeting dates above

Leadership Class

## WHITE OAKS:

School Site Council (including SPED rep):

Site Council (3/26/15)

Site Council (4/23/15)

Site Council (5/28/15)

Staff Input:

## Parent/Community Feedback:

- Ongoing teacher funds for consumable items needed for PBL, Design, Engineering and Nutrition/Health units
- Continue to increase device to student ratio towards 2:1 goal
- Continue dialogue, communications, informing and collecting parent feedback and input

## Overall Feedback:

- Staff needs to continue develop of rubrics
- Continue PBL trainings
- Expand use of PBL resources and units
- Continue to work towards a 2:1 ratio of student to devices
- Continue implementing agreed upon digital
- SBAC testing this year was successful
- Need to expand ways to support teachers technology concerns
- Parental awareness of the CCSS and SBAC was increased but continued work in this area is needed

## School Site Council/LCAP Advisory Feedback:

1. Parents want to learn more about 5Cs - need to provide PIE events and communication
2. Parents would like to know more about our writing program
3. Parents need focused information shared in a variety of ways across the school year
4. Parents need more information on SBAC testing and what to expect regarding results

Staff Meeting (3/10/15)  
 Leadership Team (3/19/15)  
 Leadership Team (4/2/15)  
 Staff Meeting (5/12/15)  
 Leadership Team (5/14/15)

Parent Input:  
 Parent Coffee/PTA (5/15/15)

5. Parents want more information on "best apps" and want this info in a place they can access - website?
6. Wait on District direction for for furthering ROPES
7. Parents of students who have IEPs could benefit from site events that help them connect with each other
8. Some students could benefit from alternatives to recess playground time - yoga, art etc.
9. Agree that common SEL curriculum will be a benefit

#### Staff Feedback:

1. Agreed to use LT as primary vehicle for staff feedback
2. Need to pilot 5Cs rubrics across all classrooms - build common vocal
3. Bring back math POM as tool to deepen math. practices (CCSS)
4. Need full staff collaboration around work on Strategic Plan5. Whole school trained in PBL and funds for supplies
5. Whole school trained in PBL and funds for supplies
7. Need more tech support to realize vision of tech-infused learning
9. Need to narrow focus - too many initiatives at once
10. LA program aligned to CCSS

#### Leadership Feedback:

1. Schoolwide emphasis on 5Cs
2. Need more tech support
3. Remember to focus on a few important goals

#### Parent Feedback:

1. Parents want to be informed partners
2. PTA and SCEF want to actively support teachers as they implement

#### Summarized Themes across All Stakeholders:

1. Keep focus areas doable
2. Pilot 5Cs - classrooms and counselor
3. Train whole staff in PBL
4. Communication - Parents as partners - across many vehicles
5. Support teachers with guidance, time, resources for PBL
6. More tech support to support projects

<p><b>Annual Update:</b></p> <p>Administrative Council/Principal Meetings (12/1/14)</p> <p>SCTA Meetings</p> <p>Board Meetings</p> <p>Arundel Site Council (3/12/15) and Staff Meeting (2/10/15)</p> <p>Brittan Acres Site Council/LCAP Advisory (2/26/15) and Staff Meeting (3/10/15)</p> <p>Central Site Council/LCAP Advisory (2/26/15)</p> <p>Heather Staff Meeting (2/24/15) and Site Council (3/26/15)</p> <p>Tierra Linda Site Council/CSEA (12/11/14) and Staff Meeting (2/10/15)</p> <p>Staff Meeting (3/10/15) and Site Council (3/26/15)</p>	<p><b>Annual Update:</b></p> <p>Outlined how things are going; how process worked last year and plan for this year's process</p> <p>Established the desire for a budget forum</p> <p>Reviewed process to date on sites and with various stakeholders</p> <p>Overview of 14-15 goals/process</p> <p>Overview of LCAP, Began reviewing last year's goals and actions</p> <p>Overview of LCAP, Began reviewing last year's goals and actions</p> <p>Summarized background for, and requirements of, the LCAP, reviewed 2014-15 LCAP, reviewed LCAP planning process, and sought input.</p> <p>Reviewed LCAP process and review of goals for this year</p> <p>Reflect on Goals, Progress and Next Steps</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	Align assessment and curriculum resources district-wide to ensure progress monitoring and accountability toward all students make measurable annual progress on CCSS and the 5C's		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>5C's</u>
Identified Need :	Professional Development was identified a in both site feedback, teacher survey as was collaboration time as a high priority need; PBL cohort feedback indicated a a an area of growth in assessment of student progress; continuation of data management system initiated in 2014-2015 was identified as a need; expansion of counseling and social-emotional supports were also identified areas to target		
Goal Applies to:	Schools: All for all actions/services; however, action 6 relates to elementary schools only (and site preschools); Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	EAMO: 100% of "core" teachers (ELA, Math, Science, History middle school teachers and all elementary teachers) will: 1) report having a solid understanding of the assessment map for their subject and/or grade level; 2) administer key assessments, 3) input student data into new data management system (Illuminate); and 4) provide feedback to administration regarding target measures in preparation for full implementation in 2016-2017 to support all students in achieving mastery of the CCSS and NGSS (including unduplicated students). Exit Outcomes are designed to require Pre-3, 4-5 and 6-8 targets to be met and these Grade 3, Grade 5 and Grade 8 outcomes reflect the work at all grade levels.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Assessment Map by grade level and core subject areas in grades TK-3, 4-5, 6-8 including 5C's Outcomes, reading measures (e.g. DRA-2, Lexia, DIBELS, Star Renaissance, etc.), writing (opinion papers) science (CST-Science, etc.) and math (Star Renaissance, MARS, grade level benchmarks, etc.), social studies/history, technology/research skills, overall wellness including physical and social emotional well-being (PFT, Second Step, CHKS) and for subgroups such as English Language measures (e.g. CELDT, OLAI-2), overall early learning development (DRDP-K for select students), etc.  Two release days will be provided for scoring including: one for grade 5-8 math teachers for MARS scoring, and one for ELA teachers for writing scoring	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$3,216 1000-1999: Certificated Personnel Salaries \$1,584 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,500 (subs)
2. Begin process to create curriculum map including	All	<input checked="" type="checkbox"/> All	2,000 1000-1999: Certificated Personnel Salaries

capturing anchor projects and key standards TK-3, 4-5 and 6-8 by forming a committee and initiating dialogue		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Pilot the 5C's (Habits of Mind) indicators/rubrics by 100% of teachers creating baselines for all students K-8 and 80% will provide feedback to administrators so that we can modify as needed and refine for full implementation in 2016-2017	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$150 1000-1999: Certificated Personnel Salaries
4. Launch usage of new data management system (Illuminate) that will allow us to gather student achievement data, monitor student progress and inform instruction regularly a. Train all teachers (including special education, RTI teachers and teacher of English Learners) in Illuminate in August/September, 2015 b. Train staff on how to create student assessment measures in Illuminate and all teachers will enter all target data for all students grades TK-8 and use a mid-year review c. In January, all staff will review their student data (including CAASPP), and outline an intervention plan based on student need d. All teachers will collaborate with grade level partners on data and engage in deep conversations upon reviewing student data to outline next steps/supports for student learning especially students who are SED, SPED, EL or FY	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$3,350 5800: Professional/Consulting Services And Operating Expenditures \$1,000 1000-1999: Certificated Personnel Salaries \$0 (built-in PD session) \$0 (built-in to collaboration time) \$1,650 (training) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration

5. By April, 2016, all grade 3-8 teachers (including SPED and EL teachers), will be trained in the new CAASPP features, accommodations, and interim instructional assessment tools to support improved student learning	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 2000-2999: Classified Personnel Salaries
6. Preschool staff will meet with TK/K teachers to begin discussions around alignment of assessment at least 3 times during the year.	Elementary and Preschools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	\$1,200 1000-1999: Certificated Personnel Salaries
7. All counselors will launch the Second Step Curriculum in TK-8 and create assessment measures providing baseline data for all students/classes/grades	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (curriculum purchased in 2014-15) and assessment design work embedded into counselor work day
8. Solicit staff input around assessment measures and refine assessment tools	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built into existing time)
9. Coordinate with partners including Sequoia Healthcare District and Department of Public Health to create an evaluation for wellness in schools	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	\$0 (built in to personnel costs and supplemental grant funding)

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 2: 2016-2017</b>			
Expected Annual Measurable Outcomes:	100% of TK-8 teachers will: 1) report implementation of assessment measures; 2) using baseline data from 2015-2016 school year, staff will establish specific growth targets and supports for all students including SPED, FY and EL students; and 3) 80% of students will show progress on academic standards in reading, writing and math		
Actions/Services		Scope of Service	Budgeted Expenditures
1. All "core" teachers will administer assessments by grade level and core subject areas in grades TK-3, 4-5, 6-8 including 5C's Outcomes, reading measures (e.g. DRA-2, Lexia, DIBELS, Star Renaissance, etc.), writing (narrative and opinion papers) science (CST-Science, etc.) and math (Star Renaissance, MARS, grade level benchmarks, etc.), social studies/history, technology/research skills, physical and social emotional well-being (PFT, Second Step, CHKS) and for subgroups such as English Language measures (e.g. CELDT, OLAI-2), overall early learning development (DRDP-K for select students), etc.  Two release days will be provided for scoring including: one for grade 5-8 math teachers for MARS scoring, and one for ELA teachers for writing scoring		All  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$5,000 1000-1999: Certificated Personnel Salaries \$7,500 release day subs 5000-5999: Services And Other Operating Expenditures
2. Staff will develop the district-wide Curriculum Map		All  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$2,200 1000-1999: Certificated Personnel Salaries
3. All teachers will implement the 5C's/Habits of Mind outcomes (included in the assessment map) to create		All  X All OR:	\$0 (built into work day and PD)

baselines for all students		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. A focus on using data to inform instruction will continue supporting staff engagement in deep conversations reviewing data and outline plans for intervention and support for underachieving students based upon data	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	\$ 0 (built in to staff work day)
5. By April, 2017, all grade 3-8 teachers (including SPED and EL teachers), will be trained in the new CAASPP features, accommodations, and interim instructional assessment tools to support improved student learning-especially subgroups	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$600 1000-1999: Certificated Personnel Salaries
6. Preschool staff will meet with TK/K teachers discuss and refine assessments maps and begin curriculum map	Elementary and preschool	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1350 1000-1999: Certificated Personnel Salaries
7. Counselors will continue second year implementation of Second Step and administer assessment measures to students and student data will show growth on Panorama and CHKS surveys	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$0 (materials purchased in 2014-2015)

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8. Solicit staff input around curriculum map	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built-in cost)
9. Pilot evaluation measures developed in 2015-2016 for wellness in schools		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 5000-5999: Services And Other Operating Expenditures

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Using vetted exit outcomes and agreed upon expanded assessment measures, 80% of all students will show progress on all academic and whole child measures as compared to prior year's data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All "core" teachers will administer assessments by grade level and core subject areas in grades PS-3, 4-5, 6-8 including 5C's Outcomes, reading measures (e.g. DRA-2, Lexia, DIBELS, Star Renaissance, etc.), writing (narrative and opinion papers) science (CST-Science, etc.) and math (Star Renaissance, MARS, grade level benchmarks, etc.), social studies/history, technology/research skills, physical and social emotional well-being (PFT, Second Step, CHKS) and for subgroups such as English Language measures (e.g. CELDT, OLAI-2), overall early learning development (DRDP-K for	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5,200 1000-1999: Certificated Personnel Salaries \$7,750 (release day subs) 1000-1999: Certificated Personnel Salaries

select students), etc.  Two release days will be provided for scoring including: one for grade 4-8 math teachers for MARS scoring, and one for ELA teachers for writing scoring			
2. Staff will refine the district-wide Curriculum Map	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,550 1000-1999: Certificated Personnel Salaries
3. All teachers will implement the 5C's/Habits of Mind outcomes (included in the assessment map) and compare progress from 2016-2017 baseline and students will show progress on indicators	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built-in cost)
4. All teachers will continue to engage in deep conversations reviewing data and outline plans for intervention and support for underachieving student based upon data	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built-in cost)
5. By April, 2018, all grade 3-8 teachers (including SPED and EL teachers), will be trained in the new CAASPP features, accommodations, and interim instructional assessment tools to support improved student learning-especially subgroups	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$650 5800: Professional/Consulting Services And Operating Expenditures

		English proficient _ Other Subgroups: (Specify)	
6. Preschool staff will meet with TK/K teachers discuss and further refine assessments and curriculum maps	All	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$1,000 1000-1999: Certificated Personnel Salaries \$1,000 2000-2999: Classified Personnel Salaries
7. Counselors will continue third year implementation of Second Steps and administer assessment measures to students and student data will show on Panorama and CHKS surveys	All	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 (built-in cost)
8. Finalize both assessment and curriculum maps	All	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$1,800 1000-1999: Certificated Personnel Salaries
9. Pilot evaluation for wellness tools developed during 2016-2017 year	All sites	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 (anticipate grant funding)

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Continue to roll out of Technology-Infused Project Based Learning as a way to implement the depth and rigor of the Common Core State Standards and Next Generation Science Standards and whole child focus and to meet the needs of subgroups of students who are performing below expectations		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Continuation of PBL was identified as key priority in all site feedback; in addition, PD was a key area noted in staff surveys (both para-educator surveys as well as Panorama staff survey, PD end of the year survey); continued work from last year's LCAP on purchasing of CCSS-aligned materials was also noted as an area for continued work in out years; technology infrastructure and support was noted by parents, students and staff		
Goal Applies to:	Schools: All  Applicable Pupil Subgroups:	Socio-economically disadvantaged, English Learners, Foster Youth and Special Education	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	75% of all teachers will be trained in Technology-Infused PBL and 90% will report they are prepared to teach PBL units tied to CCSS/NGSS. In addition, key interventions and supports will be added to support struggling learners so they may better access the core curriculum.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide professional development in the following key areas: a. Partner with SMCOE for PBL training that integrates CCSS b. Blended learning and Technology Integration into Lessons/Classrooms c. 5C's/Habits of Mind d. Para training including: CCSS, reading instruction programs/strategies, behavior strategies & data collection, understanding IEP's and different disabilities e. Reading Units of Study (gr. K- 5) and Words Their Way curriculum (grades K-3) f. Writing Units of Study (gr K-8) g. NGSS h. Illuminate/Building formative assessments i. SPED training including: SEIS, reading and math curriculum j. Administration training in PBLCore, data driven dialogue, and supporting professional growth/evaluation model	All	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 (MOU with SMCOE) \$7,000 5800: Professional/Consulting Services And Operating Expenditures \$0 (built in to current salaried employees work) \$36,000 + \$12,000 4000-4999: Books And Supplies \$2,000 \$10,000 4000-4999: Books And Supplies \$12,000 5000-5999: Services And Other Operating Expenditures \$2,000 5800: Professional/Consulting Services And Operating Expenditures \$500 4000-4999: Books And Supplies

2. Staff will continue to be provided time to collaborate on PBL including the following formats: release time, staff meetings, grade level collaboration, etc.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$51,000 (follow-up support sessions) 1000-1999: Certificated Personnel Salaries \$5,000 (release time) 1000-1999: Certificated Personnel Salaries
3. Pilot CCSS aligned materials and methods in math (EDM/ Math in Focus in K-5) and implement new CCSS aligned math resources (CPM and Big Ideas Grades 6-8)	All (as specified in action)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$67,000 (K-5 Math program) 4000-4999: Books And Supplies Lottery \$33,000 4000-4999: Books And Supplies Supplemental and Concentration
4. Implement language arts curriculum including Words Their Way, Reading and Writing Units of Study	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$81,510 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 (training supports for ELA curriculum) 1000-1999: Certificated Personnel Salaries
5. Re-launch (or continue) MARS tasks and Problem of the Month (or Problem of the trimester) to deepen mathematical learning	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$12,540 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
6. Identify curriculum in science that meets the rigor of NGSS (including review of FOSS and Engineering is Elementary) for future purchase	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	\$500 1000-1999: Certificated Personnel Salaries

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Identify intervention Math curriculum for SPED, pilot and vet for future purchase	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$500 1000-1999: Certificated Personnel Salaries Special Education
8. Support PBL teachers by adding PBL Facilitator/Mentor to provide on-site, accessible collaboration and “thinking partners” to further the roll-out of PBL and to support our partnership with SMCOE at each site so PBL teachers can: a. complete a minimum of two units and share at least one PBL unit with their colleagues b. add one unit to the District PBL repository c. attend support sessions to deepen learning and implementation of PBL units d. Highlight specific components of 5C’s/Habits of Mind within targeted PBL units during the course of the school year e. support staff with creation of “project cards” for distribution at Celebration of Innovation and Open House events	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$28,380 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000 (printing costs) 5000-5999: Services And Other Operating Expenditures
9. Increase Elementary Counselor and MFT Intern/Trainees at the district wide	Elementary Sites only for added counselors; MFT interns/trainees are	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$96,360 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,250 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 18,058 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$13,640 1000-1999: Certificated Personnel Salaries Base

	district wide		
10. Increase Technology Staff to support teachers by providing trainings in integration of technology into the classroom, specific apps/technology programs, increased tech associates to assist in PBL planning for curriculum connections at elementary sites (1.5 FTE)	All; 1.5 FTE tech assoc at elementar y only	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<div>\$42,900 2000-2999: Classified Personnel Salaries Supplemental and Concentration</div> <div>\$10,000 4000-4999: Books And Supplies</div> <div>\$87,100 1000-1999: Certificated Personnel Salaries Base</div>
11. Update digital citizenship lessons at all elementary grade levels to provide explicit instruction in this key life skill area	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Increase literacy support by adding credentialed reading specialist/teacher at .5FTE	Elementar y Sites only	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk	<div>\$123,000 1000-1999: Certificated Personnel Salaries Base</div> <div>\$60,745 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</div>
13. Purchase necessary technology resources to support PBL and tech-infused instruction in the classroom setting a. Purchase replacement laptops for all staff (in the four-year replenishment cycle) b. Purchase Macbooks (4-year cycle) and chromebooks (3- year cycle) for students to meet goal of 2:1 access c. Purchase licenses for programs such as Illuminate, PowerSchool, Lexia, ALEKS, Typing Club, and personalized learning platforms TBD, etc. d. Identify "core apps" for early elementary classroom	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<div>\$20,502 4000-4999: Books And Supplies Supplemental and Concentration</div> <div>\$30,000 4000-4999: Books And Supplies</div> <div>\$99,000 5000-5999: Services And Other Operating Expenditures</div> <div>\$7,000 (Lexia) 5000-5999: Services And Other Operating Expenditures Title III</div> <div>\$9.500 4000-4999: Books And Supplies</div>

use on iPads and android tablets (K-2)			
14. Formalize process for consistent access to Typing Club (for 3rd and 4th grade) a minimum 10-15 minutes/week	All elementary sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,500 5000-5999: Services And Other Operating Expenditures
15. Purchase CCSS aligned materials and supplemental resources including print and electronic materials to support ELA—especially focused on non-fiction and PBL unit materials	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$117,215 4000-4999: Books And Supplies \$17,785 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
16. None	N/A	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	N/A--no cost as not focus in Year 1
17. Pilot new model in partnership with local university to support Nursing Students to target hygiene unit instruction, immunization record keeping, and some hearing screenings	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built-in cost with partnership with University)

18. Design curriculum to support energy conservation utilizing new and existing technologies at Arundel	Arundel School only	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$25,000 5000-5999: Services And Other Operating Expenditures Other Prop 39
<b>LCAP Year 2: 2016-2017</b>			
Expected Annual Measurable Outcomes:	90% of all teachers of Math, ELA, and Science will have been trained in technology-infused PBL and will have 80% of their students showing mastery of the 5 C's using the piloted and vetted 5C's exit outcomes		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to provide professional development in the following key areas: a. Continue partnership with SMCOE for PBL training that integrates CCSS b. Further Blended learning and Technology Integration into Lessons/Classrooms c. 5C's/Habits of Mind integration d. Para trainings: TBD topics e. NGSS f. Data driven formative instruction g. SPED training including: SEIS, etc. h. Administration training in supporting professional growth/evaluation model, etc.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (MOU with SMCOE) \$20,000 5800: Professional/Consulting Services And Operating Expenditures \$500 5800: Professional/Consulting Services And Operating Expenditures Special Education \$1,000 5800: Professional/Consulting Services And Operating Expenditures \$500 5800: Professional/Consulting Services And Operating Expenditures
2. Staff will continue to be provided time to collaborate on PBL including the following formats: release time, staff meetings, grade level collaboration, etc.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$60,000 1000-1999: Certificated Personnel Salaries \$6,000 (release time) 1000-1999: Certificated Personnel Salaries

3. Implement new staff selected CCSS aligned materials and methodologies in math	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000 (PD) 5800: Professional/Consulting Services And Operating Expenditures
4. Continue to implement and refine work language arts curriculum including Words Their Way, Reading and Writing Units of Study	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 (PD) 5800: Professional/Consulting Services And Operating Expenditures
5. Continue MARS tasks and Problem of the Month (or Problem of the trimester) to deepen mathematical learning and strengthen alignment and calibration district wide	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$4,000 5000-5999: Services And Other Operating Expenditures
6. Pilot curriculum in science that meets the rigor of NGSS	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 1000-1999: Certificated Personnel Salaries
7. Pilot intervention Math curriculum for SPED, pilot and vet for future purchase and review assessment/evaluation tools.	All	<input type="checkbox"/> All OR:	\$1,100 1000-1999: Certificated Personnel Salaries Special Education

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
8. Continue to support PBL teachers by maintaining PBL Facilitator/Mentor to provide on-site, accessible collaboration and “thinking partners” to further the roll-out of PBL and to support our partnership with SMCOE at each site so PBL teachers can: a. complete a minimum of two units and share at least one PBL unit with their colleagues b. add one new (or revised) unit to the District PBL repository c. continue to attend support sessions to deepen learning and implementation of PBL units d. align specific components of 5C's/Habits of Mind within targeted PBL units during the course of the school year e. support staff with creation of “project cards” for distribution at Celebration of Innovation and Open House events	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$30,000 1000-1999: Certificated Personnel Salaries \$7,500 (printing costs)
9. Continue to provide Elementary Counselor supports and expand MFT Intern/Trainees at all sites	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$120,000 1000-1999: Certificated Personnel Salaries SCEF
10. Continue on-site Technology Staff to support teachers by providing trainings in integration of technology into the classroom, specific apps/technology programs, increased tech associates to assist in PBL planning for curriculum connections at elementary sites and explore possibility of library media specialist role	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$140,000 2000-2999: Classified Personnel Salaries \$15,000 4000-4999: Books And Supplies

		English proficient _ Other Subgroups: (Specify)	
11. Update digital citizenship lessons at all elementary grade levels to provide explicit instruction in this key life skill area	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$500 4000-4999: Books And Supplies
12. Maintain literacy support including credentialed reading specialist/teacher at .5FTE and literacy associate positions and adjust according to site needs	Elementary Sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) At Risk learners	\$192,000 1000-1999: Certificated Personnel Salaries
13. Continue to purchase necessary technology resources to support PBL and tech-infused instruction in the classroom setting a. Continue purchase replacement laptops for all staff (in the four-year replenishment cycle) b. Continue to purchase Macbooks (4-year cycle) and chromebooks (3- year cycle) for students to meet goal of 2:1 access c. Continue to purchase licenses for programs such as Illuminate, PowerSchool, Lexia, ALEKS, Typing Club, and personalized learning platforms TBD, digital portfolio option TBD, etc. d. Outline and share identified "core apps" for early elementary classroom use on iPads and android tablets (K-2)	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<div>\$40,000 4000-4999: Books And Supplies</div> <div>\$40,000 4000-4999: Books And Supplies</div> <div>\$110,000 5000-5999: Services And Other Operating Expenditures</div> <div>\$9,000 5000-5999: Services And Other Operating Expenditures</div>
14. Expand access to Typing Club (to include 3rd and 4th grade (to include mid-2nd grade) a minimum 10-15	Elementary	<input checked="" type="checkbox"/> All OR:	\$2,000 5000-5999: Services And Other Operating Expenditures

minutes/week	y Sits only	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
15. Continue to support teachers with CCSS aligned materials and supplemental resources including print and electronic materials to support ELA as determined by staff/administrators	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$150,000 4000-4999: Books And Supplies
16. Create a committee to explore CCSS aligned materials and supplemental resources including print and electronic materials to support social studies	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,900 1000-1999: Certificated Personnel Salaries
17. Modify model (in partnership with local university) of Nursing Students to target hygiene unit instruction, immunization record keeping, screenings and other duties	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0-as built in to partnership with university
18. Implement curriculum to support energy conservation utilizing new and existing technologies at Arundel and expand to one additional site	Arundel pus one new site (TBD)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$50,000 grant

		<input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-2018</b>			
Expected Annual Measurable Outcomes:	100% of all students will engage in a minimum of 3 PBL units over the course of the year and 90% will demonstrate through district rubrics and other assessments mastery of both content standards and the 5 C's.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide professional development in the following key areas: a. Continue partnership with SMCOE for PBL training that integrates CCSS and Habits of Mind b. Expand Blended learning and Technology Integration into Lessons/Classrooms c. Para trainings: TBD topics d. NGSS continued deeper dive e. SPED training including: SEIS, etc. f. Administration training: Topics TBD	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$0 (MOU with SMCOE)
			\$25,000 5800: Professional/Consulting Services And Operating Expenditures
			\$500 5800: Professional/Consulting Services And Operating Expenditures Special Education
			\$1,000 5800: Professional/Consulting Services And Operating Expenditures
			\$500 5800: Professional/Consulting Services And Operating Expenditures Special Education
2. Staff will continue to be provided time to collaborate on PBL including the following formats: release time, staff meetings, grade level collaboration, etc.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$70,000 1000-1999: Certificated Personnel Salaries
			\$9,000 (release time) 0000: Unrestricted
3. Continue to implement new staff selected CCSS aligned materials and methodologies and provide opportunities to collaborate at grade level, district-wide for calibration and alignment	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$6,000 (PD) 1000-1999: Certificated Personnel Salaries

4. Continue to implement and refine work language arts curriculum including Words Their Way, Reading and Writing Units of Study and provide opportunities to collaborate at grade level, district-wide for calibration and alignment	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,500 (PD) 5800: Professional/Consulting Services And Operating Expenditures
5. Continue MARS tasks and Problem of the Month (or Problem of the trimester) to deepen mathematical learning and strengthen alignment and calibration district wide	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000 5000-5999: Services And Other Operating Expenditures
6. Purchase and implement curriculum in science that meets the rigor of NGSS	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$50,000 4000-4999: Books And Supplies
7. Purchase and implement intervention Math curriculum for SPED and provide collaboration opportunities for SPED teachers to dialogue about materials/measures and “gaps”	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	\$9,000 4000-4999: Books And Supplies Special Education
8. Continue to support PBL teachers by maintaining PBL	All	<input checked="" type="checkbox"/> All	\$32,000 1000-1999: Certificated Personnel Salaries

Facilitator/Mentor to provide on-site, accessible collaboration and “thinking partners” to further the roll-out of PBL and to support our partnership with SMCOE at each site so PBL teachers can: a. complete a minimum of two units and share at least one PBL unit with their colleagues b. add one new (or revised) unit to the District PBL repository c. continue to attend support sessions to deepen learning and implementation of PBL units d. align specific components of 5C’s/Habits of Mind within targeted PBL units during the course of the school year e. support staff with creation of “project cards” for distribution at Celebration of Innovation and Open House events		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	9,000 (printing costs) 5000-5999: Services And Other Operating Expenditures
9. Continue to provide Friendship Counselor at elementary level and to maintain MFT Intern/Trainees at all sites		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$130,000 Other SCEF
10. Continue to provide on-site Technology Staff to support teachers by providing trainings in integration of technology into the classroom, specific apps/programs, increased assistance in PBL planning for curriculum connections at elementary sites & consider piloting a revised library media specialist role at middle school level	All	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$147,000 2000-2999: Classified Personnel Salaries \$1,600 4000-4999: Books And Supplies
11. Refine and vet digital citizenship lessons at all elementary grade levels to provide explicit instruction in this key life skill area	All	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth	\$300 4000-4999: Books And Supplies

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Maintain literacy support including credentialed reading specialist/teacher at .5FTE per site and literacy associate positions according to site needs	Elementary Sites only	<input type="checkbox"/> All <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At Risk Learners</u>	\$201,600 1000-1999: Certificated Personnel Salaries
13. Continue to purchase necessary technology resources to support PBL and tech-infused instruction in the classroom setting a. Continue purchase replacement laptops for all staff (in the four-year replenishment cycle) b. Continue to purchase Macbooks (4-year cycle) and chromebooks (3- year cycle) for students to meet goal of 2:1 access c. Continue to purchase licenses for programs such as Illuminate, PowerSchool, Lexia, ALEKS, Typing Club, and personalized learning platforms TBD, digital portfolio option TBD, etc. d. Increase use of "core apps" for early elementary classroom use on iPads and android tablets (K-2)	All	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$42,000 4000-4999: Books And Supplies <hr/> \$43,000 4000-4999: Books And Supplies <hr/> \$115,500 5000-5999: Services And Other Operating Expenditures <hr/> 10,100 5000-5999: Services And Other Operating Expenditures
14. Maintain access to Typing Club (to include 3rd and 4th grade (to include mid-2nd grade) a minimum 10-15 minutes/week	Elementary Sites Only	<input checked="" type="checkbox"/> All <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,100 5000-5999: Services And Other Operating Expenditures
15. Continue to support teachers with CCSS aligned materials and supplemental resources including print and	All	<input checked="" type="checkbox"/> All <hr/> OR:	\$150,000 4000-4999: Books And Supplies

electronic materials to support ELA as determined by staff/administrators		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
16. Pilot History/Social Studies curriculum that is aligned to CCSS as determined by committee	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$3,050 1000-1999: Certificated Personnel Salaries
17. Further refine model (in partnership with local university) of Nursing Students to target hygiene unit instruction, immunization record keeping, screenings and other duties	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no cost due to partnership with university)
18. Refine curriculum to support energy conservation utilizing new and existing technologies to 4 sites	4 sites (TBD)	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$50,000 (assuming grant funding) grant

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Design new structures (schedules, collaboration time, etc.) to support the District's transition to the new P-3, 4-5, and 6-8 schools configurations		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
Identified Need :	Facilities that support 21st Century learning were identified as a need including instructional supports, pedagogy refinement, infrastructure, facility improvements and transitions to P-3, 4-5 and 6-8 school sites will be targeted in Goal #3; collaboration time was identified as a strong teacher need (and this is accomplished in par by partnership with Legarza); CSEA survey identified strong need for facility improvement; elementary site feedback identified for alternative "recess" opportunities.		
Goal Applies to:	Schools: All sites (however, this goal is divided by P-3; 4-5 and 6-8 foci)		
	Applicable Pupil Subgroups:	Socio-economically disadvantaged, English Learners, Foster Youth and Special Education	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	School staff (P-3, 4-5 and 6-8) will collaborate regularly in their P-3, 4-5 and 6-8 configurations to design the assessments, curriculum, pedagogy and philosophy of student learning within these new configurations and will craft summary documents to serve as guides for future collaborations.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pre/TK-4 Sites 1. Preschool will meet a minimum of 3x/year to collaborate on the 5C's/Habits of Mind and how this integrates into early learning models 2. In collaboration with Legarza, elementary school sites will launch "motor room" PE lessons to support TK and Kindergarten classrooms to support physical development of the young learner 3. Co-teachers will be provided with one release day/trimester for co-planning 4. School sites will explore alternative opportunities during "recess" (e.g. art, clubs, yoga, Scrap Yard, etc.) 5. District will upgrade sites including Heather (LEAP/preschool and MU) and BA (preschool, tinkering lab) to provide 21st century learning environments including facilities, infrastructure and furnishings (e.g. at CMS) 6. Staff, students and parents will report 5 % increase in school climate per survey 7. Re-launch Wellness champions at all sites	"Elementary" sites" + preschool staff	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,950 1000-1999: Certificated Personnel Salaries \$1,000 2000-2999: Classified Personnel Salaries \$153,000 (Legarza) 5800: Professional/Consulting Services And Operating Expenditures \$5,400 (12 teachers x 3 release day sub costs) 1000-1999: Certificated Personnel Salaries \$200,000 (White Oaks): \$200,000 (Arundel Preschool) \$500,000 (Heather LEAP) \$1,650,000 (Heather MU) \$75,000 (Brittan Acres Preschool: Bond

<p>4-5 Preparation</p> <p>1. Construction of the new grade 4-5 school at Arroyo site will be completed in August of 2016, by which time the hiring of staff and the design of the school's climate, curriculum, assessments, schedules, and professional collaboration will be fully developed. This will be measured by completion of the 4-5 school with the key areas explained on its new website.</p> <p>2. The selected 4/5 teachers will meet with Principal on Special Assignment to outline the design of the school's schedule, curriculum, assessments and professional collaboration/student class size modeling for implementation in the 2016-2017 school year</p> <p>3. School sites will explore alternative opportunities during "recess" (e.g. art, clubs, yoga, etc.)</p> <p>4. Begin work on design of new "report card"</p>	<p>4-5 ( official site opening at Arroyo in 2016-2017) but prep work also occurring in 2015-2016</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Other Bond</p> <p>\$5,600 1000-1999: Certificated Personnel Salaries \$11,500,000 for new "Arroyo 4/5 School": Bond</p>
<p>5-8 Sites</p> <p>1. Middle School teachers (5-8) will meet with Administration to outline the design of the school's schedule, curriculum, assessments and professional collaboration/student class size modeling for implementation in the 2016-2017 school year. Both middle schools will develop a master schedule that allows for more students to access necessary supports (e.g. RTI and ELD classes) and flexibility for full implementation in 2016-2017</p> <p>2. Staff, students and parents will report 5 % increase in school climate per survey</p> <p>3. Re-launch Wellness champions at all sites</p>	<p>5-8 sites and 6-8 sites (dependin g on year of 4-5 schools opening)</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>\$13,905 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <p>\$36,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <p>\$0 (built in costs to Panorama survey)</p> <p>\$0 (built in costs)</p> <p>\$8,500,000 Tierra Linda construction: Bond</p>
<p><b>LCAP Year 2: 2016-2017</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>All preschool-8th grade SCSD staff will engage in professional collaboration with the staff of the new schools (Arroyo School and Central) to design and pilot new school-wide structures to support technology-infused PBL, exhibition of student work, collaborative and co-teaching models appropriate to either pre-3, grade 4-5, and grade 6-8 learning environments.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Pre-3/TK-4 Sites</p> <p>1. Preschool will continue to meet a minimum of 3x/year to collaborate on the 5C's/Habits of Mind and how this integrates into early learning models</p> <p>2. Continued collaboration with Legarza for elementary</p>	<p>"Elementary" sites" + preschool staff</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>\$2,050 1000-1999: Certificated Personnel Salaries</p> <p>\$1,200 2000-2999: Classified Personnel Salaries</p> <p>\$160,650 5800: Professional/Consulting Services And Operating Expenditures</p>

<p>PE and refine PE lessons to support TK and Kindergarten classrooms to support physical development of the young learner</p> <p>3. Continue one release day/trimester of co-teachers for co-planning</p> <p>4. School sites will implement identified alternative opportunities during "recess" (e.g. art, clubs, yoga, Scrap Yard, etc.)</p> <p>5. District will upgrade sites including White Oaks and Arundel (preschools) and Tierra Linda and begin new 4-5 school to provide 21st century learning environments including facilities, infrastructure and furnishings</p> <p>6. Staff, students and parents will report 5 % increase in school climate per survey</p> <p>7. Refine Wellness champions work at all sites</p> <p>8. Pre-3 sites will coordinate with 4-5 on progress monitoring/reporting systems in preparation for 2017-2018 report card development work</p>		<p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>\$10,750 (release time) 1000-1999: Certificated Personnel Salaries</p> <p>\$0 (built in staff time)</p> <p>\$0 (no additional costs)</p> <p>\$400 100-1999: Certificated Personnel</p>
<p>4-5 Opening</p> <p>1. Implement new curriculum, assessment, schedules, collaboration models designed in 2015-2016</p> <p>2. Staff and Principal will review structures and outline a plan for changes based upon success and feedback</p> <p>3. Implement alternative opportunities during "recess" (e.g. art, clubs, yoga, etc.)</p> <p>4. Refine design of "report card" based upon success/challenges and feedback from staff, students and parents</p>	<p>4/5 "Arroyo" school</p>	<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>\$6,000 1000-1999: Certificated Personnel Salaries</p>
<p>5/6-8 Sites</p> <p>1. Middle School teachers (5-8 at TL and 6-8 at CMS) will implement a master schedule that allows for more students to access necessary supports (e.g. RTI and ELD classes) and flexibility for full implementation in 2016-2017</p> <p>2. Staff, students and parents will report a further 5 % increase in school climate per survey</p> <p>3. Continue and refine work of Wellness champions at all sites</p>	<p>CMS and TL</p>	<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>\$0 (built into work day)</p> <p>\$0 (no additional cost to survey itself)</p> <p>\$0 (no additional cost)</p>

## LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Construction of all four new schools will be completed by August of 2018 and these schools' staff will be fully implementing technology-infused PBL within a "learning Commons" environment, and in which the school climate embraces teacher collaboration, peer evaluation and coaching.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Pre-3/TK-4 Sites</b> 1. Preschool will continue to meet a minimum of 3x/year to collaborate on integrated early learning models 2. Continued refinement of elementary PE to support physical development of the young learner 3. Continue one release day/trimester of co-teachers for co-planning 4. School sites will expand alternative opportunities during "recess" (e.g. art, clubs, yoga, Scrap Yard, etc.) 5. District will continue to upgrade sites to provide 21st century learning environments including facilities, infrastructure and furnishings 6. Staff, students and parents will report 5 % increase in school climate per survey 7. Refine and expand work of Wellness champions work at all sites 8. Pre-3 sites will redesign the Pre-3 "report card" for future pilot in the next school year	"Elementary" sites" + preschool staff	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$3,000 1000-1999: Certificated Personnel Salaries \$1,500 2000-2999: Classified Personnel Salaries \$170,000 5800: Professional/Consulting Services And \$11,000 (release time) 1000-1999: Certificated Personnel Salaries \$0 (built in staff time) \$0 (no additional costs) \$400 100-1999: Certificated Personnel
<b>4-5 "Arroyo" Year 2</b> 1. Implement curriculum, assessment, schedules, collaboration models refined in 2016-2017 2. Staff and Principal will review structures and outline a plan for "Arroyo" school and feedback and share with "Dartmouth" staff 3. Pilot new report card 4. Select "Dartmouth" staff; begin collaboration with "Arroyo" staff	"Arroyo" site	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 (built in staff time) \$600 1000-1999: Certificated Personnel Salaries \$0 (no additional Cost) \$1,200 1000-1999: Certificated Personnel Salaries
<b>5/6-8 Sites</b> 1. Middle School teachers (5-8 at TL and 6-8 at CMS) will refine a master schedule that allows for more students to access necessary supports (e.g. RTI and ELD classes) based upon feedback from prior year 2. Staff, students and parents will report a further 5 %	TL and CMS	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	\$0 (built in staff meeting time) \$0 (no additional cost beyond the survey itself) \$0 (no additional cost anticipated at this time)

increase in school climate per survey 3. Review work from prior year and refine and/or expand wellness program based upon feedback		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 4:	Develop plans for having all students engaged in a Personalized Learning Plan process, leveraging a few key areas such as: Math, Homework, and Middle School Electives (including world languages)		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify <u>5C's</u>
Identified Need :	Strategic plan has focus on personalized learning and blended learning. Parent survey indicated interest in world languages. Parents also have inquired about homework and Board has engaged in conversations as well.		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:		
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	All 5th – 8th grade students whose teachers are participating in the iZone project (approximately 20% of total population) will develop and pilot an annual Personalized Learning Plan with identified learning targets and will collect evidence of and reflect on their progress on their targets, at the end of the school year. Their reflections will be scored on a rubric indicating baseline measures and academic growth. 80% of these students will show significant growth as measured by the rubric.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff will create rubric for student reflection on reaching personalized learning targets and students will pilot use during the 2015-2016 school year	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$1,000 1000-1999: Certificated Personnel Salaries
2. Self-selected staff will explore and pilot online math programs (e.g. geometry/math and reading) to determine if they are worthy of future adoption into the curriculum repertoire	Self-selected staff at select sites TBD	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$10,000 5000-5999: Services And Other Operating Expenditures
3. In first trimester, all principals will engage in	All	<u>X</u> All	\$0 (no additional costs)

conversation with staff and parents about role of homework/extended learning as part of our strategic plan. Feedback will be provided to Superintendent and Board to facilitate re-vamping of Board policy		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Staff will explore online opportunities for World Languages for pilot in 2016-2017	All	<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$700 1000-1999: Certificated Personnel Salaries
5. Staff will explore new online learning programs for English Learners	All	<u>All</u> OR: _ Low Income pupils <u>X English Learners</u> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$2,000 5000-5999: Services And Other Operating Expenditures
6. Special Education staff will research and identify intervention curriculum to pilot in 2016-2017 (e.g. Beeline, iReady, etc.)	All	<u>All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X Other Subgroups:</u> (Specify) <u>Special Education</u>	\$500 1000-1999: Certificated Personnel Salaries Special Education
7. Staff will engage in deep collaborative conversations about student progress (using formative and summative assessments) on a trimester basis and adjust instructional practices to meet individualized SPED, EL	All	<u>All</u> OR: _ Low Income pupils <u>X English Learners</u>	\$0 (no additional costs--built into work day or PD session)

needs		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
8. Staff will explore platforms for “digital portfolios” in preparation for pilot in 2016-2017 (e.g. Novare)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000 5000-5999: Services And Other Operating Expenditures
9. Staff will pilot “movement monitors” at CMS to determine effectiveness of increasing physical activity	CMS-PE classes	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$6,000 4000-4999: Books And Supplies Other SCEF
<b>LCAP Year 2: 2016-2017</b>			
Expected Annual Measurable Outcomes:	40% of all 4th and 8th grade students and their teachers will participate in the District’s Personalized Learning Plan system will collect evidence of and reflect on their progress on schools at the end of the school year. Their reflections will be scored on a rubric indicating baseline measures and academic growth and will be housed in a digital portfolio (under pilot).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff will pilot rubric for student reflection on reaching personalized learning targets and students/staff will review/analyze/provide feedback on rubric	4-5 School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated)

2. Staff will expand pilot of online math programs (e.g. Geometry/math and reading) to a larger cohort	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$15,000 5000-5999: Services And Other Operating Expenditures
3. Selected staff will pilot extended learning opportunities including homework, math, and reading (P-8)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$15,000 5000-5999: Services And Other Operating Expenditures
4. Staff will pilot online opportunities for World Languages at the 4-5 school	4-5	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$9,000 5000-5999: Services And Other Operating Expenditures
5. Staff will pilot online learning programs for English Learners	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000 5000-5999: Services And Other Operating Expenditures
6. Special Education staff pilot intervention curriculum to pilot in 2016-2017 (e.g. Beeline, iReady, etc.)	All	<input type="checkbox"/> All OR:	\$20,000 5000-5999: Services And Other Operating Expenditures Special Education

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
7. Staff will continue to engage in deep collaborative conversations about student progress (using formative and summative assessments) as a team on a trimester basis and adjust instructional practices to meet individualized SPED, EL needs	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$0 (no additional costs anticipated-built into work day or PD)
8. Staff will pilot a single platform for “digital portfolios” in preparation for pilot in 2016-2017	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$8,000 5000-5999: Services And Other Operating Expenditures
9. Staff will determine if expand pilot of “movement monitors” is warranted and next steps	CMS and possibly other sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated built into PE PD sessions)

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	75% of 4th – 8th grade students will develop an annual Personalized Learning Plan and will collect evidence of and reflect on their progress on schools they set at least 3 times during the year. Their reflections will be scored on a rubric indicating overall growth. This data will be included in a digital portfolio.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Staff will finalize rubric for student reflection on reaching personalized learning targets based upon students/staff feedback	4-5 school	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$600 1000-1999: Certificated Personnel Salaries
2. Staff will implement a blended approach incorporating online math programs (e.g. Geometry/math and reading) to a larger group	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,000 5000-5999: Services And Other Operating Expenditures
3. A broader group of selected staff will pilot extended learning opportunities including homework, math, and reading (P-8)	4-5 School + others TBD	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$22,000 5000-5999: Services And Other Operating Expenditures
4. Staff will expand the pilot of online opportunities for World Languages to other school sites	4-5 School + other sites TBD	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$18,000 5000-5999: Services And Other Operating Expenditures

		English proficient _ Other Subgroups: (Specify)	
5. Staff will implement online learning programs for English Learners	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$7,000 5000-5999: Services And Other Operating Expenditures
6. Special Education staff will implement intervention curriculum (or continue to research based upon results of pilot) in 2016-2017 (e.g. Beeline, iReady, etc.)	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	\$200 1000-1999: Certificated Personnel Salaries
7. Staff will continue to engage in deep collaborative conversations about student progress (using formative and summative assessments) as a team on a trimester basis and adjust instructional practices to meet individualized SPED, EL needs	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated built into work day or PD)
8. Staff will begin implementation of a single platform for "digital portfolios" (based upon results of pilot)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$8,000 5000-5999: Services And Other Operating Expenditures

9. Staff will determine if expand pilot of “movement monitors” is warranted and next steps	Central Middle School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated)

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

GOAL 5:	Engage parents in informing and being informed about all of the above goals, and leverage/engage them as resources to fulfill our vision of "A Team of Educators Broadly Defined", as outlined in the Strategic Plan.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	DELAC committee identified area of needed parent education for parents of English Learners; SEDAC identified areas of need for parent education in special education as well; staff identified need for additional supports for struggling learners; review of attendance records identified an area of growth for a selected group as were the need for data-base for PBL experts and resources via meeting and survey data		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL and SPED	
<b>LCAP Year 1: 2015-2016</b>			
Expected Annual Measurable Outcomes:	A baseline, tracking system will be established identifying the number of parents that are engaged in our students' learning, as well as establishing baseline measures of the depth of their participation, with the aim of building an ever-increasing number of parents and community members engaged in our students' learning. A database of parent and community members who can serve as experts or support classroom project based learning will be created. These goals will be measured by completion of these two platforms and Foster-Youth identified a needed resource for struggling families		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Create a dynamic database for establishing parent/guardian participation in school learning	District-level work	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built-in to current existing salaries)
2. Create a teacher friendly and accessible database list of parent/community members with expertise to support project based learning and all student learning endeavors	District-level and all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built-in to current existing salaries)

3. Pilot a new Healthy Cities Tutoring model including before/after school extended learning program in math and/or reading	Central and White Oaks	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$25,125 5000-5999: Services And Other Operating Expenditures \$12,375 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
4. Participation in the annual Panorama survey will increase by 10% overall	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated besides cost of survey)
5. Sites and District will provide parent education through a variety of forums including parent coffees, PTA events, newsletter posts, PIE nights, website enhancements, etc. on a number of topics including CCSS, CAASPP scores/reports, Special Education topics, transitioning to P-3, 4-5, 6-8, parent/teacher conferencing strategies for parents of English Learners, physical and social-emotional wellness	District-level and all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$2,000 5800: Professional/Consulting Services And Operating Expenditures \$500 5800: Professional/Consulting Services And Operating Expenditures Title III \$500 5800: Professional/Consulting Services And Operating Expenditures Special Education
6. Create a community resource guide for parents of foster youth	District-level and all sites	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$100 2000-2999: Classified Personnel Salaries Title I

7. Decrease chronic absenteeism/tardiness through concerted attendance campaign and targeted support of students with 10+ absences and/or tardies	District-level and all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 2000-2999: Classified Personnel Salaries
8. Pilot "EL family buddies" system	Heather	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$100 4000-4999: Books And Supplies Title III
9. Establish a plan and implement to ensure all families have access to technology devices and internet access in the home environment	District-Level and Sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000 5000-5999: Services And Other Operating Expenditures Title I
10. Provide translation services for SPED, EL and select parent nights	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	\$1,000 5800: Professional/Consulting Services And Operating Expenditures
11. Results of the Panorama survey will yield increased scores overall; however, particularly in the student survey regarding engagement and sense of belonging,	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	\$0 (beyond cost of Panorama contract)

on parent/community survey regarding challenge/rigor and staff survey regarding technology by 5%		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Provide transportation for families in East Palo Alto for district Good2Go Wellness Fair	All	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 2000-2999: Classified Personnel Salaries
13. Increase wellness education via website enhancements, wellness newsletter, and targeted parent education events	District-level and all sites	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 2000-2999: Classified Personnel Salaries
14. Increase communication with preschool families to share important information regarding our changes in the district (e.g. Pre-3 transition), information around early learning and to increase participation in the Panorama survey	Elementary Sites and preschool families	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$200 2000-2999: Classified Personnel Salaries

## LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increase by 10% the list of names of parents/community members who are committed to being a part of SCSD's Team of Educators Broadly defined. The repository of parent and community members who serve as experts or support classroom learning will increase by 10% from baseline measure
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Roll-out database for establishing parent/guardian participation in school learning	All sites + District work	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built-in to current existing salaries)
2. 50% of teachers will access the database list for parent/community members with expertise to support project based learning and all student learning endeavors	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (built-in to current existing salaries)
3. Expand Healthy Cities Tutoring pilot including before/after school extended learning program in math and/or reading to include the new 4-5 school and Tierra Linda as appropriate based on pilot and HCT capacity	Central, White Oaks, 4-5 school, TL	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$37,500 5000-5999: Services And Other Operating Expenditures
4. Participation in the annual Panorama survey will increase by 10% overall	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$0 (no additional costs anticipated beyond survey itself)

		English proficient _ Other Subgroups: (Specify)	
5. Sites and District will continue to provide parent education through a variety of forums including parent coffees, PTA events, newsletter posts, PIE nights, website enhancements, etc. on a number of topics including CAASPP scores/reports, 5C's/Habits of Mind, Special Education information for parents of English Learners	District + All Sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	\$2,000 5800: Professional/Consulting Services And Operating Expenditures
6. Share and revise community resource guide for parents of foster youth	District + All Sites	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 (built-in to current existing salaries)
7. A decrease in absenteeism and tardies will be evident based upon baseline data collected.	All sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 (no additional costs anticipated besides staff analysis of data which is built into salaries)
8. Expand "EL families" program to another site if pilot was successful as appropriate	Sites TBD	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 (no additional costs anticipated)

9. Continue to implement the plan that ensures all families have access to technology devices and internet access in the home environment	All sites	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,500 5000-5999: Services And Other Operating Expenditures
10. Continue to provide translation services for SPED, EL and select parent nights and expand our list of "in-house" translators	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education	\$1,200 2000-2999: Classified Personnel Salaries
11. Results of the Panorama survey will yield increased scores overall; however, particularly in the student survey regarding engagement and sense of belonging, on parent/community survey regarding challenge/rigor and staff survey regarding technology by an additional 2%	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated beyond the survey itself)
12. Continue to provide transportation for families in East Palo Alto for district Good2Go Wellness Fair and increase participation from 2015-2016	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$600 2000-2999: Classified Personnel Salaries
13. Continue wellness education via website	All	<input checked="" type="checkbox"/> All	\$500 5800: Professional/Consulting Services And Operating

enhancements, wellness newsletter, and targeted parent education events		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures
14. Continue communication with preschool families to share important information regarding our changes in the district (e.g. Pre-3 transition), information around early learning and to increase participation in the Panorama survey by 10%	All Elementary Sites + preschool sites	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$200 4000-4999: Books And Supplies

**LCAP Year 3: 2017-2018**

Expected Annual Measurable Outcomes:	Increase by another 10% the list of names of parents/community members who are committed to being a part of SCSD's Team of Educators Broadly defined. The repository of parent and community members who serve as experts or support classroom learning will increase by 10% from prior year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Expand participation in database of parent/guardian participation in school learning	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$0 (no additional costs anticipated beyond work done by salaried employees)
2. 70% of teachers will access the database list for parent/community members with expertise to support project based learning and all student learning endeavors	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	\$0 (no additional costs anticipated)

		<input type="checkbox"/> Other Subgroups: (Specify)	
3. Expand Healthy Cities Tutoring pilot including before/after school extended learning program in math and/or reading to include all schools as deemed appropriate based upon results of 2016-2017 and HCT capacity	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$37,500 5000-5999: Services And Other Operating Expenditures
4. Participation in the annual Panorama survey will increase by 10% overall	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated beyond the survey cost itself)
5. Sites and District will continue to provide parent education through a variety of forums including parent coffees, PTA events, newsletter posts, PIE nights, website enhancements, etc. on a number of topics including CAASPP scores/reports, 5C's/Habits of Mind, Special Education information for parents of English Learners	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 5800: Professional/Consulting Services And Operating Expenditures
6. Share and revise community resource guide for parents of foster youth	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated besides work done by salaried employee)

7. A further decrease in absenteeism and tardies will be evident based upon collected in 2016-2017.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated besides staff analysis of data --already built into their salary)
8. Expand "EL family buddies" program further, as appropriate	TBD	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$0 (no additional costs anticipated)
9. Continue to implement the plan that ensures all families have access to technology devices and internet access in the home environment	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,500 5000-5999: Services And Other Operating Expenditures
10. Continue to provide translation services for SPED, EL and select parent nights and expand our list of "in-house" translators	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,000 2000-2999: Classified Personnel Salaries
11. Results of the Panorama survey will yield increased scores overall; however, particularly in the student survey regarding engagement and sense of belonging,	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	\$0 (no additional costs anticipated beyond the survey cost itself)

on parent/community survey regarding challenge/rigor and staff survey regarding technology by an additional 2%		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Continue to provide transportation for families in East Palo Alto for district Good2Go Wellness Fair and increase participation from 2015-2016	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500 1000-1999: Certificated Personnel Salaries
13. Continue wellness education via website enhancements, wellness newsletter, and targeted parent education events	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$200 5800: Professional/Consulting Services And Operating Expenditures
14. Continue communication with preschool families to share important information regarding our changes in the district (e.g. Pre-3 transition), information around early learning and to increase participation in the Panorama survey by 10%	Preschool	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$200 4000-4999: Books And Supplies

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	<b>ARUNDEL:</b> 1a. Staff will design rubrics to assess learner "exit" outcomes regarding student achievement in the 5C's, whole child development and subject matter mastery; and  1b) Staff will progress monitor success of intervention programs with subgroup populations including English Learners, Latino/Hispanic, socio-economic disadvantaged and students with disabilities		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1a) 20% of students will be assessed as part of a pilot cohort group using the "exit outcomes"  1b) Using existing progress monitoring tools (and newly identified tools), 80% of students will show personal growth by at least one year's growth from baseline levels		Actual Annual Measurable Outcomes:	1a) 2 classes piloted (21%) but did not share data or create baselines 1b) Based on DRA, Dibels more than 80% of students made progress- no other data measures were consistent
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Participate in district development of rubrics for assessment, including exit rubrics, 5 C's, PBL.	Design Team and Cohort 1 provide input on rubric design  (Cost Coordinated with District Common Core grant)	2 teachers from Arundel participated in a District Design Team to develop rubrics. Rubrics were shared at staff meetings and piloted by teachers	Cost of teachers participation	
Scope of Service	School wide	Scope of Service	School wide	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

<p>Improve students' social and emotional experiences across a broad array of activities and times in the school day</p>	<p>Staff will continue to implement programs which embody the 5c's and whole child development, such as Peacemakers, Second Step, Counselor led Life Skill lessons, Step Up Positive Behavior Charts, and LeGarza PE classes</p> <p>Peacemakers 3000</p> <p>Counselor 69,515</p> <p>Legarza/PE 30,650</p> <p>Leadership team to discuss the importance of digital citizenship</p> <p>No cost</p> <p>Creation and pilot of new report cards Math, ELA and Transitional Kindergarten. Wrote a grant for assistance in implementing the DRDP-SSR in our TK classes</p> <p>Grant from Silicon Valley Community Foundation 15,000</p> <p>20,000</p>	<p>School Counselor served all students in monthly life skills lessons</p> <p>## students attended weekly Friendship Groups</p> <p>## students were trained as Peace Makers-</p> <p>2 Peacemakers Assemblies were held</p> <p>2nd Step was implemented</p> <p>All students were served through Legarza and Local PE programs</p>	<p>School Counselor</p> <p>School Assemblies</p> <p>Curriculum</p> <p>Legarza PE program</p> <p>School Based PE</p>
<p>Scope of Service</p> <p>__ All</p> <p>OR</p> <p>__ Low Income pupils</p> <p>__ English Learners</p> <p>__ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups. (Specify)</p>		<p>Scope of Service</p> <p>__ All</p> <p>OR</p> <p>__ Low Income pupils</p> <p>__ English Learners</p> <p>__ Foster Youth</p> <p>__ Redesignated fluent English proficient</p> <p>__ Other Subgroups. (Specify)</p>	
<p>Increase reading skills through intervention programs for all listed subgroups</p>	<p>Literacy Associates supporting reading through small group pull out instruction; 69,515</p>	<p>Literacy Associate served ## students during the school year</p> <p>After School Tutoring sessions for ## students</p> <p>Resource Teacher served ## students</p>	<p>Literacy Associate</p> <p>Tutoring Stipends</p> <p>Resource Teacher Salary</p>

		during the school year	
Scope of Service School-wide		Scope of Service All OR <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase student achievement by providing RTI support in math and literacy	Resource Teacher supporting small group RTI pull out and push in classroom support, %20 of caseload 104.051	Teachers worked with <del>##</del> target students in after school and before school tutoring sessions	Stipends for Tutoring
Scope of Service All OR <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase reading skills through online apps and programs for at-risk readers	Healthy Cities Tutoring 1:1 tutoring for identified at-risk students 3,335	Healthy Cities Tutoring served <del>##</del> students during the school year <del>##</del> Students were enrolled in Lexia on line reading program <del>##</del> Students participated in Rosetta Stone	
Scope of Service All OR <input type="checkbox"/> Low Income pupils		Scope of Service All OR <input type="checkbox"/> Low Income pupils	

<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Explore supplemental math intervention support	Continue to explore options for math intervention support. More clearly define RTI tiers of intervention in mathematics as well as how data is used to target supports  NA cost	Teachers worked in PLC groups to explore math intervention and support. No Cost	
Scope of Service <input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Daily EL groups during Literacy Support, including Language for Learning, Language for Thinking and SRA materials	Literacy Associates supporting reading through small group pull out instruction.  Included above	All English Language Learners were served through Literacy Support Programs  All English Language Learners were served through Resource Support  All English Language Learners were served through before school and after school school based tutoring  All English Language Learners were served through Healthy Cities Tutoring	
Scope of Service <input type="checkbox"/> All		Scope of Service <input type="checkbox"/> All	

OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Use of online software as a supplement including Rosetta Stone And Lexia	Resource Teacher supporting small group pull out and push in classroom support, %20 of caseload  Included above  Continue to utilize online, supplemental programs, Rosetta Stone and Lexia to support at-risk readers  3 year license purchased in 2013-14 funded by Title	## Students were enrolled in Lexia on line reading program ## Students participated in Rosetta Stone	Lexia Cost of Arundel Participation Rosetta Stone Cost
Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Translation Services for Conferences, SSTs & IEPs	Provide Translation Services for parents participating in Conferences, SSTs & IEPs  \$30/hour Title 3 and Special ed	## instances of translation	Cost of translation at meetings
Scope of Service <input type="checkbox"/> All OR		Scope of Service <input type="checkbox"/> All OR	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	Currently, we do not have any foster youth at Arundel. If we did, we would implement the strategies above for students who were achieving below grade level.  No cost		
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	Utilize portfolio data monitoring system to ensure that proficiency continues throughout K-4 school years.  No cost		
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to make this a goal. Development and use of rubrics around 5 c's will be some of the major work the school will engage in this coming year. 1. a We will increase the amount of time for literacy support as well as begin to offer before or after school support as budgets allow.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	<b>BRITTAN ACRES:</b> 1a. Staff will design rubrics to assess learner "exit" outcomes regarding student achievement in the 5C's, whole child development and subject matter mastery; and  1b) Staff will progress monitor success of intervention programs with subgroup populations including English Learners, Latino/Hispanic, socio-economic disadvantaged and students with disabilities		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1a) 20% of students will be assessed as part of a pilot/cohort group using the "exit outcomes"  1b) Using existing progress monitoring tools (and newly identified tools), 80% of students will show personal growth by at least one year's growth from baseline levels		Actual Annual Measurable Outcomes:	100% of students were assessed as part of a pilot/cohort group using the "exit outcomes" at Brittan Acres
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
increase reading skills through intervention programs for all at risk readers	Literacy Associates supporting reading through small group pull out instruction: \$6,430	47 students served in Literacy program this year (4x 30 mins. each week for one trimester or more)	36,430	
Scope of Service		Scope of Service		
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming readers K-3</u>		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underperforming readers K-3</u>		
increase reading, writing and math skills through RtI sessions	Education specialists supporting through small group pull out and push in classroom support; 20% of caseload; .2 FTE x \$94,472 average	13 students served in RtI via Special Education specialists; many others served in co-taught classrooms where Special Education teachers and paras	.2 FTE x \$94,472 average cost of Sp. Ed. teacher	

		cost of Sp. Ed. teacher (Sp. Ed.)	supported identified students, but also general ed. students in those classrooms	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students identified as below grade level in Math or Language Arts</u>			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students identified as below grade level in ELA and Math, also general education students needing extra support.</u>	
Improve students' Social and Emotional Skills through explicit teaching in a variety of settings (SEL)		Counselor participates on District team to provide input on District direction in the area of SEL, Monthly Life Skills Lessons in each classroom, pull-out Friendship Groups, work with parents and staff. 5 School Counselor - 48,430  Classrooms utilizing Positive Behavior Intervention Systems (Step it up charts, etc.) to encourage role model behaviors and create Schoolwide language and expected behaviors (no cost)	Improved students' Social and Emotional Skills through explicit teaching in a variety of settings (SEL).  Classrooms utilizing Positive Behavior Intervention Systems (Step it up charts, etc.) to encourage role model behaviors and create Schoolwide language and expected behaviors (no cost)	48,430
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Improve students' social and emotional experiences via support across a broad array of activities and times in the school day		District-provided Noontime Legarza and SMART-E partnership for supervision and structured games to improve students' social and emotional lunch and recess experiences, and broaden options to help kids connect and play successfully with others (funded by district and SMART-E)	Lunchtime options for all students-- two per lunch period K-3, one per 4th graders	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Utilize assessment tools for students to evaluate their own progress towards the 5Cs and subject matter mastery and teacher assessment of student progress		PBL Cohort 1 & 2 teachers will engage students in "public audience" presentations of their work, teachers will begin piloting District rubrics to see how these new tools enhance learning and teaching (cost for training included in Goal 2.1)	8 teachers trained in PBL engage students in "public audience" presentations of their work, teachers began piloting District rubrics to see how these new tools enhance learning and teaching	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Self-selected PBL trained teachers			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Self-selected PBL trained teachers	
Encourage leadership and positive role modeling		Safety Patrol and Student Council opportunities at 4th grade level (no cost)	Safety Patrol (4th graders) and Student Council opportunities at 3rd and 4th grade level (no cost)	

Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Develop opportunities for children to share strengths and develop competencies in performance arts	Partnership with Music for Minors adds Glee opportunity in 4th grade performance 2,660		Partnership with Music for Minors added Glee opportunity in 3rd and 4th grades		5,320 5800 Professional Consulting Services And Operating Expenditures
Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>4th grade opportunity</u>			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>3rd and 4th grade opportunity</u>		
Develop teams for aligned teaching, learning, and innovative instruction	Collaborative teaching pairs and triad in self-selected classrooms provide engaging student environments and increased support, including furniture and modifications to classrooms (expenses TBD; sources may include bond funds, SCEP)		One collaborative 4th grade pair in connected rooms; one collaborative K/1 pair in unconnected rooms; two Co-taught (Special Education Inclusion Model) classrooms-- one third grade and one 4th grade		
Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>General education and inclusion students</u>		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>General education and inclusion students</u>	
Encourage environmental stewardship and promote health and well-being in boundless learning environments on campus	Rusty's Request leads to PBL design of new Native Plants garden at the Bog (expenses TBD; sources may include PTA, SCEP)	This project was stalled by contractor delays; design is ready for installation; students planted seedlings and are caring for starts in various campus nurseries	
<div>Scope of Service</div> <div>School-wide</div>		<div>Scope of Service</div> <div>School-wide</div>	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Develop design learning activities and curriculum to support design thinking	Pilot a "linking/ design space" for classes or small groups to create and innovate for self selected classes (taking advantage of empty classrooms, expenses TBD)	A "linking/ design space" for classes or small groups to create and innovate for self selected classes was planned; an "Innovation grant" was just won to cover opening expenses.	
<div>Scope of Service</div> <div>School-wide</div>		<div>Scope of Service</div> <div>School-wide</div>	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Engender a more in-depth, integrated approach to visual arts		Pilot a dedicated "Art in Action" classroom space for use by self-selected classes (take advantage of empty classrooms)	Dedicated "Art in Action" classroom space created and used by all classes	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Present, communicate, and monitor student work through the use of digital portfolios		Explore options for authentic digital portfolios. Gather teacher input on purposes and next steps (costs TBD; sources may include district Tech budget)	Did not accomplish this goal.	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue to want to forward our work on Exit Outcomes, 5C's, Whole Child and a focus on subgroup populations including English Learners, Latino/Hispanic, socio-economic disadvantaged and students with disabilities. This will feed into the curriculum/assessment mapping and PBL goals.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	<b>CENTRAL:</b> 1a. Staff will design rubrics to assess learner "exit" outcomes regarding student achievement in the 5C's, whole child development and subject matter mastery; and  1b) Staff will progress monitor success of intervention programs with subgroup populations including English Learners, Latino/Hispanic, socio-economic disadvantaged and students with disabilities		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1a) 20% of students will be assessed as part of a pilot cohort group using the "exit outcomes"  1b) Using existing progress monitoring tools (and newly identified tools), 80% of students will show personal growth by at least one year's growth from baseline levels		Actual Annual Measurable Outcomes:	Rubrics (checklists) were created by the design team and used by teachers in 5th, 6th, and 7th grades. Intervention in the form of Study Skills classes and the RTI class were utilized during the 2014-2015 school year.
<b>LCAP Year:</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase reading, writing, and math skills through a tiered RTI approach to support and intervention. Tiers include after school support and support provided by credentialed staff	RTI classes will be built into the master schedule - small group instruction (0.40 FTE 35,600	RTI class served students throughout the 2014-2015 school year. After and before school was provided by classroom teachers.	35,600 1000-1999: Certificated Personnel Salaries	
Scope of Service School wide		Scope of Service		
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

Implement co-teaching classrooms across all grade levels to provide engaging student environments, targeted differentiation, and increased support	Resource Teachers (5 -as a 5-8) supporting through small group pull out and co-teaching classroom support – expand co-teaching to math (no additional cost, staffing factored into master plan)	Co-teaching class in all subjects at every grade level have supported student with IEPs, 504s and students who target students. Co-teaching created and supported opportunities to work with small groups and to decrease the staff student ratio.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Begin to utilize assessment tools for students to evaluate their own progress towards the SCs and subject matter mastery and teacher assessment of student progress	Design Team and PBL Cohort 1 teachers will engage students in 'public audience' presentations of their work. Teams explore potential rubrics and try these out in the context of PBL (no additional cost)	The Design team members at Central Middle School, used the pilot SCs checklists to assess student progress.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	

<p>Improve students' social and emotional competencies and overall wellness by providing a broad array of enriching experiences throughout the school day</p>	<p>Collaborate with counselor, and community and district partners such as SMARTe &amp; Legarza staff for supervision and structured games at recess to improve &amp; support students' social and emotional experiences, and broaden options to help kids connect and play successfully with others. 10,405</p> <p>Teachers will continue to incorporate environmental stewardship into PBL units (no additional cost, staffing factored into master plan)</p> <p>Counselor continues to teach monthly Life Skills lessons in 5th and 6th grade classrooms. 20,810</p> <p>Broaden partnership between counselor and classroom teachers to include a school-wide focus on developing a Growth Mindset 10,405</p> <p>Continue to build a restorative practice approach to building community and addressing discipline - find a small team to be trained (\$1200 per person plus travel, between 3-6 people in year one only)</p> <p>Explore options for authentic digital portfolios. Gather teacher input on purposes and next steps (Costs to be determined sources may include district PD)</p> <p>CMS staff will pilot at least 2 - 2 weeks master schedule trials during the year (No cost)</p>	<p>Collaboration with SMARTe AND Legarza occurred daily at lunch. The school counselor expended the efforts and established a regular schedule of classroom visits. In addition to this a very detailed plan was establish to bring Life Skills lessons to all grade levels next year.</p> <p>Digital Portfolios have not yet been developed, so progress in this area was minimal.</p> <p>CMS piloted 1 - 2 week trial during the 2014-2015 school year.</p>	
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Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No major changes will be made. We will be developing a more details plan to collect baseline data on all students who receive support in the RTI classes, ELD classes, and Co-teaching classes to determine next steps of support. We learned that we need to create a master schedule that allows for more students access supports such as the RTI class and ELD class. Expenditures will not change significantly as most of these supports use existing staff.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	<b>HEATHER:</b> 1a. Staff will design rubrics to assess learner "exit" outcomes regarding student achievement in the 5C's, whole child development and subject matter mastery; and  1b) Staff will progress monitor success of intervention programs with subgroup populations including English Learners, Latino/Hispanic, socio-economic disadvantaged and students with disabilities		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1a) 20% of students will be assessed as part of a pilot cohort group using the "exit outcomes"  1b) Using existing progress monitoring tools (and newly identified tools), 80% of students will show personal growth by at least one year's growth from baseline levels		Actual Annual Measurable Outcomes:	
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase reading skills through intervention programs for all at risk readers	Literacy Associates supporting reading through small group pull out instruction; 30,370	(add number) at risk readers were served by literacy associates, providing reading intervention using Reading Mastery, Language for Learning, Close Reading Strategies, 3 - 4 times per week, 30 minutes.		
Scope of Service	School wide	Scope of Service	school wide	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>below level readers, K-4</u>		

increase reading, writing, and math skills through a tiered RTI approach to support and intervention. Tiers include after school support and support provided by the Literacy Teacher	Education specialist supporting through small group pull out and push in classroom support; 20% of caseload; 2 FTE 2 x \$104,051, Special Ed	(# students) were provided intervention in reading, writing and math through tiered RTI utilizing literacy associates and resource teacher.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> school wide  <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
increase reading and math skills through After School Reading & Math Club	After School Reading Club, serving at risk reading and math students 9,000	After School Reading and Math Club was not provided this year due to not receiving Academic Center Grant.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Utilize assessment tools for students to evaluate their own progress towards the SCs and subject matter mastery and teacher assessment of student progress	PBL Cohort 1 & 2 teachers (23 teachers) will engage students in "public audience" presentations of their work; teachers will begin piloting District rubrics to see how these new tools enhance learning and teaching; cost of training included in Goal 2 below.	All teachers used various assessment tools for students to evaluate their own progress. All teachers utilized writing assessments and checklist for students and to evaluate their own progress and for teachers to evaluate student progress towards subject matter mastery. Selected teachers utilized the SCs (Habits of Mind) rubrics in development this year	

Scope of Service			Scope of Service	School-wide	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
<p>Improve students' social and emotional competencies and overall wellness by providing a broad array of enriching experiences throughout the school day</p>	<p>Collaborate with counselor, SMARTE &amp; Legarza staff for supervision and structured games at recess to improve &amp; support students' social and emotional experiences, and broaden options to help kids connect and play successfully with others.  40% of .5 counselor @ \$38,060  SCEF funds &amp; Sequoia Health Care grant; yard supervision provided by district &amp; SMARTE</p> <p>Continue to provide monthly Life Skill lessons in all classrooms through school counselor; 60% of .5 FTE counselor @ \$38,060 SCEF funds &amp; Sequoia Health Care grant</p> <p>Launch Buddy Bench Program, to support friendship efforts; benches donated by Hassett ACE Hardware</p>	<p>School counselor, SMARTE staff and Legarza staff collaborated, providing supervision and structured games at recess, supporting students' social and emotional experiences and broaden options to help kids connect and play successfully with others.</p> <p>School counselor provided monthly Life Skill lessons in all classrooms.</p> <p>The Heather PTA worked with Hassett ACE Hardware who donated two buddy benches and our school counselor launched a Buddy Bench Program at recess.</p>	<p>40% of .5 counselor @ \$38,060, SCEF funds &amp; Sequoia Health Care grant; yard supervision provided by district &amp; SMARTE \$38,060</p> <p>60% of .5 FTE counselor @ \$38,060 SCEF funds &amp; Sequoia Health Care grant \$38,060</p>		
Scope of Service			Scope of Service		
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		

OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement collaborative teaching classrooms, including multiage, to provide engaging student environments, targeted differentiation, and increased support, including teams of educator approach across classrooms and physical modifications to rooms and furniture	Fully collaborative teaching pairs and triads in self-selected classrooms provide engaging student environments and increased support, including remodeling a set of two classrooms to put a large opening in the wall to join the two rooms; expenses TBD; funding sources may include bond funds for remodel	All classrooms increased and expanded models of collaborative teaching. Two kindergarten teachers reorganized their two classes of students for leveled reading instruction. Six multiage classes collaborated and reorganized students for instruction in reading and math. Second, third and fourth grade teachers collaboratively taught math intervention, social studies and science. Two first grade teachers equally taught a double roster of students, with a large opening between their two rooms, creating one large classroom, calling it the Collaborative Learning Suite.	
Scope of Service		Scope of Service	
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Broaden the classroom learning experience to include outdoor learning environments. <a href="http://www.outdoor-learning.org/">http://www.outdoor-learning.org/</a>	Improve development of classroom patios, Nature Area and other outdoor space to encourage outdoor learning; PTA funded, expenses TBD	District and PTA cleared out an area for Nature play during recess. An Eagle Scout project provided a tree bench, surrounding a tree in the Nature Area. The PTA provided planter boxes, plants and gardening materials for classroom gardens.	
Scope of Service		Scope of Service	school-wide

<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement practices and learning activities to teach children environmental stewardship	<p>Continue the work of the 4th Grade PBL on teaching and implementing composting through partnership with staff &amp; PTA, to keep our campus clean and improve recycling and composting practices; purchase well identified receptacles to sort trash; approx. \$200 - \$500; sources may include PTA Funds or site funds.</p> <p>Teachers will continue to incorporate environmental stewardship into PBL units; no cost.</p>	<p>School-wide environmental stewardship included continued efforts of recycling and composting. Teachers encourage reusable water bottles to be used in classrooms.</p> <p>The K-2 mullege classes implemented a water conservation PBL this year.</p>	
Scope of Service		Scope of Service	school-wide
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Develop and implement wellness learning activities	Collaborate with Legarza PE staff and district Wellness Coordinator with parents about Wellness initiatives and teach kids about health and fitness, through PE lessons and "health huddles".	Health Huddles were implemented to all students, K-4 during PE classes.	

	expenses coordinated with Sequoia Health Care grant,		
Scope of Service		Scope of Service	school-wide
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Present, communicate and monitor student work through the use of digital portfolios	Explore options for authentic digital portfolios. Gather teacher input on purposes and next steps, no cost	Did not explore options for digital portfolios this year	
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase reading skills through intervention programs for all listed subgroups	Literacy Associates supporting reading through small group pull out instruction, included above	Literacy Associates supported reading in pull out and push in services to small group of at-risk readers, K-4	
Scope of Service	School-wide	Scope of Service	school-wide
<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Rti session for math & literacy	Education specialist supporting through small group pull out and push in classroom support; included above	The education specialist provided intervention support through RTI for reading, writing and math, through both pull out and push in services.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> school-wide  OR  <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Increase reading and math skills through small group sessions in After School Reading/Math Club	After School Reading and Math Club, serving at risk reading and math students; included above	Did not implement After School Reading and Math Club this year.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> school-wide  OR  <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Increase reading skills through online apps and programs for at-risk readers	Continue using, assessing and expanding use of online & supplemental programs, such as Reading A-Z, RAZ Kids, Pebble Go & Lexia (sent. est.) 2,000 3,000	K-2 multiage teachers implemented and evaluated TenMarks for 1st and 2nd grade students. 1st, 2nd, 3rd and 4th grade teachers implemented and evaluated Front Row Math. 13 teachers utilized RAZ Kids. Lexia was implemented in the resource and literacy support program. 3rd and 4th grade utilized Khan Academy and LearnStorm.	

<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Increase reading, writing and math skills for at risk students through 1:1 tutoring	Healthy Cities Tutoring 1:1 tutoring for identified at-risk students. Other 3,335	(# students) at-risk students were served through the Healthy Cities Tutor program for 1:1 tutoring, K-4.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Explore supplemental math intervention support	Continue to explore options for math intervention support. More clearly define RTI tiers of intervention in mathematics as well as how data is used to target supports; no cost	Began exploration for math intervention, using online programs such as Front Row Math and Ten Marks. The 1st grade Collaborative Learning Suite provided math intervention in small targeted instructional groups. 3rd and 4th grade reorganized students for math intervention, targeted instruction.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth </div>		<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth </div>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Reading Club / Literacy Support, including Language for Learning	Literacy Associates supporting reading through small group pull out instruction; included above	answered above	
Scope of Service: School wide <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase EL literacy skills through small group sessions in After School Reading Club	After School Reading Club, serving at risk reading and math students; included above	answered above	
Scope of Service: <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Utilize Rosetta Stone and iPad Apps, i.e. Fun with Directions to increase English proficiency of ELs	Add 2 dedicated additional laptops and 2 iPads w/ headphones with built-in mics for Rosetta Stone and literacy intervention apps to increase English proficiency of ELs; purchased in 13-14, Title III	2 dedicated laptops and additional iPads with headphones and mics were purchased for Rosetta Stone, although Rosetta Stone did not meet the specifications of the new machines	
Scope of Service:		Scope of Service:	

_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Use Literacy Instructional Aide to provide instructional support to ELs using digital apps to increase English proficiency	Assign Literacy Instructional Aide to work with ELs on digital apps to improve English skills; no additional cost	Literacy instructional aides did use digital apps on iPads for at risk readers and EL students to improve literacy skills.	
Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service school-wide _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Consider the following: Goal 1a: Staff will design rubrics to assess learner "exit" outcomes regarding student achievement in the 5Cs, whole child development and subject matter mastery <ul style="list-style-type: none"> <li>September-March, pilot draft 5Cs (Habits of Mind) rubrics in all classrooms and collect feedback to inform revisions. By June 2016, finalize rubrics in preparation for implementation in 2016-17. Support teachers with full staff collaboration time to plan and reflect on methods for integrating 5Cs into the classroom, in collaboration of the Design Team.</li> <li>October-March, pilot ROPES as a third grade "capstone project". By June 2016, finalize project design in preparation for implementation in 2016-2017, in collaboration with the Design Team.</li> <li>September-May, school counselor will expand the use of the Second Step curriculum to support social-emotional development to include additional grade levels in K-3 in connection with our SCSD "Habits of Mind" K-3. By June 2016, collect student and staff feedback on the impact of this program and make adjustments to inform planning for 2016-2017.</li> <li>Develop common language of Habits of Mind (5Cs) language through school-wide celebrations, activities and lessons.</li> <li>By December 2015, support TK and K teachers with an opportunity to observe District preschool and collaborate with</li> </ul>		

	<p>preschool staff about how Habits of Mind are best addressed in an early learning environment.</p> <p>Goal 1b: Staff will progress monitor success of intervention programs with subgroup populations including English Learners, Latino-Hispanic, socio-economic disadvantaged student and students with disabilities</p> <ul style="list-style-type: none"> <li>• Continue serving at risk readers utilizing literacy associates</li> <li>• Continue developing collaborative teaching models of instruction, which provides for increased differentiation and intervention strategies.</li> <li>• Continue developing inclusion through Co-taught classrooms, evaluating and refining current practices</li> <li>• Explore possibilities of providing an extended learning programs in mathematics and/or reading for students in grades K to 4 before school and/or after school, utilizing online self-paced tools.</li> <li>• At the close of each trimester, classroom teachers and the school intervention team will use the new Illuminate data system to monitor student progress and adjust intervention plans based on changing needs.</li> <li>• Re-launch differentiated MARS Problem of the Month (or Problem of the Trimester) to deepen student learning in mathematics.</li> <li>• Provide low cost internet options and explore options for providing computer devices for families who don't have access so all students can utilize online student issued programs.</li> </ul>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	<b>TIERRA LINDA:</b> 1a. Staff will design rubrics to assess learner "exit" outcomes regarding student achievement in the 5C's, whole child development and subject matter mastery; and  1b) Staff will progress monitor success of intervention programs with subgroup populations including English Learners, Latino/Hispanic, socio-economic disadvantaged and students with disabilities		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1a) 20% of students will be assessed as part of a pilot cohort group using the "exit outcomes"  1b) Using existing progress monitoring tools (and newly identified tools), 80% of students will show personal growth by at least one year's growth from baseline levels		Actual Annual Measurable Outcomes:	Progress made toward achieving goal 1a) met this goal 23% of the students (every 7th grade student) were part of the pilot 1b) we have not been able to access this measure accurately with existing monitoring tools. With the addition of Illuminate program next year, we will be able to better analyze this.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
2 days release time for teachers at \$175 a day from site funds for 6-8 teachers	Teachers will collaborate with other schools to determine how standards are changing and the impact on curriculum. Staff will plan implementation of a wellness education plan which includes physical fitness and healthy nutrition	We released a total of 6 teachers, twice	Release days for teachers 0001-0009: Unrestricted Locally Defined \$2,100	
Scope of Service	School Wide	Scope of Service		
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Staff has begun the development of the rubrics for the closer monitoring of students. Will continue this goal for 2015 - 2016 school year.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	<b>WHITE OAKS</b> 1a. Staff will design rubrics to assess learner "exit" outcomes regarding student achievement in the 5C's, whole child development and subject matter mastery; and 1b) Staff will progress monitor success of intervention programs with subgroup populations including English Learners, Latino/Hispanic, socio-economic disadvantaged and students with disabilities		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1a) 20% of students will be assessed as part of a pilot cohort group using the "exit outcomes" 1b) Using existing progress monitoring tools (and newly identified tools), 80% of students will show personal growth by at least one year's growth from baseline levels		Actual Annual Measurable Outcomes:	Approximately 20% of our students engaged with our draft 5Cs exit outcomes since 4 of our teachers participated in the Design Team work in this area. We did not collect any student data since we are in initial piloting at this time. Also, we are transitioning to a new District data system so we do not have an efficient way to respond to goal 1b at this time. We will analyze our progress on this goal in the fall of 2015.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increase reading, writing, and math skills through a tiered RTI approach to support and intervention. Tiers include after school support and support provided by the Literacy Teacher	Literacy Associates supporting reading through small group pull out instruction: 26,500 Resource Teacher supporting through small group pull out and push in classroom support: 82,000	Literacy Associate served students reading below grade level in grades K-4 (4 x 30 minutes per week for 1 trimester or more) Resource Teacher supported RTI students and students with IEPs as determined by SST and IEP teams.	29,500	
Scope of Service	School wide	Scope of Service	Schoolwide	
<input type="checkbox"/> All <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Below level readers K-4		<input type="checkbox"/> All <input type="checkbox"/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Below level readers K-4		

Improve students' social and emotional competencies and overall wellness by providing a broad array of enriching experiences throughout the school day	School Counselor 48,430	School counselor served all students through monthly Life Skills lessons and referred students through small group counseling sessions. New curriculum - Second Step - was purchased.	School Counselor 48,430
<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All  <input type="checkbox"/> OK  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Students identified as needing small group support</u> </div>		<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All  <input type="checkbox"/> OK  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Students identified as needing small group support</u> </div>	
Implement collaborative teaching classrooms to provide engaging student environments, targeted differentiation, and increased support	<p>Design Team and PBL Cohort 1 teachers will engage students in "public audience" presentations of their work. Teams explore potential rubrics and try these out in the context of PBL (Cost involved District PD)</p> <p>Implement TK and collaborate with kinder team to pilot DROP observational assessment tool (1/3 Arundel TK Grant)</p> <p>Re-launch PTA Green Team to support students as advocates for keeping our campus clean and improving recycling practices (Expenses coordinated with PTA funding)</p> <p>Teachers will continue to incorporate environmental stewardship into PBL</p>	<p>4 teachers participated in Design Team and a total of 6 teachers continued their work with Cohort 1 PBL. 2 additional teachers joined PBL training in Cohort 2.</p> <p>TK and K teachers collaborated with colleagues across the county to pilot the DROP assessment tool.</p> <p>Green Team was re-launched to include new student leadership opportunities to inspire environmental stewardship as planned.</p> <p>All PBL trained teachers planned and executed at least one PBL unit focused on building environmental stewardship. (Examples: Oil Spill PBL, Green Energy PBL)</p> <p>Third grade garden program was not assessed this school year. We determined that SCSD will not yet implement NGSS, and this goal should</p>	

	<p>units (Expenses coordinated with PTA and/or SCEF)</p> <p>Assess impact of third grade garden program and determine next steps as we transition to NGSS. Gather feedback about how this program could be expanded or adjusted to meet new science standards. (Expenses coordinated with PTA and/or SCEF)</p> <p>Collaborate with Legarza PE staff teach students about health and fitness via PE lessons and "health huddles" (Expenses coordinated with Sequoia Healthcare grant)</p> <p>Collaborate with counselor, SMARTE and Legarza staff to broaden options for recess to include both indoor and outdoor activities (Expenses coordinated with District SMARTE program)</p> <p>Counselor continues to teach monthly Life Skills lessons in all classrooms (50% of Friendship Counselor Source: Sequoia Healthcare and SCEF)</p> <p>Broaden partnership between counselor, parents and classroom teachers to include a school-wide focus on developing a Growth Mindset</p>	<p>be postponed at this time.</p> <p>Collaborated with Legarza PE staff teach students about health and fitness via PE lessons and "health huddles"</p> <p>Collaborated with counselor, SMARTE and Legarza staff to broaden options for recess to include both indoor and outdoor activities. This year, we implemented "reps" for recess games and a lunchtime art activity.</p> <p>Counselor taught monthly lifeskill lesson and as a school we worked on implementing growth mindset lessons and continuing to build cool down toolbox.</p>	
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	<p>(10% of Friendship Counselor Source: Sequoia Healthcare and SCEF)</p> <p>Continue to build cool down toolbox and language of the "Talk it Out" conflict resolution TK-4 (10% of Friendship Counselor Source: Sequoia Healthcare and SCEF)</p>		
<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
	<p>Collaborative teaching pairs in a 6 self-selected classrooms to provide engaging student environments and increased support</p> <p>(Release time and summer planning 10 hours x \$40/hr. x 6 teachers. Source: SCEF flex)</p> <p>improve classroom patios to encourage outdoor learning. Prioritize Phase 1, Phase 2, Phase 3 with staff Complete Phase 1 (Expenses TBD. Sources may include PTA and Bond funds.)</p>	<p>Teams planned as indicated - 6 classrooms impacted by collaborative teaching</p> <p>Our PTA improved classroom patios during our fall clean up day and students benefitted from using this outdoor space for learning throughout the school year.</p> <p>Our second grade team participated in beta-testing to try out a digital portfolio system in math. They shared their work with the full staff in the spring, citing many opportunities for the potential of a similar system.</p>	

	Explore options for authentic digital portfolios. Gather teacher input on purposes and next steps (No cost)		
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 1: We will continue to forward our work on Exit Outcomes, 5Cs, and Whole Child - with a focus on subgroup populations including English Learners, Latino/Hispanic, socio-economic disadvantaged and students with disabilities. Our next steps include a schoolwide pilot of the 5Cs indicators and beginning steps towards building a comprehensive curriculum map TK-3.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	<b>ARUNDEL:</b> 2. All teachers will receive high quality professional development in tech-infused Project Based Learning (PBL) aligned to the CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of students will achieve "proficiency" level on formative & summative assessment measures (e.g. EDM, Star Renaissance, MARS, etc.) as measured by teacher benchmark testing		Actual Annual Measurable Outcomes:	EDM and Star Renaissance was not administered at our school site. Only 2 teachers were trained in PBL in the 14-15 school year
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
	10 teachers participated in the Buck intensive PBL training  Funded by District Common Core grant			
Teachers will be trained and will implement Google Docs for student collaboration, written work and presentations, as well as collegial collaboration	PBL awareness will be raised on site through the following methods: Buck Institute overview (in August), Principal resources shared at staff meetings and in weekly bulletin, PBL lesson sharing and PBL exhibition in 5/2015  Funded by District Common Core grant  Some teachers trained and supported to use specific tech tools in PBL. Some classrooms regularly	3rd and 4th grade classes were trained and utilized Google Docs and collaborated on class assignments		

	<p>using key tech tools to create, and connect learning. Some student exhibitions of work include tech tools and PBL.</p> <p>Funded by District Common Core grant</p> <p>Site and District trainings will focus on using tech tools such as Edmodo, Google docs, and typing club. Some teachers will be using these tools to support their curriculum delivery and professional communication.</p> <p>Typing software funded by District tech budget. Approximately \$500-\$1000</p>		
Scope of Service		Scope of Service	
<input type="checkbox"/> All <input type="checkbox"/> OK <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All <input type="checkbox"/> OK <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We plan to train 18 teachers this coming year in PBL during 2 days of workshops at the start of the year and 3 days of follow up support. We also plan to dedicate time at staff meetings and early release Wednesdays to support this work.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	<b>BRITTAN ACRES:</b> 2. All teachers will receive high quality professional development in tech-infused Project Based Learning (PBL) aligned to the CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of students will achieve "proficiency" level on formative & summative assessment measures (e.g. EDM, Star Renaissance, MARS, etc.) as measured by teacher benchmark testing		Actual Annual Measurable Outcomes:	
<b>LCAP Year:</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Brittan Acres teachers will be trained in PBL	District will provide 3-day PBL training with Buck Institute (BIE) for Cohort 2, Aug. 15, 18, 19 with follow up throughout the year. 15 teachers x \$240 (Common Core Grant)	District will provide 3-day PBL training with Buck Institute (BIE) for Cohort 2, Aug. 15, 18, 19 with follow up throughout the year. Three teachers were trained in this PBL professional development.	3 teachers x \$240 (Common Core Grant)	
Scope of Service	School-wide	Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Principal trained in PBL to best support teachers in their implementation.	Principal will participate in PBL training to support teachers implementing PBL (costs of additional training to be paid from Common Core Grant)	Principal did participate in PBL training to support teachers implementing PBL (costs of additional training to be paid from Common Core Grant)		

Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Britain Acres teachers will be trained and will implement Google Docs for student collaboration, written work and presentations, as well as collegial collaboration	District/site will provide continued Google App training for staff not yet trained or needing additional support through Tech Associate (costs TBD; district PD)  3rd and 4th grade students will regularly use Google Docs to support PBL and the writing process (no additional cost)		District/site provided continued Google App training for staff needing additional support through Tech Associate (costs TBD; district PD)  All 3rd and 4th grade students will regularly use Google Docs to support their school experiences-- but only some are using these for PBL, since PBL is still only happening in 5/18 classrooms		
Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Design Team and self-selected teachers trained & implemented tools, such as Edmodo	District/site will provide continued training and support for staff to use online tools, such as Edmodo for classroom collaboration (Common Core Grant)		District offered training and support as options for professional development, no site teachers attended, however, two BA teachers utilizing Edmodo and other online tools for teaching and managing classroom		
Scope of Service	School-wide		Scope of Service	School-wide	

<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Teachers will design and implement collaborative models for teaching and learning, such as multiteam, co-teaching, in implementing PBL.	Provide P.D. and outside site visitations for co-teaching such as Rich Wila, visits to exemplary programs in place at other schools or districts; PLC & Conferences, & Release Time (costs TBD; SCEP Flex Funds)	Collaborative models and Co-teaching PLCs were offered by the district; a trip to Cove School in Corte Madera supported collaborative teaching models.					
<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>	Scope of Service	School-wide	
Scope of Service	School-wide						
Scope of Service	School-wide						
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Sp. Ed. inclusion students</u>		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Sp. Ed. inclusion students</u>					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue our PBL PD work with 6 more classroom teachers being trained at this site, and we will continue to work for alignment to CCSS (but also now NGSS as well).						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	<b>CENTRAL:</b> 2. All teachers will receive high quality professional development in tech-infused Project Based Learning (PBL) aligned to the CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of students will achieve "proficiency" level on formative & summative assessment measures (e.g. EDM, Star Renaissance, MARS, etc.) as measured by teacher benchmark testing		Actual Annual Measurable Outcomes:	During the 2014-2015 school students continued to assessed using agreed upon assessment measure.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Teachers will be trained in PBL and ready to implement a minimum of 2 PBL units each school year	District will provide 3-day PBL training with Buck Institute for Cohort 2 - Aug. 15, 18, 19 with follow up throughout the year (19 teachers x \$240 = daily rate for teachers, in addition to cost of training - District common core funding)	8 more teachers were trained in August, 2014 at Central Middle School. There are a total 13 trained teachers, the principal and assistant principal	1920 Common Core Standards Implementation Funds	
Scope of Service School wide  _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service  _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Principal will be trained in PBL	Principal will participate in PBL training in order to support teachers implementing PBL	Assistant principal was trained in PBL during the 2014-2015 school year, principal was trained and continued to	400 Common Core Standards Implementation Funds	

	(Additional training costs from common core funding)	support teachers with PBL work.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Teachers will be trained and will implement Google Drive for student collaboration, written work and presentations, as well as collegial collaboration	Provide continued Google App training for staff not yet trained or needing additional support through Tech Assoc. or other resources (Costs TBD, source provided by district, district PD funds)	Staff was given an optional training with Google Apps. This was attended by around 5 Central Middle School Teachers.	Cost was paid for by a local grant/partnership with HP.
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
All students have had exposure to Google Drive and many students have been using these tools regularly	All students will continue to use Google Drive to support PBL and the writing process (No additional cost)	All students used Google drive throughout the year including, email, presentation, forms, word processing, Google classrooms, and more.	

Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Discuss with CMS Staff the classroom technologies that will be implemented in the new CMS classrooms	Explore with staff, students and parents the expectation of the digitally connected student (no additional cost)	Final decisions were made with regards to the classroom technologies in the new CMS classrooms starting August, 2015. 70 inch monitors with AppleTV and or Chrome Cast, along with Digital Signage player and document cameras will be installed in all classrooms.	
Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	More that 30% of the staff have been trained in PBL. Close to 80% will be trained next year. All staff are using tech infused instruction on a regular or daily basis. Staff continue to supplement instructional materials (including upcoming curriculum adoptions) that are CCSS aligned.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.



<ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Redesignated fluent English proficient</li> <li>Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Redesignated fluent English proficient</li> <li>Other Subgroups: (Specify)</li> </ul>	
Principal will be trained in PBL	Principal will participate in continued "Leadership" PBL training in order to support teachers implementing PBL, CCSS grant	Principal has been trained in PBL through "Leadership" PBL in order to support teachers implementing PBL, CCSS grant  Principal launched a school-wide PBL this year in developing a school-wide culture of student leadership and service.	
<div>Scope of Service</div> <ul style="list-style-type: none"> <li>All</li> </ul> OR <ul style="list-style-type: none"> <li>Low Income pupils</li> <li>English Learners</li> <li>Foster Youth</li> <li>Redesignated fluent English proficient</li> <li>Other Subgroups: (Specify)</li> </ul>		<div>Scope of Service</div> <ul style="list-style-type: none"> <li>All</li> </ul> OR <ul style="list-style-type: none"> <li>Low Income pupils</li> <li>English Learners</li> <li>Foster Youth</li> <li>Redesignated fluent English proficient</li> <li>Other Subgroups: (Specify)</li> </ul>	
Heather teachers will be trained and will implement Google Docs for student collaboration, written work and presentations, as well as collegial collaboration	<p>District/site will provide continued Google App training for staff not yet trained or needing additional support through Tech Assoc.; district PD or tech funds</p> <p>3rd and 4th grade students will regularly use Google Docs to support PBL and the writing process, no cost</p>	<p>Site provided continued Google App training for staff support through push in Tech Assoc. and "on the job" training, and principal hands on, "on the job" training 1:1 and through continued staff and professional development activities. All site teachers use Google Apps and are increasing their implementation as professional productivity tools.</p> <p>District offered training and support as options for professional development; no site teachers attended.</p> <p>3rd and 4th grade students do regularly use Google Docs to support PBL and</p>	

		the writing process, no cost	
<div>Scope of Service</div> <div>           All            OR            Low Income pupils            English Learners            Foster Youth            Redesignated fluent English proficient            Other Subgroups: (Specify)         </div>		<div>Scope of Service</div> <div>           All            OR            Low Income pupils            English Learners            Foster Youth            Redesignated fluent English proficient            Other Subgroups: (Specify)         </div>	
Design Team and self-selected teachers trained & implemented tools, such as EdModo	District/site will provide continued training and support for staff to use online tools, such as EdModo for classroom collaboration; district PD funds	Two Heather teachers utilize EdModo and other online tools for teaching, classroom collaboration and management. (no cost)	
<div>Scope of Service</div> <div>           All            OR            Low Income pupils            English Learners            Foster Youth            Redesignated fluent English proficient            Other Subgroups: (Specify)         </div>		<div>Scope of Service</div> <div>           All            OR            Low Income pupils            English Learners            Foster Youth            Redesignated fluent English proficient            Other Subgroups: (Specify)         </div>	
Teachers will design and implement collaborative models for teaching and learning, such as multage, co-teaching, in implementing PBL.	Provide P.D. and outside site visitations for co-teaching such as Rich Villa, visits to exemplary programs in place at other schools or districts, PLC & Conferences, & Release Time: \$1,000 - \$3,000, sources may include PTA, SCEP or Site Funds	<p>All Heather teachers are using increased collaboration models for teaching. Most teachers are regrouping students for instruction to better meet differentiation needs. Two 1st grade teachers have developed and fully implemented a "Collaborative Teaching Suite", equally sharing and teaching a double roster of students, in a double classroom environment.</p> <p>Collaborative models and Co-teaching PLCs were offered by the district, school</p>	PTA funded the release for teachers to make site visitations to out-of-district schools

		visitations to Cove School in Corte Madera and Katherine B. Smith School in San Jose supported collaborative teaching models, multage and PBL.	
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Teachers and Site Administrators will incorporate PBL in their professional work together	Staff will participate in small group "Professional Project" PLC utilizing components of PBL and sharing learning with colleagues; no cost	All Heather teachers participated in small group "Professional Project" PLC utilizing components of PBL and sharing learning with colleagues; no cost	
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Teach Digital Citizenship	<p>Launch a district-wide Digital Citizenship Week to support digital safety and leadership; expenses TBD, sources may include FTACC or PTA</p> <p>Develop a Scope &amp; Sequence of Digital Sequence lessons, K-4; no cost</p>	<p>A district-wide Digital Citizenship Week was launched this year to support digital safety and leadership.</p> <p>A set of 3-5 core digital citizenship lessons selected by teachers were piloted for each grade level.</p>	

Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Consider the following for Goal 2: All teachers will receive high quality professional development in tech-infused Project Based Learning (PBL) aligned to the CCSS</p> <ul style="list-style-type: none"> <li>• Continue cohort training to ensure that all teachers are trained as specified in the Strategic Plan</li> <li>• As a complement to District training, provide teachers with funding for project supplies as well as site-funded time to plan, reflect on, and refine projects</li> </ul>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	<b>TIERRA LINDA:</b> 2. All teachers will receive high quality professional development in tech-infused Project Based Learning (PBL) aligned to the CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of students will achieve "proficiency" level on formative & summative assessment measures (e.g. EDM, Star Renaissance, MARS, etc.) as measured by teacher benchmark testing		Actual Annual Measurable Outcomes:	Need to do more work towards this goal - Once again, this proved very difficult to analyze this data with existing analytical materials. The addition of Illuminate will greatly enhance our ability next year.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Teachers will attend County training on CCSS, plus select conferences including NGSS, FLIP, etc. Pilot group of teachers will implement PBL lessons.	Selected staff will participate in District-sponsored PBL training vis-à-vis implementing CCSS. PBL leadership team will be formed.  Training provided by District Common Core Grant for 12 – 15 teachers	Two History/Language Arts Teachers attended Colonial Williamsburg to develop a flip learning series of lessons for their students. Total cost including substitutes was \$2,000 to Tierra Linda. Two science teachers and the principal attended the NGSS conference in Long Beach, Ca. for three days. Cost of substitutes \$680. Other expenses applied to Tierra Linda was \$575. Three science teachers attended a NGSS training in Berkeley, Ca. for one day. Cost of registration fee and substitute teachers were \$1,110	Training for NGSS and PBL. 0001-0999: Unrestricted: Locally Defined \$4,365	
Scope of Service School Wide		Scope of Service		
<input type="checkbox"/> All <input type="checkbox"/> OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> All <input type="checkbox"/> OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Eight teachers were trained in PBL. There is a strong interest among staff that most teachers are trained in PBL. Continue training for the 2015 - 2016 school year.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	<b>WHITE OAKS</b> 2. All teachers will receive high quality professional development in tech-infused Project Based Learning (PBL) aligned to the CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of students will achieve "proficiency" level on formative & summative assessment measures (e.g. EDM, Star Renaissance, MARS, etc.) as measured by teacher benchmark testing		Actual Annual Measurable Outcomes:	At this time, we are transitioning to a new District data system and we are unable to report on this goal at this time. We will report on this goal in the fall of 2015.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Teachers will be trained in PBL and ready to implement a minimum of 2 PBL units each school year	District will provide 3-day PBL training with Buck Institute for Cohort 2 - Aug. 15, 18, 19 with follow up throughout the year (Cost involved - District PD for 6 teachers)	At White Oaks this school year, 2 additional teachers received District training in PBL. These teachers joined White Oaks teachers from Cohort 1, resulting in a total of 8 White Oaks teachers trained. (41% of classrooms)		
Scope of Service	School wide	Scope of Service		
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

<p>Teachers will be trained and will implement Google Docs for student collaboration, written work and presentations, as well as collegial collaboration</p>	<p>At White Oaks, All teachers will participate in a small group "Professional Project" PLC utilizing components of PBL and sharing learning with colleagues. (Expenses TBD. Possible Sources include PTA and SCEF Flex)</p> <p>Principal will participate in PBL training in order to support teachers implementing PBL.</p> <p>Principal's PBL will be launched to practice this strategy school-wide (Cost involved District PD)</p> <p>Provide continued Google App training for staff not yet trained or needing additional support through Tech Assoc. (Cost involved District PD)</p> <p>Common keyboarding goals and a student practice plan will be developed to ensure keyboarding proficiency (Expenses TBD. Possible sources include SCEF, Common Core Funding and District Tech Budget)</p> <p>Pilot use of a ceiling mount projector with support from Tech Team (Expenses TBD. Possible sources include SCEF, Common Core Funding and District Tech Budget)</p> <p>A set of 3-5 core digital citizenship lessons selected by teachers will be piloted for each grade level</p>	<p>All teachers participated in PLC/PBL projects and shared their findings at a school-wide celebration in May.</p> <p>A Principal's PBL was launched this school year - our student news station!</p> <p>Google training was provided at a fall tech PD day for all staff.</p> <p>3rd and 4th grade teachers implemented Typing Club for keyboarding practice.</p> <p>Ceiling mount projectors were installed in 3 collaborative classrooms and feedback is still being collected.</p> <p>A set of 3-5 core digital citizenship lessons selected by teachers were piloted for each grade level.</p>	
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	(Summer planning 3 teachers x 4 hours x \$40/hr. Source: SCDF File)		
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 2: We will continue our PBL PD work and alignment to CCSS. By the conclusion of the 2015-2016 school year, all White Oaks teachers will be trained in PBL. In addition, self-selected groups of teachers continue to work with District staff to pilot new CCSS aligned materials and methods in math, language arts and science (HiCSS and Engineering is Elementary)		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	<b>ARUNDEL:</b> 3. All teachers will have access to PBL units to support implementation of CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	30% of all students will indicate they have participated in at least one project-based learning unit during the school year as measured by student survey		Actual Annual Measurable Outcomes:	The district repository was not fully developed and shared with staff. 25% of students participated in a project based learning unit as defined by Buck Institute
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Participate in Project Based Learning (PBL) training in implementing CCSS	Ten Arundel teachers participated in the Buck Intensive PBL training and will develop and implement 2 PBL units that will be housed in a district wide repository  Funded by District Common Core grant  Guided reading book room was expanded with many more non-fiction book titles 4000 Design Team and Cohort 1 teachers to share PBL units at District PD day in May  No cost	Two Arundel teachers participated in the Buck Intensive PBL training and developed and implemented 2 PBL units  Regular Staff Meeting and PLC times were devoted to better understanding PBL  Guided reading book room was expanded with many more non-fiction book titles  3 teachers shared PBL units at May 6th Sharing Event		
Scope of Service	School wide		Scope of Service	

<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As the staff plans and implements FBL units during the year we will spend time collaborating and sharing ideas and information. We will also take part in any district wide efforts to plan and share together.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	<b>BRITTAN ACRES:</b> 3. All teachers will have access to PBL units to support implementation of CCSS			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	30% of all students will indicate they have participated in at least one project-based learning unit during the school year as measured by student survey			Actual Annual Measurable Outcomes:	45.5% of Brittan Acres Students have participated in at least one project-based learning unit during the school year.
<b>LCAP Year:</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Develop a shared repository of shared PBL and resources; teachers will share PBL units and experiences at site level meetings; and participate in district-wide exhibition.		Cohorts will continue to add units to our collection. Teachers will be trained and supported in uploading and utilizing PBL repository, i.e. Edmodo (joosts TDO, Common Core Grant)	Repository of PBL units was created; teachers did share PBL units and experiences at site level meetings and in a district-wide exhibition.		
Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Materials for PBL to include library resources, and bookroom titles at all the reading levels		Begin purchasing for library and bookroom to expand resources to support CCSS and PBL-- including eBooks, online resources for school	Began purchasing for library and bookroom to expand resources to support CCSS and PBL-- including eBooks, online resources for school and		

		and home (costs TBD; sources may include PTA, SCEF funds)	home.	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR			OR	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)	
Prepare staff for the integration of CCSS in PBL.		Provide staff meeting and site PD for PLC work around PBL and CCSS (costs TBD; SCEF funds) Provide all teachers opportunity to attend district-wide exhibition of PBL (no cost) Teachers will develop interest-based PLCs to better meet individual professional needs and share learning (no cost)	Provided staff meeting and site PD for PLC work around PBL and CCSS Provided all teachers opportunity to attend district-wide exhibition of PBL Teachers developed interest-based PLCs to better meet individual professional needs and share learning	
Scope of Service	School-based		Scope of Service	School-based
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR			OR	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)	
Support teachers and students in PBL activities, including research and presentation through Zoom technology in the classroom.		Purchase Zoom cameras for site use in classrooms for self-selected teachers to use with students in PBL research and presentations (costs to be determined—one camera already at BA—additional to be considered)	Did not accomplish this goal.	

Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Build in a design/engineering curriculum and address "design thinking" learning experiences in NGSS (see Goal 1a.10 above)		Explore how engineering/ design curriculum can enhance PBL units and also address "design thinking" standards in NGSS (costs TBD; SCEP)	Self-selected team of teachers did investigate how engineering/ design curriculum can enhance PBL units and also address "design thinking" standards in NGSS		
Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue our work with PBL units at some level but it will be embedded in expansion of PBL goal #2 and not as a separate district goal next year.			

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	<b>CENTRAL:</b> 3. All teachers will have access to PBL units to support implementation of CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	30% of all students will indicate they have participated in at least one project-based learning unit during the school year as measured by student survey		Actual Annual Measurable Outcomes:	100% of the students at Central Middle School participated in Project/Problem-Based Learning during the 2014-2015 school year.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop a shared repository of PBL units and resources	Design Team, Cohort 1 and 2 teachers will contribute units and resources to the District repository (Expenses TBD, common core grant)	While the Design Team has been piloting and creating PBL lessons and Tech infused instruction, and have been teaching lessons that are aligned to the CCSS, there is not yet a district wide repository.		
Scope of Service:		Scope of Service:		
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Continue to provide "ready to go" CCSS aligned curriculum (writing, math, EIE -or appropriate middle years curricula-) that can be integrated with teacher-designed PBL units	Explore how Engineering in the middle years curriculum can enhance PBL units and also address standards in NGSS (Costs TBD, SCEP)	50% of the 5th grade science teachers have been using It's Elementary in their Science instruction in the classroom. The 6-8 Science department has attended conferences and	estimated at \$6000.00 5600: Professional/Consulting Services And Operating Expenditures	

		workshop along with administration to determine and plan for NGSS implementation including how Engineering fits into the current 6-8th grade Science program, scope and sequence	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
The science PLC discussed the implications of the NGSS and the integrated approach to teaching	<p>Inventory school library establish a purchasing plan and purchase more nonfiction books and periodicals to match CCSS expectations (Expenses to be determined, sources may include PTA and SCEP Flex funds)</p> <p>Explore digital books as an option for adding to our collection (Expenses to be determined, sources may include PTA and SCEP funds)</p>	The Central Middle School librarian has been working with the county librarian to cull through the library and discard books and instructional materials that are out of date and are not CCSS aligned. This is in process and will continue into next year. In addition to exploring digital books we have also explored online research/resources that can be purchased by the library and used by all staff and students at Central Middle School. We completed a 1 month pilot this year and have look at e-readers as a potential tool to use in the library.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No major changes in this category. we will continue to train staff and purchase materials to support PBL, and tech infused instruction.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	<b>HEATHER:</b> 3. All teachers will have access to PBL units to support implementation of CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	30% of all students will indicate they have participated in at least one project-based learning unit during the school year as measured by student survey		Actual Annual Measurable Outcomes:	
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop a shared repository of shared PBL and resources; teachers will share PBL units and experiences at site level meetings; and participate in district-wide exhibition.	Design Team & PBL Cohort 1 & 2 Teachers will contribute units and resources to District repository; finalize template; Expenses TBD	Design Team & PBL Cohort 1 & 2 Teachers implemented and contribute units and resources to District repository; the repository is not yet being fully accessed by district or site teachers.		
Continue to provide "ready to go" CCSS aligned curriculum (writing, Everyday Mathematics, ESE) that can be integrated with teacher-designed PBL units	Provide staff meeting and site PD for PLC work around PBL and CCSS; no cost			
	Teachers will be trained and supported in uploading and utilizing PBL repository, i.e. Edmodo; Expenses TBD	Staff meeting and site PD were provided for all teachers for PLC work around PBL and CCSS.		
	Provide all teachers opportunity to attend district-wide exhibition of PBL; no cost			
	Teachers will develop interest-based PLCs to better meet individual professional needs and share learning; no cost	Teachers have not yet been trained or supported in utilizing PBL repository; some teachers were trained and contributed projects.		

		<p>All Heather teachers were invited and the majority of teachers were able to attend the district-wide Celebration of Innovation<sup>®</sup> on May 6.</p> <p>Heather teachers did develop interest-based PLCs this year in the area of reading instruction, targeted math instruction, blended learning and math differentiation and writing instruction to better meet their individual professional needs and shared learning.</p>	
Scope of Service	School wide	Scope of Service	
<p>— All OR — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)</p>		<p>— All OR — Low Income pupils — English Learners — Foster Youth — Redesignated fluent English proficient — Other Subgroups: (Specify)</p>	
Increase school library and book room collection to match CCSS expectations	<p>Assess &amp; inventory library and book room collection and establish a purchasing plan to specifically address non-fiction books and magazines to match CCSS expectations. Expenses TBD; sources may include SCEF, PTA or Site Funds</p> <p>Explore digital books as an option for adding to our collection</p>	All Heather teachers and support staff had access and accessed our inventory library and book room collection. A purchasing plan was developed with the district to build leveled book collections, both non-fiction and fiction. Non-fiction, high interest magazine subscriptions were purchased for the library to match CCSS expectations.	

		RAZ Kids was implemented by 14 Heather teachers, providing students with online logins for leveled reading. We have not yet explored other digital book options for adding to our collections.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Support teachers and students in PBL activities, including research and presentation through Zoom technology in the classroom.	Purchase Zoom cameras for site use in classrooms for self-selected teachers to use with students in PBL research and presentations; approx. 1 camera @ \$250 to share, provided from SCEF funds	Heather has not yet purchased Zoom cameras for site use in classrooms.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Build in Engineering is Elementary curriculum and address "design thinking" learning experiences in NGSS	Explore how Engineering is Elementary curriculum can enhance PBL units and also address "design thinking" standards in NGSS. Expenses TBD, sources may include CCSS grant or SCEF	Heather teachers did explore how Engineering is Elementary curriculum can enhance PBL units and also address "design thinking" standards in NGSS; district support provided a presentation at a staff meeting this year and EE kits were purchased for classroom use. Increased engineering	

		lessons and activities were taught by many teachers, K-4	
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Consider the following for Goal 3. All teachers will have access to PBL units to support implementation of the CCSS</p> <ul style="list-style-type: none"> <li>• Continue to build library of PBL units by adding projects per grade level by June 2016.</li> <li>• Expand "anchor units" and CCSS materials to serve as a foundation for PBL design. (EIE, leveled books, pilot reading units of study, pilot math)</li> <li>• Celebrate integration of SCs, whole child development and subject matter during spring Innovation Celebration</li> </ul>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	<b>TIERRA LINDA:</b> 3. All teachers will have access to PBL units to support implementation of CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	30% of all students will indicate they have participated in at least one project-based learning unit during the school year as measured by student survey		Actual Annual Measurable Outcomes:	Goal met! 75% of Tierra Linda students participated in at least one (most did at least two) Project Based Learning
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Teachers will attend County training on CCSS, plus select conferences including NGSS, FLIP, etc. Pilot group of teachers will implement PBL lessons.	Staff will engage in targeted practical professional development in CCS throughout the school year allowing for staff to complete training in depth over time through strands of ongoing professional learning opportunities. Cost included in action #1 release time	This was not paid for by Tierra Linda funds	0001-0999: Unrestricted: Locally Defined	
Scope of Service	School WideL	Scope of Service		
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Not many staff members used the resources available due to not be trained in PBL. This should grow in use as more teachers are trained in 2015 - 2016
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	<b>WHITE OAKS</b> 3. All teachers will have access to PBL units to support implementation of CCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	30% of all students will indicate they have participated in at least one project-based learning unit during the school year as measured by student survey		Actual Annual Measurable Outcomes:	At White Oaks, approximately 40% of students participated in a PBL unit.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop a shared repository of PBL units and resources	Design Team, Cohort 1 and 2 teachers will contribute units and resources to the District repository  Repository template finalized (Expenses TBD, District PD)  Explore how Engineering is Elementary curriculum can enhance PBL units and also address "design thinking" standards in NGSS (Expenses TBD, Possible sources include Common Core Funding, SCEF and PTA)	Units were added to the repository and a Celebration of innovation was held in the spring where teams shared "project cards" to summarize units and resources.  EIE units were utilized in every grade level to enhance PBL units and address "design thinking" standards in the NGSS.		
Scope of Service	Schoolwide		Scope of Service	Schoolwide
X All OR			X All OR	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to provide "ready to go" CCSS aligned curriculum (writing, Everyday Mathematics, etc.) that can be integrated with teacher-designed PBL units	Inventory school library and guided reading collection, establish a purchasing plan and purchase more nonfiction books and magazines to match CCSS expectations and our global community (Expenses TBD. Sources: PTA and SCEP Flex)  Explore digital books as an option for adding to our collection. Determine pros and cons as well as community level of support. (No cost)	\$20,000 of guided reading books were added to our school collection. Also, nonfiction books and magazines were added to our library collection (ADD \$)  One teacher completed her master's thesis studying the impact of e-books on comprehension. Our next steps will include an exploration of how we might add e-books to school or classroom libraries.	
Scope of Service  <input checked="" type="checkbox"/> All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service  <input checked="" type="checkbox"/> All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 3: We will continue our work with PBL units as PBL trained teachers build and refine units of study. This will not be a separate goal in 2015-16. Instead, we will begin work on a District curriculum map to capture both anchor projects as well as key standards and assessments, at some level but it will be embedded in expansion of PBL goal #2 and not as a separate district goal next year. We expect to begin this work in 2015-16 with a District discussion about assessments, supported by our new District-wide data system (Illuminate)		

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	<b>ARUNDEL:</b> 4. All teachers and (grades 3-8) will be prepared to administer and participate Smarter Balanced Assessment to achieve maximum student preparedness.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	Grades 3-8		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	4a) Baseline year for student data  4b) All teachers will report having learned what they needed to implement smoothly		Actual Annual Measurable Outcomes:	All students were successfully assessed through SBAC this year.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
K-8 Educators will instruct students using English Language Arts (ELA) and Math CCSS. All teachers will utilize curriculum that supports our transition to the common core standards	Math: implementation of Every Day Math (EDM) in all grades K-4 and EDM and Envision in 4th grade.  Consumables \$2000-\$4000 Restricted lottery funds			
Scope of Service	School wide	Scope of Service		
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

<p>All 3rd and 4th grade teachers will be trained in how to administer SBAC.</p>	<p>Implementing new reading assessments DRA 2 across all grade levels starting in January 2014. DRA 2 Training from the district occurred in January 2014.</p> <p>Already purchased-no additional cost.</p> <hr/> <p>Teachers are being trained in and are using Lucy Calkins Units of Study on Opinion writing.</p> <p>Already purchased-no additional cost.</p> <p>Professional Development cost funded by Common Core Funds.</p> <hr/> <p>Building Common Core binders with staff throughout the year. We will be adding sections as the year progresses.</p> <p>Nominal materials cost -paid for by site funds.</p> <hr/> <p>All teachers giving at least 1 MARS math tasks over the course of the year. This task scored was across the District K-4.</p> <p>No cost.</p> <hr/> <p>iOpener trade books purchased last year and utilized at all grade levels. This is to ensure more interaction with non-fiction at all grade levels.</p> <p>See above.</p>	<p>2 trainings took place for 3rd and 4th grade teachers trained in how to implement SBAC by the district.</p> <p>All administered 1 MARS math tasks over the course of the year. This task was scored at a districtwide professional development day.</p> <p>Professional Development on Writing tool kit.</p> <p>Teachers scored writing samples.</p>	
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	<p>Staff discussions on the structure of the new Next Generation Science Standards and incorporating Social Science standards into lessons</p> <p>No cost</p>		
	<p>All 3rd and 4th grade teachers trained in how to implement SBAC by the district. The principal highlighted this training with a folder of relevant materials.</p> <p>No cost</p>		
Scope of Service		Scope of Service	
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to increase the number of Chromebooks to facilitate testing. We will modify testing scheduled based on lessons learned this year and provide parents with more information and resources around common core and SBAC assessments.		

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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	<b>BRITTAN ACRES:</b> 4. All teachers and (grades 3-8) will be prepared to administer and participate Smarter Balanced Assessment to achieve maximum student preparedness.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	Grades 3-8		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	4a) Baseline year for student data  4b) All teachers will report having learned what they needed to implement smoothly		Actual Annual Measurable Outcomes:	We did implement SBAC with apparent success.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Fully implement CCSS in ELA and Math; train teachers in new standards and assessment. Use formative and summative assessment results to improve teaching and learning	Teachers will continue to be trained in how SBAC differs from STAR (staff meetings, no cost)  All teachers will continue to experience sample items demonstrating the elevated rigor of the CCSS (staff meetings, no cost)	Teachers were trained in how SBAC differs from STAR (staff meetings, no cost)  All teachers did continue to experience sample items demonstrating the elevated rigor of the CCSS (staff meetings, no cost)		
Scope of Service	School wide	Scope of Service	School wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>3rd and 4th grades</u>		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>3rd and 4th grades</u>		

Develop thinking/communicating/writing skills across the grade levels		<p>All teachers will implement three (narrative, information, opinion) CCSS-aligned writing units of study from the Reading and Writing Project at Teachers College, Columbia University (no costs; curriculum already purchased)</p> <p>Self-selected teachers will attend a summer writing institute with staff developers from Teachers College (5-7 teachers, district PD)</p>	<p>All teachers did implement three (narrative, information, opinion) CCSS-aligned writing units of study from the Reading and Writing Project at Teachers College, Columbia University</p> <p>3 self-selected teachers did attend a summer writing institute with staff developers from Teachers College</p>	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Develop deeper mathematical thinking and understanding		<p>All teachers will begin infusing MARS/Problem of the Month tasks with Everyday Mathematics curriculum to expose students to higher level problem solving matching the CCSS (no cost)</p> <p>Teachers will score MARS tasks and Writing Prompts with colleagues from across the District to begin building a common language about what is expected for student performance levels (no cost)</p> <p>Self-selected teachers will continue to attend SVMi Math professional development and share back to staff (costs TBD; SVMi Grant or district PD)</p>	<p>All teachers did infuse MARS/Problem of the Month tasks with Everyday Mathematics curriculum to expose students to higher level problem solving matching the CCSS (no cost)</p> <p>Teachers did score MARS tasks and Writing Prompts with colleagues from across the District to begin building a common language about what is expected for student performance levels (no cost)</p> <p>Two self-selected teachers did attend SVMi Math professional development and share back to staff (costs TBD; SVMi Grant or district PD)</p>	

Scope of Service	School-wide		Scope of Service	School-wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Since we met these goals re. SBAC preparedness, now SBAC scores will be "baseline" data that will be included in student progress monitoring, part of Illuminate data collection, and part of how we understand what our students have learned, and what next steps will be for our teaching and their learning.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	<b>CENTRAL:</b> 4 All teachers and (grades 3-8) will be prepared to administer and participate Smarter Balanced Assessment to achieve maximum student preparedness		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	Grades 3-8		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	4a) Baseline year for student data  4b) All teachers will report having learned what they needed to implement smoothly		Actual Annual Measurable Outcomes:	All teachers were trained to administer the SBAC testing. Baseline student data will be reported to the school later this year.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Train teachers in new standards and assessment	Teachers will continue to be trained in how SBAC differs from STAR. All teachers will continue to experience sample items demonstrating the elevated rigor of the CCSS (No cost)	We conducted training for all teachers on staff.		
Scope of Service		Scope of Service		
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

Implement SBAC assessment	Having learned from the trial of SBAC, Special Services team will receive training so they can be ready to implement the protocols, accommodations, and modifications for our target students—on the SBAC during this first official year of implementation (No cost)	Special Services received addition training to properly administer SBAC testing to student with disabilities.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All           OR           <input type="checkbox"/> Low Income pupils           <input type="checkbox"/> English Learners           <input type="checkbox"/> Foster Youth           <input type="checkbox"/> Redesignated fluent English proficient           <input type="checkbox"/> Other Subgroups: (Specify)         </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All           OR           <input type="checkbox"/> Low Income pupils           <input type="checkbox"/> English Learners           <input type="checkbox"/> Foster Youth           <input type="checkbox"/> Redesignated fluent English proficient           <input type="checkbox"/> Other Subgroups: (Specify)         </div>	
<p>Use formative and summative assessment results to improve teaching and learning</p> <p>Leadership Team will continue to assess and plan for staff training and resource needs</p>	<p>Develop thinking communication writing skills across the grade level</p> <p>All teachers will implement three (narrative, information, opinion) CCSS-aligned writing units of study from the Reading and Writing Project at Teachers College, Columbia University (No cost)</p>	The ELA department met regularly this year looking at student work and worked towards agreements in the areas of assessing student writing.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All           OR           <input type="checkbox"/> Low Income pupils           <input type="checkbox"/> English Learners           <input type="checkbox"/> Foster Youth           <input type="checkbox"/> Redesignated fluent English proficient         </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All           OR           <input type="checkbox"/> Low Income pupils           <input type="checkbox"/> English Learners           <input type="checkbox"/> Foster Youth           <input type="checkbox"/> Redesignated fluent English proficient           <input type="checkbox"/> Other Subgroups: (Specify)         </div>	

_ Other Subgroups: (Specify)			
Self-selected teachers will attend a summer writing institute with staff developers from Teachers College (4-5 teachers, district PD)	Teachers will begin drafting yearlong curriculum maps to guide teaching of CCSS and PBL units of study. Year 1 focus: Mathematics	The math department met regularly throughout the year to assess the implementation of CCSS in Math. As more math teachers will be trained next year in PBL, there will be a continued effort to create PBLs in Math.	
Scope of Service		Scope of Service	
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Teachers at all grades 6-8 use MARS tasks or tests in a variety of ways	<p>All teachers will begin infusing MARS/Problem of the Month tasks with math curriculum to expose students to higher level problem solving matching the CCSS (No costs)</p> <p>Teachers will score MARS tasks and writing prompts with colleagues from across the District to begin building a common language about what is expected for student performance levels in the CCSS (No costs)</p> <p>Self-selected teachers will continue to attend professional development with the Silicon Valley Mathematics Institute and share learning with staff (Costs TBD, source district SVMi grant of PD)</p>	All students in Grade 5-8 used MARS tasks and Problem of the Month tasks to support instruction. Teachers at all grade levels also gave the MARS tests, scored them and are using them to assist with math placement for next year. Around 50% of the Math teachers attending SVMi and Spotlight on success this school year.	

Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In year two of the adoption of CCSS and the SCSD math pathways we will continue to embed the MARS tasks and PCM in the CCSS curriculum.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	<b>HEATHER:</b> 4. All teachers and (grades 3-8) will be prepared to administer and participate Smarter Balanced Assessment to achieve maximum student preparedness.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	Grades 3-8		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	4a) Baseline year for student data  4b) All teachers will report having learned what they needed to implement smoothly		Actual Annual Measurable Outcomes:	
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Fully implement ELA & Math CCSS	All teachers will use CCSS to implement curriculum & instruction in ELA and math; no additional cost	All teachers used CCSS to implement curriculum & instruction in ELA and math; no additional cost		
Scope of Service	School wide	Scope of Service		
<input type="checkbox"/> All <input type="checkbox"/> OIT <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All <input type="checkbox"/> OIT <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Train teachers in new standards & assessment;	Teachers will continue to be trained in how SBAC differs from STAR. All teachers will continue to experience sample items demonstrating the elevated rigor of the CCSS; training provided by district CCSS grant	All teachers continued their training in Common Core, through district-wide Writing P.D. and within their site-based PLCs increasing their learning and understanding of the elevated rigor of the CCSS; 10 teachers attended a Close Reading workshop at their grade		

		level and 5 teachers attended CCSS conferences.	
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement SBAC and use formative and summative assessment results to improve teaching and learning	<p>Teachers will work in PLC groups to discuss and analyze student assessment results to inform next steps in instruction; no cost</p> <p>Having learned from SBAC trial, Special Service team will receive training and time provided so that they can be ready to implement protocols, accommodations, modifications for our target students; no additional cost.</p>	<p>Teachers worked in PLC groups to discuss and analyze student assessment results to inform next steps in instruction in reading, math, including MARS testing and writing assessments; no cost</p> <p>Special Service team will received training and time was provided and were ready to implement protocols, accommodations, modifications for our target students on SBAC; no additional cost</p>	
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Teachers will teach narrative, information and opinion CCSS aligned writing	<p>All teachers will implement three (narrative, information, opinion) CCSS-aligned writing units of study from the Reading and Writing Project at Teachers College, Columbia University; no cost</p> <p>Self-selected teachers will attend a summer writing institute with staff developers from Teachers College; 4 teachers; funded from district PD</p>	<p>All teachers did implement three (narrative, information, opinion) CCSS-aligned writing units of study from the Reading and Writing Project at Teachers College, Columbia University; no cost</p> <p>District provided optional Writing Toolkit Sessions, in which teachers participated in throughout the year; all K-2 teachers participated at the April session; 2 self-selected teachers attended and participated in the summer writing institute; funded from district PD</p>	
<p>Scope of Service</p> <p> <input type="checkbox"/> All  <input type="checkbox"/> OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </p>		<p>Scope of Service</p> <p> <input type="checkbox"/> All  <input type="checkbox"/> OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </p>	
Teachers will plan mathematics instruction and identify and align mathematics curriculum that fully aligns to CCSS and 5Cs	<p>All teachers will begin infusing MARS/PCM tasks with Everyday Mathematics curriculum to expose students to higher level problem solving matching the CCSS; no cost</p> <p>Teachers will discuss and plan for number of MARS task to be used in instruction and assessment; no cost</p> <p>Teachers will score MARS tasks and Writing Prompts with colleagues from across the District to begin</p>	<p>All teachers will begin infusing MARS/PCM tasks with Everyday Mathematics curriculum to expose students to higher level problem solving matching the CCSS; no cost</p> <p>Teachers have not yet discussed and planned for number of MARS task to be used in instruction and assessment; no</p>	

	<p>building a common language about what is expected for student performance levels; no cost</p> <p>Self-selected teachers to participate in SVMi PD sessions in math and share back with staff; expenses TBD provided by SVMi grant or PD</p>	<p>cost</p> <p>Teachers did score MARS tasks and Writing Prompts with colleagues from across the District to begin building a common language about what is expected for student performance levels; no cost</p> <p>Heather did not have any Self-selected teachers that participated in SVMi PD sessions in math this year</p>	
<p>Scope of Service</p> <p>At</p> <p>OR</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>At</p> <p>OR</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	
<p>Develop continuous P.D. Plan to support teachers in full implementation of CCSS and use of SBAC in formative and summative assessment practices</p>	<p>Leadership Team will assess and plan for staff training and resource needs; days of release time for 6 teachers @ approx. \$150/day, provided by SCEF</p>	<p>Leadership Team did assess and plan for the development and proposal of a site P.D. plan this year, and presented to the rest of the staff for approval and submission to the district by October 1.</p>	
<p>Scope of Service</p>		<p>Scope of Service</p>	

<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Year long curriculum maps in place in ELA and Math to guide curriculum & instruction utilizing PBL and CCSS	Teachers will begin drafting yearlong curriculum maps to guide teaching of CCSS and PBL units of study; expenses TBD and source TBD	Teachers did begin drafting yearlong curriculum maps to guide teaching of CCSS and PBL units of study; expenses TBD and source TBD	
<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Consider the following for Goal 4: All teachers (Grades 3-8) will be prepared to administer and participate in the Smarter Balanced Assessment to achieve maximum student preparedness.</p> <ul style="list-style-type: none"> <li>With support, staff will analyze spring 2015 scores in order to inform instructional and assessment practices for 2015-2016.</li> <li>By April 2016, train staff in new test features, accommodations/modifications as well as new formative tools provided by SBAC.</li> </ul>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	<b>TIERRA LINDA:</b> 4 All teachers and (grades 3-8) will be prepared to administer and participate Smarter Balanced Assessment to achieve maximum student preparedness		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	Grades 3-8		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	4a) Baseline year for student data  4b) All teachers will report having learned what they needed to implement smoothly		Actual Annual Measurable Outcomes:	Goal met - 100% of Tierra Linda students eligible for SBAC testing (a few took the CAPA) took the exam!
<b>LCAP Year:</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
	Teachers will collaborate with other local middle schools to increase understanding and alignment. Staff will demonstrate increased knowledge and begin implementation. Relevant technology will be made available to students.  Site Visit costs includes release and travel time - \$1,500 - \$2,000  Technology expenses to be determined. Sources may include Common Core Grant, SCEP, or Bond Funds	Purchase of Chromebooks and Charging Cart - Tierra Linda purchased 64 Chromebooks and one large charging cart and a smaller, more portable one for a total of \$15,000	0001-0000: Unrestricted, Locally Defined \$15,000	
Scope of Service	School Wide		Scope of Service	
All			All	

OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All teachers were trained, and successfully administered the SBAC testing.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	<b>WHITE OAKS</b> 4. All teachers and (grades 3-8) will be prepared to administer and participate Smarter Balanced Assessment to achieve maximum student preparedness.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	Grades 3-8		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	4a) Baseline year for student data 4b) All teachers will report having learned what they needed to implement smoothly		Actual Annual Measurable Outcomes:	At this time, we are unable to report on this goal because we have not yet received student data results or assessed teachers' learning. We will be able to report on this goal in the fall of 2015.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Fully implement CCSS in English Language Arts and Mathematics	Teachers will continue to be trained in how SBAC differs from STAR. All teachers will continue to experience sample items demonstrating the elevated rigor of the CCSS (No cost)	CCSS in ELA and Math were implemented in all classrooms. Third and fourth grade teachers, along with RSP teachers, were trained in how to prepare for and implement SBAC.		
Scope of Service	School wide	Scope of Service		
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Train teachers in new standards and assessment	Having learned from the trial of SBAC, Special Services team will	Special education staff received training as planned to prepare for SBAC.		

	receive training so they can be ready to implement the protocols, accommodations, and modifications for our target students—on the SBAC during the first official year of implementation (No cost)		
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u> </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u> </div>	
Implement SBAC assessment	Leadership Team will guide staff discussion of Pathways to the Common Core, a professional test focused on the CCSS in English Language Arts	Staff discussed key sections of Pathways to the Common Core	
<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input checked="" type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Use formative and summative assessment results to improve teaching and learning	All teachers will implement three (narrative, information, opinion) CCSS-aligned writing units of study from the Reading and Writing Project at Teachers College, Columbia	All teachers implemented units of study as planned  3 teachers attended the summer writing institute	

	<p>University (No cost)</p> <p>Self-selected teachers will attend a summer writing institute with staff developers from Teachers College (District PD for 6 teachers)</p> <p>Teachers will begin drafting yearlong curriculum maps to guide teaching of CCSS and PBL units of study. Year 1 focus: Mathematics (No cost)</p> <p>All teachers will begin infusing MARS/Problem of the Month tasks with Everyday Mathematics curriculum to expose students to higher level problem solving matching the CCSS (No cost)</p> <p>Teachers will score MARS tasks and writing prompts with colleagues from across the District to begin building a common language about what is expected for student performance levels in the CCSS (No cost)</p> <p>Self-selected teachers will continue to attend professional development with the Silicon Valley Mathematics Institute and share learning with staff (Cost TBD: District PD)</p>	<p>All teachers drafted yearlong curriculum maps in mathematics and began infusing MARS/Problem of the Month on these maps in order to boost students' problem solving skills.</p> <p>All teachers participated in MARS scoring as planned.</p> <p>No teachers attended SVMt trainings this year.</p>	
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Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 4: While SBAC administration and preparedness will continue, I do not see this goal continuing as a separate focus area. Along with an assessment profile in the Illuminate data system, SBAC scores will be analyzed and we will continue to personalize instruction in support of each child's progress with the CCSS.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	<b>ARUNDEL:</b> 5. Systems will be in place to support teachers and students in the use of technology for assessment and integrated instruction		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Assess, pilot, and adopt learning management system, blended learning programs, and web-based data and assessment management system to support students and teachers in use of technology and for assessment and integrated instruction		Actual Annual Measurable Outcomes:	District selected Illuminate as district wide data management system, principal created shared data base to collect school wide data used at SST and IEP meetings
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
Implement technology K-4 as described in the strategic plan	Assess inventory of ChromeBooks, and iPads to work towards a student to device ratio of 1:2. Work with district Tech. Dept. to establish a purchase plan to increase and replace as needed  Expenses to be determined sources may include SCEF, Bond funds or Common Core grant	Purchase of ## chromebooks Purchase ## ipads	Chromebooks purchased Ipads purchased	
Scope of Service	School wide	Scope of Service		
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

Professional Development to support regular teacher and student use and technology to further learning in all areas.	<p>Launch Google Typing Club to support keyboarding skills for all 3rd and 4th graders</p> <p>Expenses to be determined source could be site funds</p> <p>Develop app management plan and 'core set' of grade level apps, including apps that support students with learning differences.</p> <p>Expenses to be determined source will be tech budget</p> <p>Transition to District Tech Ticketing system to track and address tech support needs</p> <p>Partner with Tech Team to determine plan for data analysis and staff training</p> <p>Expenses to be determined source will be tech budget</p>	<p>Typing Club was launched in 3rd and 4th grades and some targeted 2nd grade classrooms</p> <p>District offered district wide targeted trainings in technology</p> <p>App management plan was not developed</p> <p>One school is piloting new program- did not implement at Arundel</p>	
Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued participation in district wide trainings and information sessions around technology and assessments.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	<b>BRITTAN ACRES:</b> 5. Systems will be in place to support teachers and students in the use of technology for assessment and integrated instruction		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Assess, pilot, and adopt learning management system, blended learning programs, and web-based data and assessment management system to support students and teachers in use of technology and for assessment and integrated instruction		Actual Annual Measurable Outcomes:	Teachers and administrators selected a web-based data and assessment management system called Illuminate, and will be trained in it this Spring. Self-selected teachers are utilizing blended learning programs and learning management systems.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
A variety of online platforms for learning will be used in innovative, technology infused learning	Work with district to explore expansion of Tech Associate time and role to support in class use of integrated technology as well as increased IT support (costs TBD)  Provide time and training for teachers to learn how new tech tools and resources can help increase student engagement and learning (costs TBD, district PD)	District intends to expand Tech Associate time for 2015-16 to support in class use of integrated technology as well as increased IT support  Provided staff meeting time and PD time and training for teachers to learn how new tech tools and resources can help increase student engagement and learning (costs TBD, district PD)		
Scope of Service	School wide	Scope of Service	School wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups (Specify)		

Develop students typing/ keyboarding/word processing skills	3rd and 4th grade students will use Typing Club to achieve keyboarding proficiency as defined by CCSS (paid from Tech budget)	3rd and 4th grade students did use Typing Club to achieve keyboarding proficiency as defined by CCSS (paid from Tech budget)	
	Common keyboarding goals and a student practice plan will be developed to ensure proficiency (no cost)	Common keyboarding goals and a student practice plan was developed to ensure proficiency (no cost)	
<div> <div>Scope of Service</div> <div>School-based</div> </div>		<div> <div>Scope of Service</div> <div>School-based</div> </div>	
<div> <div>Σ All</div> <div>OR</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Σ All</div> <div>OR</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
Develop students' digital citizenship	Digital Citizenship curriculum in place and teachers trained K-4 to support online safety and leadership (costs TBD; sources may include Flex Funds, PTA)	Digital Citizenship curriculum created by teachers during staff meeting time in conjunction with neighboring school; now in place-- and teachers trained K-4 to support online safety and leadership	
<div> <div>Scope of Service</div> <div>School-based</div> </div>		<div> <div>Scope of Service</div> <div>School-based</div> </div>	
<div> <div>Σ All</div> <div>OR</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Σ All</div> <div>OR</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
Chromebooks for grades 3 & 4 to use technology in the classroom, for assessment and integrated curriculum; Use of iPads for integrated curriculum in K-4	Assess inventory of Chromebooks, and iPads to work towards a student to device ratio of 2:1. Work with district Tech. Dept. to establish a purchase plan to increase and	Assessed inventory of Chromebooks-- now 120 Chromebooks for 104 3rd/4th students.  76 iPads for 250 K-2 students-- need to	

		replace as needed, with an App/device management plan in place (costs TBD; sources may include Common Core Grant, bond funds, SCEF)	continue this goal  Worked with district Tech. Dept. to establish a purchase plan to increase and replace as needed.  App/device management plan still not in place  (costs TBD; sources may include Common Core Grant, bond funds, SCEF)	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Furnish classrooms with projection systems to utilize Chromebooks and iPads as instructional tools		Pilot projection systems to utilize iPads, CBS and MBs as instructional tools (costs TBD; sources may include bond funds, SCEF)	Action not taken. A decision is still being made, but we will probably be moving in the direction of TV monitors, rather than projection systems.	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Provide document scanners across site to scan student work to digital portfolios		Self-selected teachers will use available site document scanners to scan student work to explore ways to share student work digitally and more broadly across school community, with less print; pilot the use of digital portfolios (costs TBD, SCEP)	Action not taken.	
Scope of Service	School-wide		Scope of Service	School-wide
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Integration of technology will be continued but imbedded in PBL-tech infused goal, likely as well as in goal around personalized learning.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	<b>CENTRAL:</b> 5. Systems will be in place to support teachers and students in the use of technology for assessment and integrated instruction		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Assess, pilot, and adopt learning management system, blended learning programs, and web-based data and assessment management system to support students and teachers in use of technology and for assessment and integrated instruction		Actual Annual Measurable Outcomes:	This continues to be at the early stages of completion. Individual teachers have explored online systems and programs and have used some in classrooms.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement technology 5-8 as described in the Strategic Plan	Expand role of the Technology Support assistant and Library Tech to support in class use of integrated technology (as opposed to lab-based). (Costs TBD)	With the partnership and participation in the NETA project with HP we have expanded the role of our tech support department.	5,000	
Scope of Service	School wide	Scope of Service		
<input type="checkbox"/> All		<input checked="" type="checkbox"/> All		
OR		OR		
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)		
Provide time and training for teachers to learn how these tools can help increase student engagement and learning	Develop application management plan and "core set" of grade level apps, including assistive technology tools to support executive functioning/study skills	We attempted to use a variety of online tools that did not meet our needs.		

Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Purchase Scanners for Office Admin and SPED staff. (\$2500, Source PTA)	Provide document Scanners for all classrooms – should be fully implemented year 1 (Costs TBD, sources SCEF, PTA, Site Funds)  Assess inventory of ChromeBooks, iPads, and other devices to work towards a student to device ratio of 1:2. Work with district Tech Dept. to establish a purchase plan to increase and replace as needed.  In conjunction with the District Tech Plan, develop a three-year professional development plan. Support teachers in facilitating technology infused activities for students to become producers (of projects and published materials) vs consumers of technology (Costs TBD, sources include common core or Bond funds)	Document scanners were set-up in 25% of the classrooms this school year, and were also set up in the admin offices to support teachers. We reached a 1:2 device ratio on the campus. We will continue to work with the district to create a purchase plan and further develop the three-year professional development plan.	
Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to provide equipment, scanners, Chrome Books, printers, and devices to allow staff and students to better infuse teaching and learning with technology. Purchases along with targeted professional development will be part of the 2015-2016 goals. We will also use our new data management system, Illuminate, to support progress in this area.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	<b>HEATHER:</b> 5. Systems will be in place to support teachers and students in the use of technology for assessment and integrated instruction		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Assess, pilot, and adopt learning management system, blended learning programs, and web-based data and assessment management system to support students and teachers in use of technology and for assessment and integrated instruction		Actual Annual Measurable Outcomes:	
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement technology K-4 as described in the Strategic Plan	Work with district to explore expansion of Tech Associate time and role to support in class use of integrated technology as well as increased IT support, expenses TBD, will need to be coordinated with the district	Work was done with district to explore expansion of Tech Associate time and role to support in class use of integrated technology as well as increased IT support, plans are in place for a full time tech associate at each site		
Scope of Service	School wide	Scope of Service		
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide time and training for teachers to learn how these tools can help increase student engagement and learning	Provide time and training for teachers to learn how new tech tools and resources can help increase student engagement and learning, expenses TBD, maybe district or site	Heather's Tech Associate provided training opportunities on Wednesday afternoon collaboration time as well as push in "on the job" training in classrooms to teachers to use new tech		

	PD	tools and resources that can help increase student engagement and learning. This continues to be an area of need for several teachers.	
Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement technology infused activities to promote students being producers vs. consumers of technology	Teachers to be trained in facilitating technology infused activities for students to become producers (of projects and published materials) vs. consumers of technology; expenses TBD, maybe district or site PD	Several teachers worked with Tech Associate, being trained in facilitating technology infused activities for students to become producers (of projects and published materials) vs. consumers of technology	
Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Use Chromebook Mobile Carts for Gr. 3 & 4 to use technology in the classroom for assessment and integrated curriculum  Use of MacBook Carts for Grs. K-2 to use technology in the classroom to integrated curriculum	Assess inventory of ChromeBooks, MacBooks and iPads to work towards a student to device ratio of 2:1. Work with district Tech. Dept. to establish a purchase plan to increase and replace as needed; with an App/device management plan in place; expenses TBD; sources may include CCSS grant,	The inventory of ChromeBooks, MacBooks and iPads was assessed towards a student to device ratio of 2:1. An additional set of 30 ChromeBooks was purchased as well as an additional set of 6 iPads . . .  A purchase plan has not been developed at the site level. Use of	

Implement iPads for integrated curriculum in K-4	bond funds, or SCEF	SCEF FAN funds were used to increase number of devices, working closer to 2:1 ratio. We are approximately 30 devices short of our goal of 2:1 ratio of students to devices.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Furnish each K-4 classroom with projection and document camera capabilities to utilize ChromeBooks, iPads and MacBooks as instructional tools	Pilot a projection system to utilize iPads, CB and MB as instructional tools; expenses TBD, sources may include CCSS grant, bond funds, or SCEF	Two classes utilize projection systems to project iPads; all classrooms are able to project MacBooks, used as instructional tools. All classrooms utilize document cameras as instructional tools. 4 classrooms were installed with ceiling mounted projectors to free up classroom floor space for student interaction and better visual capability.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Implement Google Typing Club to support keyboarding skills, 3-4.	3rd and 4th grade students will use Typing Club to achieve keyboarding proficiency as defined by CCSS. Typing subscription provided by	3rd and 4th grade students did use Typing Club to achieve keyboarding proficiency as defined by CCSS; 2nd grade used the free version.	

	<p>Tech Budget: \$300 - \$400</p> <p>Common keyboarding goals and a student practice plan will be developed to ensure keyboarding proficiency, cost included above</p>	<p>Common keyboard goals are partially in place with student practice; this is an area that teachers are wanting to increase next year with a "boot camp" to kick off keyboarding practice, taking time from the classroom, to short, frequent home practice</p>	
<p>Scope of Service</p> <p> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </p>		<p>Scope of Service</p> <p> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </p>	
<p>Collect and analyze student achievement data to identify student need using RtI tiered interventions &amp; progress monitoring</p>	<p>Utilize whole school data systems, such as DataDirector, DIBELS to identify needed interventions and progress monitor; identifying and putting into place trimester benchmarks for ELA and math, cost of DataDirector and DIBELS provided by district</p>	<p>Whole school/district data systems were reviewed, assessed and Illuminate was selected and is in process of being implemented, starting at the district level for input. Principals will be trained in May 2015 with the plan for teachers to be trained at the start of the 2015-16 school year. DIBELS is in place, all teachers K-4 input reading fluency scores to identify needed interventions and progress monitor.</p> <p>ORA data will be inputted into Illuminate at the end of this school year. Benchmark math data is not yet in place.</p>	
<p>Scope of Service</p> <p> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils </p>		<p>Scope of Service</p> <p> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils </p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
Develop a District Tech Ticketing system in place to ensure problems are addressed and resolved efficiently	Transition to District Tech Ticketing system to address tech support needs; expenses TBD, provided by Tech budget	We have not yet transitioned to District Tech Ticketing system to address tech support needs;	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Provide document scanners across site to scan student work to digital portfolios	Self-selected teachers will use available site document scanners to scan student work to explore ways to share student work digitally and more broadly across school community, with less print; pilot the use of digital portfolios, no additional cost	Self-selected teachers have utilized site document scanners to scan a variety of documents, mostly for teacher productivity vs. scanning student work to be shared digitally.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	

Publish and present student work through a variety of media, including hard copy printed material, web-based publications, including Google sites or blog		Analyze printing needs to support the variety of devices students use in relation to above goal of using digital portfolios and reduce print, no cost	Printing needs have not yet been analyzed to support the variety of devices students use in relation to above goal of using digital portfolios and reduce print.	
Scope of Service			Scope of Service	
<input type="checkbox"/> All <input type="checkbox"/> OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<input type="checkbox"/> All <input type="checkbox"/> OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Consider the following for Goal 5: Systems will be in place to support teachers and students in the use of technology for assessment and integrated instruction <ul style="list-style-type: none"> <li>• Continue working towards a 2:1 ratio of student to devices</li> <li>• Continue implementing agreed upon Digital Citizenship lessons at all grade level</li> <li>• Continue push in support by Tech Associate, and teacher collegial support to provide informal training in the integration of technology, increasing skills and knowledge, "on-the-job" training and/or Wednesday afternoon P.D.</li> <li>• By October, all 2nd - 4th grade students will participate in in-class "boot camp" to build foundation skills in using Typing Club for keyboard practice, followed by embedding home practice expectations in homework menus and classroom parent communications (frequently and of short duration)</li> <li>• Use online programs, such as Front Row Math, 10 Marks, RAZ Kids, Khan Academy, Learning Storm, Lexia to differentiate and personalize learning, utilizing 15-16 SCEP FAN which is targeting PL resources and support.</li> </ul>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	<b>TIERRA LINDA:</b> 5. Systems will be in place to support teachers and students in the use of technology for assessment and integrated instruction		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Assess, pilot, and adopt learning management system, blended learning programs, and web-based data and assessment management system to support students and teachers in use of technology and for assessment and integrated instruction		Actual Annual Measurable Outcomes:	Progress made toward goal. Will have illuminate on board and staff trained for next school year. Will continue 2015 - 2016
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
		Purchase two new desktop computers - one for the library and one for the school secretary. Cost per machine \$2,000	purchase of Technology 0000: Unrestricted \$4,000 purchase of Technology 0001-0009: Unrestricted Locally Defined	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Progress was made towards this goal. The TL librarian has taken a leadership role in supporting teachers technology concerns. Must continue this goal in 2015 - 2016.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	<b>WHITE OAKS</b> 5. Systems will be in place to support teachers and students in the use of technology for assessment and integrated instruction		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Assess, pilot, and adopt learning management system, blended learning programs, and web-based data and assessment management system to support students and teachers in use of technology and for assessment and integrated instruction		Actual Annual Measurable Outcomes:	100% of White Oaks students engaged with technology in the Computer Lab this school year and approximately 75% of students used technology in the classroom to further their learning in units of study and/or to practice skills
<b>LCAP Year:</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
Implement technology K-4 as described in the Strategic Plan  Provide time and training for teachers to learn how these tools can help increase student engagement and learning	<p>Expand role of Tech Associate to support in-class use of integrated technology (as opposed to lab-based) (No cost)</p> <p>Develop app management plan and "core set" of grade-level apps, including assistive technology tools to support executive functioning/study skills (Expenses TBD. Source: District Tech Fund)</p> <p>Assess inventory of ChromeBooks, and iPads to work towards a student to device ratio of 1:2. Work with district Tech. Dept. to establish a purchase plan to increase and replace as needed</p>	<p>Tech Associate's schedule was modified to increase in-class support of integrated technology. All teachers accessed support from our Tech Associate.</p> <p>At this point, we do not yet have an app management plan.</p> <p>We met our ratio of 1:2 devices!</p> <p>We held a school PD day with Ed Tech Teacher this fall!</p> <p>District Tech Ticketing system was piloted at W/O this school year in order to increase efficiency of repairs.</p>		

	<p>(Expenses TBD. Potential sources include: SCEF FAN, PTA, Bond funds, Common Core)</p> <p>In conjunction with the District Tech Plan, develop a professional development plan. Support teachers in facilitating technology infused activities for students to become producers (of projects and published materials) vs. consumers of technology (Expenses TBD. Source: District PD)</p> <p>Transition to District Tech Ticketing system to track and address tech support needs</p> <p>Partner with Tech Team to determine plan for data analysis and staff training (Expenses TBD. Source: District Tech Fund)</p>		
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 5: This is still a strong area of need for White Oaks. We will continue to integrate technology to support student learning, seeking out tools to enhance PBL units, foster the 5Cs, and personalize student learning. We strongly hope for more technology support on-site so that we can provide enhanced teacher support (co-teaching, tech help, planning for curricular connections, etc).		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	<b>ARUNDEL:</b> 6a) Parents will participate in and be engaged partners in the implementation of OCSS, PBL, 5C's, whole child and integrated technology instruction and learning.  6b) Parents of struggling students will show annual growth in learning as we move through OCSS.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	25% of students (grades 3-8) will report that their parents understand what OCSS, Project Based Learning and/or the 5C's are and they feel this supports their learning at home based upon a survey		Actual Annual Measurable Outcomes:	No data was gathered on this goal
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Engagement community in an ongoing dialog about school and district initiatives, developing a comprehensive communication plan to ensure ongoing communications with community.	Principal will engage the school community in a variety of site events and communications including Principal's Posts through the digital newsletter, Principal's Coffees, and parent nights. 250  Parents will be invited to attend District parent education events  Nominal cost for hospitality paid by district program  Site Council will have discussions on a systematic way for parents to give feedback on various school related topics.  No cost	Principal engaged the school community in a variety of site events and communications including Principal's Posts through the digital newsletter, Principal's Coffees, and parent nights.  Parents were invited to attend District parent education event - PEE nights  Site Council met on 10/23, 11/13, 1/15, 2/12, 3/12, 4/16, 5/14 feedback on various school related topics was discussed  PTA met monthly  Leadership Team met 4 times during the year		

		<p>With PTA support, Arundel Leadership Team will plan parent education to match school goals</p> <p>Some overtime hours for teachers \$500-\$1000 site funds</p>		
		<p>With PTA support, Arundel Leadership Team will plan parent education to match school goals</p> <p>Some overtime hours for teachers \$500-\$1000 site funds</p>		
Scope of Service	School wide		Scope of Service	
	<p>All</p> <p>OR</p> <p>Low Income pupils</p> <p>English Learners</p> <p>Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>			
		<p>Partner with parents during PIE Parent Education evenings, DELAC, and other site parent ed events</p> <p>PIE rights funded by the district</p>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue parent information rights around Common Core and assessments for Common Core as well as rubrics for 5c's (Habits of Mind)			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	<b>BRITTAN ACRES:</b> 6a) Parents will participate in and be engaged partners in the implementation of OCSS, PBL, 5C's, whole child and integrated technology instruction and learning.  6b) Parents of struggling students will show annual growth in learning as we move through OCSS		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	25% of students (grades 3-8) will report that their parents understand what OCSS, Project Based Learning and/or the 5C's are and they feel this supports their learning at home based upon a survey		Actual Annual Measurable Outcomes:	
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Parent education	District PIE (Partners In Education) nights (costs TBD; district Title 1) District PBL Bus Tour (costs nominal; district funded) K-4 Digital Citizenship parent ed (costs TBD; PTA) Weekly Principal's message in BA Blast (no cost) Construction of an improved school website (no cost—PTA volunteers) Zoom camera at a variety of district events (no cost—camera included above) Principal's coffees to share information 250 Pilot surveys of parents for their input re. BA programs and parent concerns (no cost—Google forms)	District PIE (Partners in Education) nights did occur; many Britan Acres parents attended them and reported learning at them.  District PBL Bus Tours did occur.  K-4 Digital Citizenship parent ed held at Tierra Linda Middle School. Digital Tattoo. Well attended.  Weekly Principal's message in BA Blast-- every week a message.  Construction of an improved school website did occur. Our BA website is informative and archives key information and messages: <a href="http://www.brittanacres.org/">http://www.brittanacres.org/</a>  Zoom camera at a variety of district events-- did not occur at Brittan Acres.		

		Four Principals' coffees held at BA.	
		Pilot surveys of parents for their input re. BA programme and parent concerns—this took the form of the district's Panorama Parent Survey, with feedback that can be tracked to Britain Acres.	
Scope of Service	School wide	Scope of Service	School wide
X All		X All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Parents as in Strategic Plan definition of "educators, broadly defined"	Parents as partners/experts in FBLs (no cost)	Parents served as experts during information gathering for FBLs, and also enjoyed the public sharings of project outcomes.	
Scope of Service	School wide	Scope of Service	School wide
X All		X All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Improve communication between teachers and parents re. student progress	Explore ways to improve communication between parents and teachers (currently one parent conference week per year) (no cost)	At staff meetings, PTA meetings, and School Site Council meetings, discussed ways to improve parent/teacher communication. Many teachers using websites or emails to share information.	

Scope of Service	School wide		Scope of Service	School wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR			OR		
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils		
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)		
Increase reading skills through intervention programs for all listed subgroups		Literacy Associates supporting reading through small group pull out instruction (costs included above)	Literacy Associates did support reading through small group pull out instruction-- see above (costs included above)		
Scope of Service	School-wide		Scope of Service	School wide	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR			OR		
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> Low Income pupils		
<input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input checked="" type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> Other Subgroups: (Specify)		
<u>low performing</u>			<u>low performing</u>		
Rti sessions for math & literacy		Education specialists supporting through small group pull out and push in classroom support (costs included above)	Education specialists supporting through small group pull out and push in classroom support-- see above		
Scope of Service	School wide		Scope of Service	School wide	
<input type="checkbox"/> All			<input type="checkbox"/> All		
OR			OR		
<input checked="" type="checkbox"/> Low Income pupils			<input checked="" type="checkbox"/> Low Income pupils		
<input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth		
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient		
<input checked="" type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> Other Subgroups: (Specify)		
<u>low performing</u>			<u>low performing</u>		

K-2, 3-4 Inclusion/Learning Center Model supports student success for all our learners.		In the Learning Centers, students with IEPs and general ed students in RtI are both supported (costs included above)	In the Learning Centers, students with IEPs and general ed students in RtI are both supported-- see above.	
Scope of Service	school-wide		Scope of Service	school-wide
<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>low performing</u>				
Increase reading skills through online apps and programs for at-risk readers, using technology		Additional Chromebooks, iPads, and site licenses designated to support Learning Centers and RSP program providing for students with IEPs and in RtI Using online & supplemental programs, such as Reading A-Z, RAZ Kids, Lexia (costs TBD; site funds)	2 new Chromebooks, 8 new iPads, and site licenses were purchased to support Literacy Program, Learning Centers, and RSP program providing for students with IEPs and in RtI using online & supplemental programs, such as Reading A-Z, RAZ Kids, Lexia (costs TBD; site funds)	
Scope of Service	school-wide		Scope of Service	school-wide
<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>low performing</u>				

Use community resources to increase reading, writing and math skills for at-risk students	Healthy Cities Tutoring 1:1 tutoring for identified at-risk students 3,335	Healthy Cities Tutoring 1:1 tutoring for identified at-risk students. Successful partnership	
<div>Scope of Service</div> <div>school-wide</div> <div> <input type="checkbox"/> All  <input type="checkbox"/> OR  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>low performing</u> </div>		<div>Scope of Service</div> <div>school-wide</div> <div> <input type="checkbox"/> All  <input type="checkbox"/> OR  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>low performing</u> </div>	
Explore supplemental math intervention support	Continue discussions re: math intervention support (no cost)	Math intervention was discussed, and in-class programs were pursued. Still looking for a way to implement an additional support outside of the classroom (like the Literacy Program, except for numeracy)	
<div>Scope of Service</div> <div>school-wide</div> <div> <input type="checkbox"/> All  <input type="checkbox"/> OR  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>low performing</u> </div>		<div>Scope of Service</div> <div>school-wide</div> <div> <input type="checkbox"/> All  <input type="checkbox"/> OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)  <u>low performing</u> </div>	
Literacy Support, including Language for Learning, others; Use Literacy Instructional Aide to provide instructional support to ELs using digital apps to increase English proficiency	Literacy Associates supporting reading through small group pull out instruction (costs included above)	Literacy Associates supporting reading through small group pull out instruction--see above.	
<div>Scope of Service</div> <div>school-wide</div> <div> <input type="checkbox"/> All </div>		<div>Scope of Service</div> <div>school-wide</div> <div> <input type="checkbox"/> All </div>	

OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) lg		OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Translation Services for Conferences, SSTs & IEPs	Translation Services for Conferences, SSTs & IEPs (costs TBD; sources include Sp. Ed. and Title III)	Translation Services were obtained when needed for Conferences, SSTs & IEPs	
Scope of Service school-wide		Scope of Service school-wide	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Special Service Team PLC to support differentiation & scaffolding w/PBL and SCs	Special Service Team PLC to support differentiation & scaffolding w/PBL and SCs (no cost)	BA's Special Service Team did meet and work together to support differentiation & scaffolding w/PBL and SCs	
Scope of Service school-wide		Scope of Service school-wide	
<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) low performing		<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) low performing	

Improve the home/school connection for EL students and families		<p>Continue the conversation about how to engage EL families in school, protocols, and events (no cost)</p> <p>PTA Multicultural Day is a family intensive event in which a large number of our family cultures are celebrated via an assembly visit by classrooms (no costs)</p>	<p>In PTA, staff, and School Site Council meetings, discussions re. engaging all our parents in school and school events</p> <p>Multicultural Day was postponed due to lack of volunteers this year. PTA designed a new, more meaningful program to be implemented next year, with a smaller requirement for volunteers and a larger classroom component.</p>	
Scope of Service	school-wide		Scope of Service	school-wide
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
None currently at Britton Acres. However, all of the above actions and services would be utilized for foster youth at BA.				
Scope of Service			<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Continue to progress monitor R-FEP students towards grade level standards in ELA and Math		Regular review using DRA2, DIBELS, Writing Assessment, SBAC, MARS and classroom assessments to ensure students performing at grade level standards; re-evaluate ELD supports as needed (no additional costs)	Regular review using DRA2, DIBELS, Writing Assessment, SBAC, MARS and classroom assessments to ensure students performing at grade level standards; re-evaluate ELD supports as needed	
Scope of Service	School wide		Scope of Service	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Engage community in ongoing dialog and activities to heighten and enrich implementation of in CSS, PLB, 5C's whole child and integrated technology and to ensure that supports are in place for all students to reach their potential		<p>Use the SST process to promote parent participation in the action plan of support of struggling students (no additional costs)</p> <p>Principal will engage the school community in a variety of site events and communications, including Principal Bulletins, Principal Coffees, PTA and SSC meetings; parents will be invited to attend District parent education events (no additional costs)</p> <p>Survey parents to gather feedback on effectiveness of communications in engaging community (no cost)</p> <p>Site Council will reflect on feedback from parent survey and develop communication goals (no cost)</p>	<p>Use the SST process to promote parent participation in the action plan of support of struggling students (no additional costs)</p> <p>Principal engaged the school community in a variety of site events and communications, including Principal Bulletins, Principal Coffees, PTA and SSC meetings; parents attended District parent education events (no additional costs)</p> <p>District surveyed parents to gather feedback on effectiveness of communications in engaging community (no cost)</p> <p>Site Council shared feedback re. parent survey and helped district develop communication goals by sharing feedback with district administrators (no cost)</p>	

Scope of Service	School wide		Scope of Service	School wide	
<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Assure all students have access to technology outside of school to support tech infused homework and "flipped" learning and student collaboration		Survey parents to better understand what would be needed to ensure that all students have access to technology outside of school to support tech infused homework and "flipped" learning and student collaboration (no cost)	District surveyed parents to better understand what would be needed to ensure that all students have access to technology outside of school to support tech infused homework and "flipped" learning and student collaboration-- results still to be analyzed and acted on.		
Scope of Service	school-wide		Scope of Service	school-wide	
<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue with this goal focused on "educator broadly defined" work, targeted parent education rights and parents as a resource to student learning.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	<b>CENTRAL:</b> 6a) Parents will participate in and be engaged partners in the implementation of OCSS, PBL, 5C's, whole child and integrated technology instruction and learning.  6b) Parents of struggling students will show annual growth in learning as we move through OCSS.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	25% of students (grades 3-8) will report that their parents understand what OCSS, Project Based Learning and/or the 5C's are and they feel this supports their learning at home based upon a survey		Actual Annual Measurable Outcomes:	Parents in both the PTA and those who sit on Site Council and or attend meetings receive updates on a monthly basis by the principal.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Engage community in an ongoing dialogue about school and district initiatives	Principal will engage the school community in a variety of site events and communications including Principal's Posts and Principal's Coffees 250	This has been accomplished at PTA meetings and at public site council meetings.		
Scope of Service: School wide  <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service:  <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Developing a comprehensive communication plan to ensure ongoing communication with community	Continue to expand Zoom use to encourage participation (Costs included above)	Zoom was not used at Central Middle school this school year. Parents meetings were held throughout the year.		

		<p>Parents will be invited to attend District parent education events (PIE nights) (District Title 1)</p> <p>Site Council or principal will survey parents to gather feedback about effectiveness of communications in engaging community (No cost, Google Forms)</p> <p>Site Council will reflect on feedback from parent survey and develop communications goals (No cost)</p> <p>With PTA support, CMS Leadership Team will plan parent education to match school goals 1000</p> <p>Utilize Parent partnerships in Action team to begin developing a repository of resources to support PBL (No cost)</p> <p>With Parent Tech in Action support, empower staff in utilizing Zoom technology to enhance PBL (No Cost)</p>		
Scope of Service			Scope of Service	
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>Increase reading skills through intervention programs for all listed subgroups.</p> <p>Increase student achievement by providing RTI support in math and literacy.</p> <p>Establish tiers of intervention, assessments and tools to support progress at each tier. Include supplemental resources, small group support and blended learning opportunities</p>	<p>RTI classes will be built into the master schedule - small group instruction 35,600</p> <p>Resource Teachers (5 -as a 5-8) supporting through small group pull out and co-teaching classroom support – expand co-teaching to math (no additional cost, staffing factored into master plan)</p> <p>After School classrooms open in 6th and 7th grade on Mondays and Thursdays, and by appointment in 5th and 6th grade (No cost)</p> <p>Continue to utilize online, supplemental programs, such as ALEKS, and Lexia to support at-risk readers</p> <p>5000</p> <p>Healthy Cities Tutoring 1:1 tutoring for identified at-risk students 3335</p> <p>Identify how current intervention resources fit into RTI tiers and how progress is monitored. In collaboration with other K-4 schools across SCSD, Build out tiers of intervention to support math and literacy progress</p> <p>Continue to explore options for math intervention support. More clearly define RTI tiers of intervention in mathematics as well as how data is used to target supports (No cost)</p>	<p>RTI classes served around 20 students throughout the school year. CMS has close to 70 students receiving Healthy Cities support. Teachers in 6th and 7th grade had regular bi-weekly after school support in classrooms. 5th and 6th grade teachers provided support to students as needed before and after school. Teachers in all grade level work directly with students and parents to schedule support time before or after school.</p>	
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Scope of Service	School-wide		Scope of Service	
<input type="checkbox"/> All OR <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Reading Club / Literacy Support, including Language for Learning  Increase EL literacy skills through small group sessions during RTI class  Rosetta Stone iPad Apps, i.e. Fun with Directions  Reading A-Z/ELD Enhancement  Translation Services for Conferences, SSTs & IEPs	Literacy Associates supporting reading through small group pull out instruction  Resource Teacher co-teaching in the classrooms (funding as above)  Continue to utilize online, supplemental programs, such as Reading A-Z, ALEKS, History Alive and Lexia to support at-risk readers (Cost TBD, sources include Title I, Title III, SCEF, and Site funds)  Add iPads w/ headphones with built-in mics for Rosetta Stone and literacy intervention apps to increase English proficiency of ELs. (Costs TBD, sources, Title III funds, EIA) (Cost TBD, sources include Title I, Title III, SCEF, and Site funds)  Provide Translation Services for parents participating in Conferences, SSTs & IEPs (Cost TBD, site funds)	We continued to use online tools supported by staff. CMS does not have a Literacy Associate. Translation services were provided as needed.		

Scope of Service School wide <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	Currently, we have 2 foster youth at Central Middle School the strategies above are in place for students who are achieving below grade level	These Foster youth successfully moved on to High School.	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	Utilize portfolio Data monitoring system to ensure that proficiency continues throughout K-4 school years (Cost TBD, site funds)	A few teachers from Central Middle School worked with other teachers and District Office Staff to find a new district wide Data Monitoring system.	
<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Collect discipline and behavior records of students looking at trends in particular, begin working with outside expert (Al Gonzales of Classworks)		Partner with parents during PLE Parent Education evenings, DELAC, and other site parent ed events (Cost TBD, sources may include Title I, Title III, SCEP, PTA or site funds)  Continue to collect data on discipline and behavior trends keeping the 3os in mind and begin to look at interventions. Work with outside experts (Al Gonzales of Classworks) (6 days/\$1800 day, sources may include Title I, Title III, SCEP, PTA or site funds)	
We worked with outside trainer to examine our Parent Teacher conference system, we will look at making changes to this for next year.			
Scope of Service		Scope of Service	
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We will continue to hold regular public meetings to keep parent involved in the process. The RTI classes will implement a more robust system to collect baseline data of students who are enrolled in the class. This will better allow us to move student out of the RTI class when they support is no longer needed or to increase the support as needed. We will take advantage of the district data system	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	<b>HEATHER:</b> 6a) Parents will participate in and be engaged partners in the implementation of OCSS, PLB, 5C's, whole child and integrated technology instruction and learning.  6b) Parents of struggling students will show annual growth in learning as we move through OCSS.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	25% of students (grades 3-8) will report that their parents understand what OCSS, Project Based Learning and/or the 5C's are and they feel this supports their learning at home based upon a survey		Actual Annual Measurable Outcomes:	
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Engage community in ongoing dialog and activities to heighten and enrich implementation of in CSS, PLB, 5C's whole child and integrated technology;	Principal will engage the school community in a variety of site events and communications, including Principal Bulletins, Principal Coffees, PTA and SSC meetings; parents will be invited to attend District parent education events 200  Survey parents to gather feedback on effectiveness of communications in engaging community; no cost  Site Council will reflect on feedback from parent survey and develop communication goals; no cost  Purchase Zoom cameras for site use, both in classrooms for instruction and for parent events. Approx. \$250/camera, sources may include SCEFF  Provide teachers training in improved communications, such as maintaining simple blogs that can not	Principal did engage the school community in a variety of site events and communications, including Principal Bulletins, Principal Coffees, PTA and SSC meetings; parents were invited to attend District parent education events; Social media is in place with a Facebook and Twitter page to further engage parents and connecting the community with site endeavors and Heather "happenings"   Parents were surveyed to gather feedback on effectiveness of communications in engaging community; results pending.		

	<p>only inform parents of upcoming events, but inform them on their child's in class and out of class learning, i.e. field trips, and how it connects to CCSS, 5Cs and PBL; training at staff meetings, no cost</p> <p>Principal to work with PTA Webmaster to increase efficiency of school website to highlight and disseminate information, no cost</p> <p>Provide a beginning of the year training for parents interested in helping with site technology integration to develop a parent tech support person for each class; no cost</p>	<p>results pending, SSC was not able to reflect on feedback yet.</p> <p>Zoom cameras have not yet been purchased for site use.</p> <p>Teachers engaged in discussions and sharing various communication practices. Developed a school-wide goal for improved communications that can not only inform parents of upcoming events, but inform them on their child's in class and out of class learning, i.e. field trips, and how it connects to CCSS, 5Cs and PBL; training at staff meetings. There has been an increase in classroom newsletters and blogs that connected classroom learning activities with CCSS, 5Cs, and PBL as part of the Strategic Plan</p> <p>Principal did work with PTA Webmaster to increase efficiency of school website to highlight and disseminate information;</p> <p>We did not provide training for parents interested in helping with site technology integration to develop a parent tech support person for each class;</p>	
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Scope of Service	School wide		Scope of Service	
<input type="checkbox"/> All <input type="checkbox"/> OK <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All <input type="checkbox"/> OK <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Engage community in ongoing dialog and activities to heighten and enrich implementation of in CSS, PLB, SC's whole child and integrated technology and to ensure that supports are in place for all students to reach their potential	Use the SST process to promote parent participation in the action plan of support of struggling students; no cost  Principal will engage the school community in a variety of site events and communications, including Principal Bulletins, Principal Coffees, PTA and SSC meetings; parents will be invited to attend District parent education events; included above  Survey parents to gather feedback on effectiveness of communications in engaging community; no cost  Site Council will reflect on feedback from parent survey and develop communication goals; no cost		Use the SST process does promote parent participation in the action plan of support of struggling students     See above (duplicate)     See above (duplicate)     See above (duplicate)	

Scope of Service School wide		Scope of Service School wide	
All OR Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		All OR Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Assume all students have access to technology outside of school to support tech infused homework and "flipped" learning and student collaboration	Survey parents to better understand what would be needed to ensure that all students have access to technology outside of school to support tech infused homework and "flipped" learning and student collaboration, no cost.	Parents were surveyed, results pending	
Scope of Service School wide		Scope of Service School wide	
All OR Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)		All OR Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Consider the following for:  Goal 6a: Parents will participate in and be engaged partners in the implementation of CCSS, PBL, 5Cs, while child and integrated technology instruction and learning <ul style="list-style-type: none"> <li>• Provide District PLE nights at least 1x per trimester to support parent education</li> <li>• Engage the school community in a variety of site events and communications to foster partnerships including regular Principal Bulletins [blog], as well as Principal Coffees 1x per trimester, classroom communications</li> <li>• Provide a parent education event focused on supporting students in writing, math or PBL.</li> </ul>		

	<ul style="list-style-type: none"> <li>• By October 2015, reflect on Panorama survey results and adjust school plan to reflect needs.</li> <li>• By November 2015, engage staff and parents in a conversation about the role of homework/extended learning in the context of our Strategic Plan. Identify hopes and share input with Superintendent Baker in order to inform policy revisions.</li> </ul> <p>Goal 6b: Parents of struggling students will show annual growth in learning as we move through the CCSS... (What did we mean by parents showing growth? Think this needs re-wording)</p> <ul style="list-style-type: none"> <li>• By mid October or early November, provide parent education on supporting parents in engaging in parent/teacher conferences [DELAC input] [PE Night]</li> <li>• Provide a Literacy Night event in EPA to share strategies of supporting students at home.</li> </ul>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	<b>TIERRA LINDA:</b> 6a) Parents will participate in and be engaged partners in the implementation of CCSS, PBL, 5C's, whole child and integrated technology instruction and learning.  6b) Parents of struggling students will show annual growth in learning as we move through CCSS.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	25% of students (grades 3-8) will report that their parents understand what CCSS, Project Based Learning and/or the 5C's are and they feel this supports their learning at home based upon a survey		Actual Annual Measurable Outcomes:	I do not have the information on students reporting on their parents understanding of the CCSS. About 75% of parents have some knowledge of PBL. Will continue in 2015 - 2016
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Staff will increase communication with parents with respect to CCSS and Smarter Balanced via methods including printed materials, emails, and website notices.	Staff will identify additional opportunities for parent / family member involvement and expand existing opportunities. School or District will sponsor Parent in Education nights.  Site based parent education events - \$1,200 - \$1,500 total. Funded by PTA. There are also district funded Parent Education events	PTA paid for two parent evenings	Other \$600	
Scope of Service		Scope of Service		
_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Parental awareness of the CCSS and SBAC testing was increased via communication from the school and district. Resources were recommended to parents. More work needs to be done in this area and will continue in 2015 - 2016.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	<b>WHITE OAKS</b> 6a) Parents will participate in and be engaged partners in the implementation of OCSS, PBL, 5C's, whole child and integrated technology instruction and learning.  6b) Parents of struggling students will show annual growth in learning as we move through OCSS.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local: Specify	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	25% of students (grades 3-8) will report that their parents understand what OCSS, Project Based Learning and/or the 5C's are and they feel this supports their learning at home based upon a survey		Actual Annual Measurable Outcomes:	We look forward to learning more from the District survey of parents.
<b>LCAP Year:</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Engage community in an ongoing dialogue about school and district initiatives	Principal will engage the school community in a variety of site events and communications including Principal's Posts and Principal's Coffees	Principal engaged the school community in a variety of site events and communications including Principal's Posts and Principal's Coffees		
Developing a comprehensive communication plan to ensure ongoing communication with community	Continue to expand Zoom use to encourage participation (No cost)	We did not continue to expand Zoom this school year.		
	Parents will be invited to attend District parent education events (No cost)	Parents were invited to attend District parent education events as planned		
	Site Council will survey parents to gather feedback about effectiveness of communications in engaging community (No cost)	Instead of a Site Council survey, our school participated in the District's Panorama survey. This will give us information on the effectiveness of our communications as well as other information to support our work towards Strategic Plan implementation. We will reflect on survey results once they become available.		
		As we intentionally narrowed our focus		

	<p>Site Council will reflect on feedback from parent survey and develop communications goals (No cost)</p> <p>With PTA support, White Oaks Leadership Team will plan parent education to match school goals. This should include attention to new steps forward in PBL, Common Core, Social-Emotional Learning and Smarter Balanced Testing. (Expenses TBD. Source: PTA)</p> <p>Utilize Parent Tech in Action team to begin developing a repository of resources to support PBL. (No cost)</p> <p>With Parent Tech in Action support, empower staff in utilizing Zoom technology to enhance PBL. (No cost)</p> <p>Redesign school website to meet needs identified in school survey 2500</p>	<p>this year, we did not engage parents in parent education events at the school site, or develop a schoolwide set of resources for PBL.</p> <p>Our school website was redesigned and launched in August 2015.</p>	
<p>Scope of Service</p> <p>School wide</p> <p>X All</p> <p>OR</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>X All</p> <p>OR</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Increase reading skills through intervention programs for all listed subgroups.</p>	<p>Literacy Associates supporting reading through small group pull out instruction K-2. Use DIBels and DRA for monitoring. (see above)</p>	<p>Literacy Associate supported reading through small group pull out instruction K-2 using DIBels and DRA for monitoring.</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Below Level Readers</u></p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Below Level Readers</u></p>	
<p>Increase student achievement by providing RTI support in math and literacy.</p> <p>Establish tiers of intervention, assessments and tools to support progress at each tier. Include supplemental resources, small group support and blended learning opportunities</p>	<p>Resource Teacher supporting small group RTI pull out and push in classroom support. (see above)</p> <p>After School Reading Club, serving at risk reading students in Grades 3 and 4 (Expenses TBD. Possible sources include: Students of Need Funding)</p> <p>Continue to utilize online, supplemental programs, such as RAZ Kids, Pebble Go and Lexia to support at-risk readers</p> <p>Other 3000</p> <p>Healthy Cities Tutoring 1:1 tutoring for identified at-risk students (1/6 of District Cost. Source: PTA)</p>	<p>Resource Teacher supported students as planned (see above.)</p> <p>Instead of an After School Reading Club, we reorganized the Literacy Associate schedule to include support for students in Grades 3 and 4.</p> <p>We continued to subscribe to our online programs - RAZ, Pebble Go and Lexia to support our learners.</p> <p>Students were served by Healthy Cities tutoring at White Oaks this school year.</p> <p>We reflected on our current RTI structures, but more conversation is needed in this area.</p>	

	<p>Identify how current intervention resources fit into RTI tiers and how progress is monitored. In collaboration with other K-4 schools across SCSD, continue to build out tiers of intervention to support math and literacy progress (Expenses TBD. Sources include: SCEF Flex, PTA, Title II)</p> <p>Continue to explore options for math intervention support. More clearly define RTI tiers of intervention in mathematics as well as how data is used to target supports (Expenses TBD. Sources include: SCEF Flex, PTA, Title II)</p>		
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Students Performing Below Grade Level</u> </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Students Performing Below Grade Level</u> </div>	
Reading Club / Literacy Support, including Language for Learning	Literacy Associates supporting reading through small group pull out instruction (see above)	Literacy Associate supported readers as planned. (See above)	
<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Students Performing Below Grade Level</u> </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All  OR  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Students Performing Below Grade Level</u> </div>	

<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Below Grade Level Readers</u>		<input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Below Grade Level Readers</u>	
Increase EL literacy skills through small group sessions in After School Reading Club	Resource Teacher supporting small group pull out and push in classroom support (see above)	Resource Teacher supported students as planned (see above.)	
Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Rosetta Stone iPad Apps, i.e. Fun with Directions	After School Reading Club, serving at risk reading students in Grades 3 and 4 (see above)	Instead of an After School Reading Club, we reorganized the Literacy Associate schedule to include support for students in Grades 3 and 4.	
Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		Scope of Service <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Reading A-Z RAZ Kids/ELD Enhancement	Continue to utilize online, supplemental programs, such as Reading A-Z, RAZ Kids, Pebble Go and Lexia to support at-risk readers (see above)	We continued to subscribe to our online programs - RAZ, Pebble Go and Lexia to support our learners.	
<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Translation Services for Conferences, SSTs & IEPs	Add iPads w/ headphones with built-in mics for Rosetta Stone and literacy intervention apps to increase English proficiency of ELs - 2000 Provide Translation Services for parents participating in Conferences, SSTs & IEPs (Expenses TBD. Source: Title II)	This year, we increased the number of iPads in each classroom and added a set for check out. We also added Lexia to our iPads.  Translation services were available, as needed, during conferences, SSTs and IEPs.	
<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
For foster youth:	Currently, we do not have any foster youth at White Oaks. If we did, we would implement the strategies above for students who were achieving below grade level	Currently, we do not have any foster youth at White Oaks. If we did, we would implement the strategies above for students who were achieving below grade level	
<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
For re-designated fluent English proficient pupils:	Utilize portfolio data monitoring system to ensure that proficiency continues throughout K-4 school years (No cost)	We utilized the portfolio data monitoring system to ensure that proficiency continues throughout K-4 school years	
<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<div>Scope of Service</div> <input type="checkbox"/> All OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

	Partner with parents during P/E Parent Education evenings, DELAC, and other site parent ed events  (Expenses TBD. District funds)	We partnered with parents during P/E Parent Education evenings. We did not have a representative at the DELAC due to our low numbers of EL students.	
<input type="radio"/> All <input type="radio"/> OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="radio"/> All <input type="radio"/> OR <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 6: Parent Engagement: We will continue to focus on this goal, engaging parents as partners via a variety of communication tools including parent education nights, newsletter posts, parent coffees, website enhancements and more.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$448,443
Allocations for Supplemental and Concentration grant funding is further broken down as follows:	
Literacy Support (including Literacy Associates and new addition of .5 FTE Reading Specialists at each elementary site) = \$60,744.75	
Friendship Counselors at the elementary site (including the expansion by 1.5 FTE) = 96,360	
MFT Intern/Trainees (including supervision/intern/program materials) = \$8,250	
.20 FTE of Middle School Counselors = \$18,058.59	
Technology Associates (expansion to elementary sites) = \$42,900	
.2 FTE Middle School English Learner Teachers = \$36,000	
Healthy Cities Tutoring (district contribution) to support struggling learners = \$12,375	
Assessment/Curriculum work stipends and release days = \$1,584	
Training = \$1,650	
PBL training, mentors, supports, release days/substitutes = \$28,380	
K-5 Math curriculum = \$33,000	
Reading/Writing/phonics Curriculum and targeted leveled readers = \$81,510	
Math Assessments/MARS = \$12,540	
Response to Intervention Program = \$13,905.06	
Technology = 20,502	
Other (Title III, Site funds, etc.) = \$17,785.02	
\$452,544.42	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

2.01	%
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**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).