

**Introduction:**

**LEA:** Sierra Montessori Academy **Contact (Name, Title, Email, Phone Number):** Henry W. Bietz, Director, hbietz@sierramontessori.org, (530) 268-9990 **LCAP Year:** 2016-17

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

| Involvement Process   | Impact on LCAP  |
|---|---|
| <p>It is the intent of SMA to gather and incorporate input for our LCAP from all stakeholder groups, including students, parents, teachers, administrative staff, other school personnel, and community members.</p> <p>Stakeholders were invited to attend meetings on the CCSS, LCFF, and the LCAP. These meetings occurred in conjunction with our Council of Directors meetings which occurred on Dec 9, Feb 10, and April 12. The SMA Directors met with business and community members at the South Nevada County Rotary Club</p> | <p>The LCAP/Parent Committee reviewed input from all stakeholders as well as other school data. Taking into consideration the eight state priorities, the five school overarching goals, and stakeholders input, the committee used its time to address “the what” (or the goals) and “the how” (or the actions and services).</p> <p>Jointly, they crafted six major goals designed to meet the needs of all students, in particular those who are Low Income (LI), and Foster Youth (FY).</p> |

and the South Nevada County Chamber of Commerce.

The gathering of input from stakeholders using surveys began on Sept 17, 2015 and has been on-going. Parents also had an opportunity for input at SMA's Open House on April 14, 2016 and a parent meeting LCAP Review March 17, 2016..

The Council of SMA Directors received information on the LCAP during two Council study sessions on Feb 10, 2016, and April 12, 2016.

An LCAP/Parent committee was formed and met on Sept. 17, 2015 and March 17, 2016 to provide input and work on the updating of the LCAP. The committee is comprised of parents and administrative staff. The updated LCAP available on SMA's website beginning April 12, 2016. Conclusion from parent surveys were provided to the Council of Directors on April 12, 2016.

**Project Timeline:**  
 Public Hearing on LCAP scheduled for the special Council of Directors meeting on April 12, 2016.  
 All stakeholder groups have an opportunity to read and provide feedback on the LCAP beginning April 12 through May 24, 2016.

Directors will provide written responses to input from LCAP/Parent Committee not included in LCAP by May 20, 2016.

Final LCAP will be presented for Board approval at a special Council of Directors meeting scheduled on May 24, 2016.

In addition to the above activities the staff has met and discussed how to met the LCAP goals On Sept 1, 2015 all students were tested to determine their Literacy Level. On Sept 22, 2015 staff reviewed the Smarter Balance Test scores. Nov 11, 2015 low income students were identified for the Summer Adventures in Learning program. Dec 2, 2015 staff reviewed the new ELA materials we received from publisher. Dec 8, 2015 the school started updating our technology with the help of the BIIG grant student surveys were conducted on Dec. 18, 2015 to receive students input on how SMA was achieving the identified goals. On Jan 12, 2016 staff attended a Professional Development

While many of the goals address multiple areas of the state's eight priorities, they also correspond well to the LCAP's three broad categories: Conditions of Learning, Pupil Outcomes, and Engagement. These goals are addressed in the three year plan of the LCAP, beginning with the 2016-2017 school year.

The Six SMA LCAP Goals

Conditions of Learning (Basic Services & Implementation of CCSS & Acces to Courses)

- 1.) Ensure all Teachers are prepared to help all students (including LI, new comers, FY, and SPED) successfully complete grade level standards.
- 2.) Ensure all students have access to appropriate technology and can demonstrate effective 21st Century skills

Pupil Outcomes (Student Achievement & Other Outcomes)

- 3.) Decrease the subgroup achievement gaps.
- 4.) Increase the number of students who will have access to a broader based Arts program.

Engagement (Parent involvement, Student Engagement & School Climate)

- 5.) Increase opportunities for parent input and meaningful participation.
- 6.) Ensure SMA has a positive school culture where student voices are heard and respected.

While the LCAP addresses the next three years, LCAP/Parent Advisory Committee members understand that many aspects of each goal will extend beyond the next three years. Additionally, due to budgetary constraints, there are a number of actions and services that committee members would like to incorporate when funds become available.

training on Academic standards. On Feb 2, 2016 the staff reviewed the current LCAP goals and recommended they continue thru the 2016-17 school year.

The parents were kept informed about how we were meeting our goals thru the use of our school messenger system.

**Annual Update:**

Over the past year SMA has worked with all of its stack holders to monitor our progress toward meeting each one of our goals. Working in conjunction with the Office of Education we were able to ensure that all of our teachers has the opportunity to attend professional development offerings that helped them be more prepared to serve SMA's diverse student population. This included offerings around the common core standards. SMA was also able to provide our lower performing students with a variety of individual tutoring at a students indentified grade level.

Student discipline issues have decreased and more students at the request of their parents came to SMA because they felt it provided a safe and respectful environment. the elective program was able to expand through the financial contributions of our parent stackholders. All of the above show how much support SMA has received by all involved stackholders; staff, students, and parents.

**Annual Update:**

Looking forward to next year SMA is continuing to move forward with teacher professional development training in academic core subject areas as well in the areas effecting high needs students. Assessment of student progress will use both state mandated testing materials and we will expand the use of other assessments to track student progress. examples; STAR, Qualitative Reading Inventory, Critchlow Verbal Language Scales, Basic Phonics Skills Test-II, and Publisher Intervention Assessments. The results of these assessments will then be reviewed at staff meetings to determine what services can best meet students needs.

School culture has been positive and SMA will continue to emphasize the schools goals of grace and courtesy, control of movement, care of self, and care of environment.

The electives will continue for next continue for next year so that each student will have access to them on a weekly basis. This years student availability to these has been accomplished through outside donations. This is anticipated to continue next year.

It is hoped that over the summer break SMA will have completed its technology up grades. This will ensure high volume streaming capacity and new hardware is in the budget for each classroom as well as the computer lab. All of this will then stream through the network at Nevada Union High School.

## 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: | Ensure all teachers are prepared to help all students (including LI, new comers, and FY) successfully meet grade level standards. | Related State and/or Local Priorities:<br>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"/><br><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local : Specify |
|---------|---|---|

**Identified Need :** Teachers need ongoing PD to provide them with the skills necessary to implement the new CCSS and address the needs of all students (metric used: LCAP Surveys, SARC data). The staff has indicated that with the change in curriculum to common core more PD is needed. Also because of the increase in special needs population that training is also necessary. STAR and SBAC tests have also identified areas that staff needs to focus in on. LCAP and SARC data also has identified areas for PD.

**Goal Applies to:** Schools: SMA  
 Applicable Pupil Subgroups: All Students including LI, FY, SPED.

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:** Math & English test scores will increase by 2%, as based on SBAC test 3 cores. 100% of the teachers will attend at least 4 PD training during the school year.

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness.<br>• Fully credentialed staff. | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | 1000-1999: Certificated Personnel Salaries Base \$ 375000           |
| -New teachers participate in BTSA  | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:  | BTSA 5000-5999: Services And Other Operating Expenditures Base 1000 |

|   |            |   |  |
|---|------------|---|--|
|   |            | <input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)   |  |
| 8-Provide Professional Development  | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Prof Dev 5000-5999: Services And Other Operating Expenditures Base \$2,500 |
| -Provide collaboration time aligned with common core instructional strategies | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Subs 1000-1999: Certificated Personnel Salaries Base \$500                 |
| -Provide CCSS aligned curriculum and materials                                | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Lottery 4000-4999: Books And Supplies Base \$3,000                         |
| -Independent Learning contracts   | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth  | Office Admin 2000-2999: Classified Personnel Salaries Base \$500           |

|   |            |   |   |
|---|------------|---|---|
|   |            | <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)   |   |
| -Individual assistance/tutoring   | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Resource Specialist 1000-1999: Certificated Personnel Salaries Base \$2,000 |
| -Technology-based curriculum  | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Lottery 4000-4999: Books And Supplies Base \$1,000                          |
| Students with disabilities participate in general education to the maximum extent possible. <ul style="list-style-type: none"> <li>Educational needs are driven by IEP goals for each student.</li> </ul> | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) |   |
| -Centralized programs are available for placement of students with severe special needs who require specialized services.   | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:              |   |

|  |            |   |   |
|--|------------|---|---|
|  |            | (Specify)   |   |
| <p>For low income pupils:</p> <ul style="list-style-type: none"> <li>Additional tutoring</li> <li>Provide necessary school supplies</li> <li>Supplies for mentoring health and hygiene needs</li> </ul>  | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Resource Spec 1000-1999: Certificated Personnel Salaries Supplemental \$8,000<br>Lottery 4000-4999: Books And Supplies Supplemental \$2,000<br>Lottery 4000-4999: Books And Supplies Supplemental \$200<br>Resource Spec 1000-1999: Certificated Personnel Salaries Base \$2,000<br>Lottery 4000-4999: Books And Supplies Base \$1,000<br>Resource Spec Aide 2000-2999: Classified Personnel Salaries Supplemental \$15,000   |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> <li>Provide additional tutoring and transitional services</li> <li>Work with the child welfare and other county agencies to maximize needed services</li> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> <li>Refer caregivers of foster youth who have special education needs to special education programs and services</li> </ul> | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | RTI 1000-1999: Certificated Personnel Salaries Supplemental \$4,000<br>RTI 1000-1999: Certificated Personnel Salaries Supplemental \$10,500<br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250<br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250<br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250<br>RTI 1000-1999: Certificated Personnel Salaries Base \$1,500<br>RTI 1000-1999: Certificated Personnel Salaries Base \$2,500 |

**LCAP Year 2: 2017-18**

| Expected Annual Measurable Outcomes:  | Math & English test scores will increase by 2%. |   |   |
|---|---|---|---|
| Actions/Services  | Scope of Service                                | Pupils to be served within identified scope of service  | Budgeted Expenditures                                     |
| Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. <ul style="list-style-type: none"> <li>Fully credentialed staff.</li> </ul> | Schoolwide                                      | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient | 1000-1999: Certificated Personnel Salaries Base \$400,000 |

|   |            |   |  |
|---|------------|---|--|
|   |            | _ Other Subgroups:<br>(Specify)   |  |
| -New teachers participate in BTSA   | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | BTSA 5000-5999: Services And Other Operating Expenditures Base \$1000      |
| -Provide Professional Development   | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Prof Dev 5000-5999: Services And Other Operating Expenditures Base \$2,500 |
| -Provide collaboration time aligned with common core instructional strategies | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Subs 1000-1999: Certificated Personnel Salaries Base \$500                 |
| -Provide CCSS aligned curriculum and materials                                | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils  | Lottery 4000-4999: Books And Supplies Base \$3,000                         |

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|---|------------|---|---|
|   |            | <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)   |   |
| -Independent Learning contracts   | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Office Admin 2000-2999: Classified Personnel Salaries Base \$500      |
| -Individual assistance/tutoring   | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Resource Spec 1000-1999: Certificated Personnel Salaries Base \$2,000 |
| -Technology-based curriculum  | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Lottery 4000-4999: Books And Supplies Base \$1,000                    |
| Students with disabilities participate in general education to the maximum extent possible. <ul style="list-style-type: none"> <li>Educational needs are driven by IEP goals for each student.</li> </ul> | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent  |   |

|   |            | English proficient<br>_ Other Subgroups:<br>(Specify)  |  |
|---|------------|--|--|
| -Centralized programs are available for placement of students with severe special needs who require specialized services.   | Schoolwide | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) |  |
| For low income pupils: <ul style="list-style-type: none"> <li>• Additional tutoring</li> <li>• Provide necessary school supplies</li> <li>• Supplies for mentoring health and hygiene needs</li> </ul>  | Schoolwide | <input type="checkbox"/> All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Resource Spec 1000-1999: Certificated Personnel Salaries Supplemental \$8000<br>Lottery 4000-4999: Books And Supplies Supplemental \$2,000<br>Lottery 4000-4999: Books And Supplies Supplemental \$200<br>Resource Spec 1000-1999: Certificated Personnel Salaries Base \$2,000<br>Lottery 4000-4999: Books And Supplies Base \$1,000<br>Resource Spec Aide 2000-2999: Classified Personnel Salaries Supplemental \$15000  |
| For Foster Youth: <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> <li>• Provide additional tutoring and transitional services</li> <li>• Work with the child welfare and other county agencies to maximize needed services</li> <li>• Facilitate the prompt transfer of educational records when placement changes are necessary</li> <li>• Refer caregivers of foster youth who have special education needs to special education programs and services</li> </ul> | Schoolwide | <input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | RTI 1000-1999: Certificated Personnel Salaries Supplemental \$4000<br>RTI 1000-1999: Certificated Personnel Salaries Supplemental \$8000<br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250<br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250<br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250<br>RTI 1000-1999: Certificated Personnel Salaries Base \$1,500<br>RTI 1000-1999: Certificated Personnel Salaries Base \$2,500 |



LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Math & English test scores will increase by 2%.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|---|------------------|--|--|
| Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. <ul style="list-style-type: none"> <li>Fully credentialed staff.</li> </ul> | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | 1000-1999: Certificated Personnel Salaries Base \$400000                   |
| -New teachers participate in BTSA   | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | BTSA 5000-5999: Services And Other Operating Expenditures Base \$0         |
| -Provide Professional Development   | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | Prof Dev 5000-5999: Services And Other Operating Expenditures Base \$2,000 |

|  |                   |   |  |
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| <p>-Provide collaboration time aligned with common core instructional strategies</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/>                 Low Income pupils<br/>                 English Learners<br/>                 Foster Youth<br/>                 Redesignated fluent English proficient<br/>                 Other Subgroups:<br/>                 (Specify)</p> | <p>Subs 1000-1999: Certificated Personnel Salaries Base \$500</p>            |
| <p>-Provide CCSS aligned curriculum and materials</p>                                | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/>                 Low Income pupils<br/>                 English Learners<br/>                 Foster Youth<br/>                 Redesignated fluent English proficient<br/>                 Other Subgroups:<br/>                 (Specify)</p> | <p>Lottery 4000-4999: Books And Supplies Base \$3,000</p>                    |
| <p>-Independent Learning contracts</p>   | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/>                 Low Income pupils<br/>                 English Learners<br/>                 Foster Youth<br/>                 Redesignated fluent English proficient<br/>                 Other Subgroups:<br/>                 (Specify)</p> | <p>Office Admin 2000-2999: Classified Personnel Salaries Base \$500</p>      |
| <p>-Individual assistance/tutoring</p>   | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/>                 Low Income pupils<br/>                 English Learners<br/>                 Foster Youth<br/>                 Redesignated fluent English proficient<br/>                 Other Subgroups:<br/>                 (Specify)</p> | <p>Resource Spec 1000-1999: Certificated Personnel Salaries Base \$2,000</p> |
| <p>-Technology-based curriculum</p>  | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> All</p>  | <p>Lottery 4000-4999: Books And Supplies Base \$1,000</p>                    |

|  |            |   |  |
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|  | e          | OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify)  |  |
| Students with disabilities participate in general education to the maximum extent possible.<br><ul style="list-style-type: none"> <li>Educational needs are driven by IEP goals for each student.</li> </ul> | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify)   |  |
| -Centralized programs are available for placement of students with severe special needs who require specialized services.  | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify)   |  |
| For low income pupils:<br><ul style="list-style-type: none"> <li>Additional tutoring</li> <li>Provide necessary school supplies</li> <li>Supplies for mentoring health and hygiene needs</li> </ul>          | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Resource Spec 1000-1999: Certificated Personnel Salaries Supplemental 0<br>Lottery 4000-4999: Books And Supplies Supplemental \$200<br>Lottery 4000-4999: Books And Supplies Supplemental \$50<br>Resource Spec 1000-1999: Certificated Personnel Salaries Base \$2,000<br>Lottery 4000-4999: Books And Supplies Base \$1,000<br>Resource Spec Aide 2000-2999: Classified Personnel Salaries Supplemental 4000 |
| For Foster Youth:<br><ul style="list-style-type: none"> <li>Establish policy and data infrastructure necessary to support and monitor the educational success of</li> </ul>                                  | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils   | RTI 1000-1999: Certificated Personnel Salaries Supplemental \$200<br>RTI 1000-1999: Certificated Personnel Salaries Supplemental   |

|  |  |  |  |
|--|--|--|--|
| <p>Foster Youth</p> <ul style="list-style-type: none"> <li>• Provide additional tutoring and transitional services</li> <li>• Work with the child welfare and other county agencies to maximize needed services</li> <li>• Facilitate the prompt transfer of educational records when placement changes are necessary</li> <li>• Refer caregivers of foster youth who have special education needs to special education programs and services</li> </ul> |  | <p><input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>\$250</p> <hr/> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$155</p> <hr/> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$200</p> <hr/> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$200</p> <hr/> <p>RTI 1000-1999: Certificated Personnel Salaries Base \$1,500</p> <hr/> <p>RTI 1000-1999: Certificated Personnel Salaries Base \$2,500</p> |
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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 2: | Ensure all students have access to appropriate technology and demonstrate effective 21st century skills. | Related State and/or Local Priorities:<br>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"/><br><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local : Specify |
|---------|--|---|

Identified Need : Technology skills are vital for success in the global economy. Students need greater access to all the technology they need (metric used: LCAP Surveys, SBAC requirements). Student feedback from those that have graduated this is an area that needs improvement. Parents have expressed the need for greater emphasis on the use of technology to expand the opportunities for student learning. Plans for next year include having every class from 3rd to 8th having a weekly keyboarding class.

Goal Applies to: Schools: SMA  
 Applicable Pupil Subgroups: All students including LI, FY, SPED

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: Increase student and staff usage by 5%. 80% of students will successfully complete SMA's technology course of study.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Students will have access to State-of-the-art on-line computers and mobile devices equipped with appropriate and peripherals in the Lab and in the classrooms.<br>• Students, teachers, and staff will have well-maintained technology equipment. | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | IT Service Provider 5000-5999: Services And Other Operating Expenditures Base \$2,000 |
| -Students will become proficient in technology skills and information literacy to manage the ever-increasing amount of information available to them.   | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:              | Accelerated Reader & STAR 4000-4999: Books And Supplies Base \$6,000                  |

|  |            | (Specify)   |   |
|--|------------|---|---|
| -Students will be exposed to diverse and innovative technologies whenever possible.  | Schoolwide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) |   |
| For Foster Youth: <ul style="list-style-type: none"> <li>• Provide additional tutoring and transitional services</li> <li>• Work with the child welfare and other county agencies to maximize needed services</li> </ul> | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | RTI 1000-1999: Certificated Personnel Salaries Supplemental \$1000<br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$249<br>RTI 1000-1999: Certificated Personnel Salaries Base \$1,000         |
| For low income pupils: <ul style="list-style-type: none"> <li>• Additional tutoring</li> <li>• Provide necessary school supplies</li> <li>• Supplies for mentoring health and hygiene needs</li> </ul>                   | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #3 1000-1999: Certificated Personnel Salaries Supplemental<br>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental<br>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental |
| For Foster Youth: <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>                                  | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental   |

|  |                   |  |  |
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| <ul style="list-style-type: none"> <li>• Provide additional tutoring and transitional services</li> </ul>                                      | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p> |
| <ul style="list-style-type: none"> <li>• Work with the child welfare and other county agencies to maximize needed services</li> </ul>          | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |
| <ul style="list-style-type: none"> <li>• Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul> | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |
| <p>-Refer caregivers of foster youth who have special education needs to special education programs and services</p>                           | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: Increase student and staff usage by 5%. 80% of students will successfully complete SMA's technology course of study.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|---|------------------|--|--|
| <p>Students will have access to State-of-the-art on-line computers and mobile devices equipped with appropriate and peripherals in the Lab and in the classrooms.</p> <ul style="list-style-type: none"> <li>Students, teachers, and staff will have well-maintained technology equipment.</li> </ul> | Schoolwide       | <p><input checked="" type="checkbox"/> All<br/>                     OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                     (Specify)</p> | IT Service Provider 5000-5999: Services And Other Operating Expenditures Base \$2,000  |
| -Students will become proficient in technology skills and information literacy to manage the ever-increasing amount of information available to them.   | Schoolwide       | <p><input checked="" type="checkbox"/> All<br/>                     OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                     (Specify)</p> | Accelerated Reader & STAR 4000-4999: Books And Supplies Base \$6,000   |
| -Students will be exposed to diverse and innovative technologies whenever possible.   | Schoolwide       | <p><input checked="" type="checkbox"/> All<br/>                     OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                     (Specify)</p> |  |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Provide additional tutoring and transitional services</li> <li>Work with the child welfare and other county agencies to maximize needed services</li> </ul>   | Schoolwide       | <p><input type="checkbox"/> All<br/>                     OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth</p>  | <p>RTI 1000-1999: Certificated Personnel Salaries Supplemental \$682</p> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental 100</p> |



|  |            |   |   |
|--|------------|---|---|
|  |            | <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)   | RTI 1000-1999: Certificated Personnel Salaries Base \$1,000   |
| For low income pupils: <ul style="list-style-type: none"> <li>• Additional tutoring</li> <li>• Provide necessary school supplies</li> <li>• Supplies for mentoring health and hygiene needs</li> </ul> | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #3 1000-1999: Certificated Personnel Salaries Supplemental<br>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental<br>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental |
| For Foster Youth: <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>                | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental   |
| <ul style="list-style-type: none"> <li>• Provide additional tutoring and transitional services</li> </ul>  | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental   |
| <ul style="list-style-type: none"> <li>• Work with the child welfare and other county agencies to maximize needed services</li> </ul>  | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:              | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |

|  |            |   |   |
|--|------------|---|---|
|  |            | (Specify)   |   |
| <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul> | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |
| -Refer caregivers of foster youth who have special education needs to special education programs and services                                | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |

**LCAP Year 3: 2018-19**

| Expected Annual Measurable Outcomes:   | Increase student and staff usage by 5%. 80% of students will successfully complete SMA's technology course of study. |   |   |
|--|--|---|---|
| Actions/Services   | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
| Students will have access to State-of-the-art on-line computers and mobile devices equipped with appropriate and peripherals in the Lab and in the classrooms. <ul style="list-style-type: none"> <li>Students, teachers, and staff will have well-maintained technology equipment.</li> </ul> | Schoolwide   | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | IT Service Provider 5000-5999: Services And Other Operating Expenditures Base \$2,000 |
| -Students will become proficient in technology skills and information literacy to manage the ever-increasing amount of information available to them.  | Schoolwide   | <input checked="" type="checkbox"/> All<br>OR:  | Accelerated Reader & STAR 4000-4999: Books And Supplies Base \$6,000                  |

|   |            |  |  |
|---|------------|--|--|
|   |            | <p>Low Income pupils<br/> English Learners<br/> Foster Youth<br/> Redesignated fluent<br/> English proficient<br/> Other Subgroups:<br/> (Specify)</p>   |  |
| <p>-Students will be exposed to diverse and innovative technologies whenever possible.</p>  | Schoolwide | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> Low Income pupils<br/> English Learners<br/> Foster Youth<br/> Redesignated fluent<br/> English proficient<br/> Other Subgroups:<br/> (Specify)</p> |  |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>• Provide additional tutoring and transitional services</li> <li>• Work with the child welfare and other county agencies to maximize needed services</li> </ul> | Schoolwide | <p>All<br/> OR:<br/> Low Income pupils<br/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> Redesignated fluent<br/> English proficient<br/> Other Subgroups:<br/> (Specify)</p> | <p>RTI 1000-1999: Certificated Personnel Salaries Supplemental \$100</p> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$100</p> <p>RTI 1000-1999: Certificated Personnel Salaries Base \$1,000</p>          |
| <p>For low income pupils:</p> <ul style="list-style-type: none"> <li>• Additional tutoring</li> <li>• Provide necessary school supplies</li> <li>• Supplies for mentoring health and hygiene needs</li> </ul>                   | Schoolwide | <p>All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> English Learners<br/> Foster Youth<br/> Redesignated fluent<br/> English proficient<br/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #3 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>                                  | Schoolwide | <p>All<br/> OR:<br/> Low Income pupils<br/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth</p>   | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |

|   |            |   |   |
|---|------------|---|---|
|   |            | Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify)  |   |
| <ul style="list-style-type: none"> <li>Provide additional tutoring and transitional services</li> </ul>   | Schoolwide | All<br>OR:<br>Low Income pupils<br>English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental |
| <ul style="list-style-type: none"> <li>Work with the child welfare and other county agencies to maximize needed services</li> </ul>                             | Schoolwide | All<br>OR:<br>Low Income pupils<br>English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |
| <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul>                    | Schoolwide | All<br>OR:<br>Low Income pupils<br>English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |
| <ul style="list-style-type: none"> <li>-Refer caregivers of foster youth who have special education needs to special education programs and services</li> </ul> | Schoolwide | All<br>OR:<br>Low Income pupils<br>English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |

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|--|--|-----------|--|
|  |  | (Specify) |  |
|--|--|-----------|--|

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

|         |   |  |
|---------|---|--|
| GOAL 3: | Decrease the subgroup achievement gaps. | Related State and/or Local Priorities:<br>1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify <u>Secondary 1, 3, 5, 6</u> |
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|-------------------|---|
| Identified Need : | LI, FY, and SPED subgroups are not performing as high as the rest of the student population (metric used: LCAP Surveys, SARC, STAR data). |
|-------------------|---|

|                             |              |
|-----------------------------|--------------|
| Goal Applies to:            | Schools: SMA |
| Applicable Pupil Subgroups: | LI, FY, SPED |

**LCAP Year 1: 2016-17**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | 1) SPED will have increased participation in classroom based learning opportunities. The amount of time that SPED are pulled out of their regular classroom will be reduced by 5% as identified by their IEP's.<br>2) There will be a reduction in Foster Youth mobility. Foster youth this year based on attendance patterns have had zero mobility. This pattern will continue next year based on the foster parents comments to the school.<br>3) Proficient rate of each significant subgroup in Math & English will increase by 2%. Based on the identified in house testing through the use of STAR, Publisher Assessments, and out SPED Teacher and Literacy Coach it can be expected that those identified students will continue to make a full grade level progress as shown by this years data.<br>4) Average Daily Attendance (ADA) rate will increase 5% for each significant subgroup. Attendance rates this year have been maintaining at the 95% level for all groups. It would be our plan to encourage each subgroup to improve their annual attendance by 2%. |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. <ul style="list-style-type: none"> <li>• Fully credentialed staff.</li> <li>• New teachers participate in BTSA</li> <li>• Provide Professional Development</li> <li>• Provide collaboration time aligned with common core instructional strategies</li> <li>• Provide CCSS aligned curriculum and materials</li> <li>• Independent Learning contracts</li> <li>• Individual assistance/tutoring</li> <li>• Technology-based curriculum</li> </ul> Students with disabilities participate in general | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Lottery 4000-4999: Books And Supplies Base \$6000<br>Included in Goal 1 #1<br>Included in Goal 1 #2 |

|   |                   |   |  |
|---|-------------------|---|--|
| <p>education to the maximum extent possible.<br/>Educational needs are driven by IEP goals for each student.<br/>Centralized programs are available for placement of students with severe special needs who require specialized services.</p> |                   |   |  |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul>   | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/>OR:<br/><input type="checkbox"/> Low Income pupils<br/><input type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:<br/>(Specify)</p> | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |
| <p>For low income pupils:</p> <ul style="list-style-type: none"> <li>Additional tutoring</li> <li>Provide necessary school supplies</li> <li>Supplies for mentoring health and hygiene needs</li> </ul>                                       | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils<br/><input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth<br/><input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:<br/>(Specify)</p> | <p>Included in Goal #3 1000-1999: Certificated Personnel Salaries Supplemental<br/>Included in Goal #3 4000-4999: Books And Supplies Supplemental<br/>Included in Goal #3 4000-4999: Books And Supplies Supplemental</p> |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>  | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/>OR:<br/><input type="checkbox"/> Low Income pupils<br/><input type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:<br/>(Specify)</p> | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |
| <p>-Provide additional tutoring and transitional services</p>   | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/>OR:<br/><input type="checkbox"/> Low Income pupils<br/><input type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth</p>   | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |

|  |            |   |   |
|--|------------|---|---|
|  |            | <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)   |   |
| Work with the child welfare and other county agencies to maximize needed services                            | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |
| -Facilitate the prompt transfer of educational records when placement changes are necessary                  | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |
| Refer caregivers of foster youth who have special education needs to special education programs and services | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |



LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 1) SPED will have increased participation in classroom based learning opportunities.  
 2) There will be a reduction in Foster Youth mobility.  
 3) Proficient rate of each significant subgroup in Math & English will increase by 2%.  
 4) Average Daily Attendance (ADA) rate will increase 5% for each significant subgroup.

| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|--|-------------------|--|--|
| <p>Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness.</p> <ul style="list-style-type: none"> <li>Fully credentialed staff.</li> <li>New teachers participate in BTSA</li> <li>Provide Professional Development</li> <li>Provide collaboration time aligned with common core instructional strategies</li> <li>Provide CCSS aligned curriculum and materials</li> <li>Independent Learning contracts</li> <li>Individual assistance/tutoring</li> <li>Technology-based curriculum</li> </ul> <p>Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.</p> | <p>Schoolwide</p> | <p><input checked="" type="checkbox"/> All<br/>                     OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                     (Specify)</p> | <p>Lottery 4000-4999: Books And Supplies Base \$6000</p> <hr/> <p>Included in Goal 1 #1</p> <hr/> <p>Included in Goal 1 #2</p> |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul>  | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/>                     OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                     (Specify)</p> | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |

|   |                   |  |  |
|---|-------------------|--|--|
| <p>For low income pupils:</p> <ul style="list-style-type: none"> <li>• Additional tutoring</li> <li>• Provide necessary school supplies</li> <li>• Supplies for mentoring health and hygiene needs</li> </ul> | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #3 1000-1999: Certificated Personnel Salaries Supplemental</p> <hr/> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> <hr/> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>                | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |
| <p>-Provide additional tutoring and transitional services</p>   | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |
| <p>Work with the child welfare and other county agencies to maximize needed services</p>  | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |
| <p>-Facilitate the prompt transfer of educational records when placement changes are necessary</p>  | <p>Schoolwide</p> | <p><input type="checkbox"/> All<br/> OR:</p>   | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |

|  |            |   |   |
|--|------------|---|---|
|  |            | <input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)  |   |
| Refer caregivers of foster youth who have special education needs to special education programs and services | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |

**LCAP Year 3: 2018-19**

|                                      |  |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | 1) SPED will have increased participation in classroom based learning opportunities.<br>2) There will be a reduction in Foster Youth mobility.<br>3) Proficient rate of each significant subgroup in Math & English will increase by 2%.<br>4) Average Daily Attendance (ADA) rate will increase 5% for each significant subgroup. |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness. <ul style="list-style-type: none"> <li>• Fully credentialed staff.</li> <li>• New teachers participate in BTSA</li> <li>• Provide Professional Development</li> <li>• Provide collaboration time aligned with common core instructional strategies</li> <li>• Provide CCSS aligned curriculum and materials</li> <li>• Independent Learning contracts</li> <li>• Individual assistance/tutoring</li> <li>• Technology-based curriculum</li> </ul> | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Lottery 4000-4999: Books And Supplies Base \$6000<br><hr/> Included in Goal 1 #1<br><hr/> Included in Goal 1 #2 |

|   |                   |   |  |
|---|-------------------|---|--|
| <p>Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.</p> |                   |   |  |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul>   | <p>Schoolwide</p> | <p>All<br/> OR:<br/> Low Income pupils<br/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> Redesignated fluent English proficient<br/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |
| <p>For low income pupils:</p> <ul style="list-style-type: none"> <li>Additional tutoring</li> <li>Provide necessary school supplies</li> <li>Supplies for mentoring health and hygiene needs</li> </ul>   | <p>Schoolwide</p> | <p>All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> English Learners<br/> Foster Youth<br/> Redesignated fluent English proficient<br/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #3 1000-1999: Certificated Personnel Salaries Supplemental<br/> Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental<br/> Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>  | <p>Schoolwide</p> | <p>All<br/> OR:<br/> Low Income pupils<br/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> Redesignated fluent English proficient<br/> Other Subgroups:<br/> (Specify)</p> | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |
| <p>-Provide additional tutoring and transitional services</p>   | <p>Schoolwide</p> | <p>All<br/> OR:<br/> Low Income pupils<br/> English Learners</p>  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |

|  |            |  |   |
|--|------------|--|---|
|  |            | <input checked="" type="checkbox"/> Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify)  |   |
| Work with the child welfare and other county agencies to maximize needed services                            | Schoolwide | All<br>OR:<br>Low Income pupils<br>English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |
| -Facilitate the prompt transfer of educational records when placement changes are necessary                  | Schoolwide | All<br>OR:<br>Low Income pupils<br>English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |
| Refer caregivers of foster youth who have special education needs to special education programs and services | Schoolwide | All<br>OR:<br>Low Income pupils<br>English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |

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

|         |  |  |
|---------|--|--|
| GOAL 4: | Increase the number of students successfully taking Art & Music classes. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---------|--|--|

Identified Need : There are not enough students, from subgroups, taking and passing Art & Music courses (metric used: LCAP Surveys, SARA), and enrollment in classes.

Goal Applies to: Schools: SMA  
 Applicable Pupil Subgroups: All students including LI, FY, SPED

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: Increase the % of students especially in the significant subgroups taking Art & Music classes with passing grades by 2%. We have been able to enroll all students in an Art and Music class during the 2015-2016 school year. It is planned through the help of our outside donors to be able to provide this cultural service next year. the parent committee felt we needed to continue efforts to meet this goal, as these programs help in students performance in the other more academic areas.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| Through fund raisers continue to expand music and art course offerings. <ul style="list-style-type: none"> <li>• Provide more days and options when art and music pull out can occur.</li> <li>• Increase student awareness to the benefits of the Arts.</li> <li>• Solicit more parent volunteers that have an Arts background.</li> </ul> | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Music Teacher 1000-1999: Certificated Personnel Salaries Base \$3,700<br><br>Art Teacher 2000-2999: Classified Personnel Salaries Base \$3,800 |

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: Increase the % of students especially in the significant subgroups taking Art & Music classes with passing grades by 2%.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures   |
|---|------------------|--|---|
| Through fund raisers continue to expand music and art course offerings. | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:         | Music Teacher 1000-1999: Certificated Personnel Salaries Base \$3,700 |

| <ul style="list-style-type: none"> <li>• Provide more days and options when art and music pull out can occur.</li> <li>• Increase student awareness to the benefits of the Arts.</li> <li>• Solicit more parent volunteers that have an Arts background.</li> </ul>   |  | <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> | Art Teacher 2000-2999: Classified Personnel Salaries Base \$3,800  |
|---|--|---|--|
| <b>LCAP Year 3: 2018-19</b>   |  |   |  |
| Expected Annual Measurable Outcomes:  | Increase the % of students especially in the significant subgroups taking Art & Music classes with passing grades by 2%. |   |  |
| Actions/Services  | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
| Through fund raisers continue to expand music and art course offerings. <ul style="list-style-type: none"> <li>• Provide more days and options when art and music pull out can occur.</li> <li>• Increase student awareness to the benefits of the Arts.</li> <li>• Solicit more parent volunteers that have an Arts background.</li> </ul> | Schoolwide   | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify)                                   | Music Teacher 1000-1999: Certificated Personnel Salaries Base \$3,700<br><hr/> Art Teacher 2000-2999: Classified Personnel Salaries Base \$3,800 |

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

|         |   |   |
|---------|---|---|
| GOAL 5: | Increase opportunities for parent input and meaningful participation. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify <u>Secondary 1,3,4,5,7,8</u> |
|---------|---|---|

Identified Need : Parents need to be more involved in the education of their children: (metric used: LCAP Surveys), parent advisory committee.

|                  |              |   |
|------------------|--------------|---|
| Goal Applies to: | Schools: SMA | Applicable Pupil Subgroups: All students LI, FY, SPED |
|------------------|--------------|---|

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: Each classroom will have at least one parent representative at all LCAP/Parent committee meeting. For the coming school year each parent will be asked to volunteer 20 hours during the school year. This can be during the school year. They can be in the classroom as a volunteer or by providing transportation for field trips. This current year we had only 5 parents that volunteered in the classroom. Although, we did have enough parents volunteer to meet all of our field trip transportation needs.

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|--|------------------|---|--|
| Encourage more parent volunteers in their child's classroom.<br><ul style="list-style-type: none"> <li>Solicit more parents being active in schoolwide committees</li> </ul> | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) |  |
| -Using school messaging keep parents better informed.  | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | School Messenger 5000-5999: Services And Other Operating Expenditures Base \$200 |
| -Increase parent usage of Jupiter Grades to be better  | Schoolwide       | <input checked="" type="checkbox"/> All   | Jupiter Grades 5000-5999: Services And Other Operating                           |



|                                |   |   |                         |
|--------------------------------|---|---|-------------------------|
| informed of students progress. | e | OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Expenditures Base \$300 |
|--------------------------------|---|---|-------------------------|

**LCAP Year 2: 2017-18**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | Each classroom will have at least one parent representative at all LCAP/Parent committee meeting. |
|--------------------------------------|---|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|---|------------------|--|--|
| Encourage more parent volunteers in their child's classroom. <ul style="list-style-type: none"> <li>Solicit more parents being active in schoolwide committees</li> </ul> | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) |  |
| -Using school messaging keep parents better informed.   | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | School Messenger 5000-5999: Services And Other Operating Expenditures Base \$200 |
| -Increase parent usage of Jupiter Grades to be better informed of students progress.  | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent   | Jupiter Grades 5000-5999: Services And Other Operating Expenditures Base \$300   |

|  |   | English proficient<br>_ Other Subgroups:<br>(Specify)   |  |
|--|---|---|--|
| <b>LCAP Year 3: 2018-19</b>  |   |   |  |
| Expected Annual Measurable Outcomes:   | Each classroom will have at least one parent representative at all LCAP/Parent committee meeting. |   |  |
| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
| Encourage more parent volunteers in their child's classroom.<br>• Solicit more parents being active in schoolwide committees | Schoolwide  | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) |  |
| -Using school messaging keep parents better informed.  | Schoolwide  | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | School Messenger 5000-5999: Services And Other Operating Expenditures Base \$200 |
| -Increase parent usage of Jupiter Grades to be better informed of students progress.   | Schoolwide  | <input checked="" type="checkbox"/> All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent<br>English proficient<br>Other Subgroups:<br>(Specify) | Jupiter Grades 5000-5999: Services And Other Operating Expenditures Base \$300   |

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

|         |  |   |
|---------|--|---|
| GOAL 6: | Ensure SMA has a positive school culture where student’s voices are heard and respected. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify <u>Secondary 3,4,5,6</u> |
|---------|--|---|

Identified Need : Students need to take an active role in their own education. Staff needs to see them as stakeholders, creating a positive environment for active participation (metric used: LCAP Surveys), student survey, attendance records.

Goal Applies to: Schools: SMA  
 Applicable Pupil Subgroups: All students including LI, FY, SPED

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: There will be a decrease in the behaviors that result in office referrals, suspensions, & expulsions. Average Daily Attendance (ADA) rate will increase by 5%. This year their have only been 6 suspensions, no expulsions and our daily ADA rate has continued to be in the 95% rate. Parents have done a better job of verifying their students absences as represented by the daily attendance logs. Unfortunately, these do not increase our ADA percentages. There does not appear a huge difference in attendance patterns between our regular students and those in the various sub groups.

Based on students surveys that are on file the parent and student surveys all confirm that our positive school culture is why most of our parents have their students at SMA.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| Provide Professional Development and curriculum to promote positive school climate. <ul style="list-style-type: none"> <li>• Non-crisis Intervention Implementation.</li> <li>• Positive Behavior Intervention and Support training and implementation.</li> <li>• Counseling and positive behavior support.</li> </ul> | Schoolwide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) |   |
| For Foster Youth: <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>   | Schoolwide       | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth  | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental |

|  |            |  |   |
|--|------------|--|---|
|  |            | _ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify)  |   |
| <ul style="list-style-type: none"> <li>Provide additional tutoring and transitional services</li> </ul>                                      | Schoolwide | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental |
| <ul style="list-style-type: none"> <li>Work with the child welfare and other county agencies to maximize needed services</li> </ul>          | Schoolwide | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |
| <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul> | Schoolwide | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |
| -Refer caregivers of foster youth who have special education needs to special education programs and services                                | Schoolwide | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:              | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |

|   |  | (Specify)   |   |
|---|--|---|---|
| <b>LCAP Year 2: 2017-18</b>   |  |   |   |
| Expected Annual Measurable Outcomes:  | There will be a decrease in the behaviors that result in office referrals, suspensions, & expulsions. Average Daily Attendance (ADA) rate will increase by 5%. |   |   |
| Actions/Services  | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
| Provide Professional Development and curriculum to promote positive school climate. <ul style="list-style-type: none"> <li>• Non-crisis Intervention Implementation.</li> <li>• Positive Behavior Intervention and Support training and implementation.</li> <li>• Counseling and positive behavior support.</li> </ul> | Schoolwide   | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) |   |
| For Foster Youth: <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>   | Schoolwide   | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental |
| <ul style="list-style-type: none"> <li>• Provide additional tutoring and transitional services</li> </ul>   | Schoolwide   | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental |
| <ul style="list-style-type: none"> <li>• Work with the child welfare and other county agencies to maximize needed services</li> </ul>   | Schoolwide   | <input type="checkbox"/> All<br>OR:   | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |

|  |            |   |   |
|--|------------|---|---|
|  |            | <input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)  |   |
| <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul> | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |
| -Refer caregivers of foster youth who have special education needs to special education programs and services                                | Schoolwide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |

**LCAP Year 3: 2018-19**

| Expected Annual Measurable Outcomes:  | There will be a decrease in the behaviors that result in office referrals, suspensions, & expulsions. Average Daily Attendance (ADA) rate will increase by 5%. |   |                       |
|---|--|---|-----------------------|
| Actions/Services  | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures |
| Provide Professional Development and curriculum to promote positive school climate. <ul style="list-style-type: none"> <li>Non-crisis Intervention Implementation.</li> <li>Positive Behavior Intervention and Support training and implementation.</li> <li>Counseling and positive behavior support.</li> </ul> | Schoolwide   | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient |                       |

|  |            |  |   |
|--|------------|--|---|
|  |            | Other Subgroups:<br>(Specify)  |   |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul> | Schoolwide | <p>All</p> <p>OR: -----</p> <p>Low Income pupils<br/>English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/>Redesignated fluent English proficient<br/>Other Subgroups:<br/>(Specify)</p> | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental |
| <ul style="list-style-type: none"> <li>Provide additional tutoring and transitional services</li> </ul>  | Schoolwide | <p>All</p> <p>OR: -----</p> <p>Low Income pupils<br/>English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/>Redesignated fluent English proficient<br/>Other Subgroups:<br/>(Specify)</p> | Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental |
| <ul style="list-style-type: none"> <li>Work with the child welfare and other county agencies to maximize needed services</li> </ul>  | Schoolwide | <p>All</p> <p>OR: -----</p> <p>Low Income pupils<br/>English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/>Redesignated fluent English proficient<br/>Other Subgroups:<br/>(Specify)</p> | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |
| <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul>   | Schoolwide | <p>All</p> <p>OR: -----</p> <p>Low Income pupils<br/>English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/>Redesignated fluent English proficient<br/>Other Subgroups:<br/>(Specify)</p> | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |



|  |                   |   |  |
|--|-------------------|---|--|
| <p>-Refer caregivers of foster youth who have special education needs to special education programs and services</p> | <p>Schoolwide</p> | <p>All<br/>                 OR:<br/>                 Low Income pupils<br/>                 English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/>                 Redesignated fluent English proficient<br/>                 Other Subgroups:<br/>                 (Specify)</p> | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |
|--|-------------------|---|--|

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:  | Ensure all teachers are prepared to help all students (including LI, new comers, and FY) successfully meet grade level standards. | Related State and/or Local Priorities:<br>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"/><br><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local : Specify |  |
| Goal Applies to:   | Schools:  | SMA   | Applicable Pupil Subgroups: All Students including LI, FY, SPED.   |
| Expected Annual Measurable Outcomes:   | Math & English test scores will increase by 2%.   | Actual Annual Measurable Outcomes:  | We have not yet taken the 2015/16 Smarter Balance testing. So at this time we are not able to verify an increase. Even though we have not had a prior year with which to compared Smarter Balance student progress from year to year we have been able to show student academic progress. By utilizing STAR, MacMillan/McGraw-Hill, Words their Way Qualitative Spelling, 6-8; Critchlow Verbal Language Scale, Qualitative Reading Inventory (Pearson) 1-8, Houghton/Mifflin/Harcourt Intervention Assessment, plus all the SPED assessment we have been able to chart student progress through out this year. All students have met their grade level goals and shown a years academic progress. Those in our subgroups have met their progress goals as identified in their individual learning plans. For the 2016-2017 school year it is planned to have all groups show a 5% increase in their academic performance as identified by their Smarter Balance scores as compared to the prior year. |
| <b>LCAP Year: 2015-16</b>  |   |   |  |
| <b>Planned Actions/Services</b>  |   | <b>Actual Actions/Services</b>  |  |
| Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness.<br>• Fully credentialed staff. | <b>Budgeted Expenditures</b>  |   | <b>Estimated Actual Annual Expenditures</b>  |
|  | 1000-1999: Certificated Personnel Salaries Base \$325,000   |   | 1000-1999: Certificated Personnel Salaries Base \$397,969  |

|  |  |   |  |
|--|--|---|--|
|  |  |   |  |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| -New teachers participate in BTSA  | BTSA 5000-5999: Services And Other Operating Expenditures Base \$1,000     |   | BTSA 5000-5999: Services And Other Operating Expenditures Base \$1,000     |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| -Provide Professional Development  | Prof Dev 5000-5999: Services And Other Operating Expenditures Base \$2,000 |   | Prof Dev 5000-5999: Services And Other Operating Expenditures Base \$2,000 |
| <p>Scope of Service   Schoolwide</p>   |  | <p>Scope of Service</p>   |  |

|   |   |  |   |
|---|---|--|---|
| <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p>  |   | <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p>                                 |   |
| <p>-Provide collaboration time aligned with common core instructional strategies</p>  | <p>Subs 1000-1999: Certificated Personnel Salaries Base \$400</p>       |  | <p>Subs 1000-1999: Certificated Personnel Salaries Base \$400</p>       |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p> |   | <p>Scope of Service  </p> <hr/> <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p> |   |
| <p>-Provide CCSS aligned curriculum and materials</p>   | <p>Lottery 4000-4999: Books And Supplies Base \$1,800</p>               |  | <p>Lottery 4000-4999: Books And Supplies Base \$1,800</p>               |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p> |   | <p>Scope of Service  </p> <hr/> <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p> |   |
| <p>-Independent Learning contracts</p>  | <p>Office Admin 2000-2999: Classified Personnel Salaries Base \$500</p> |  | <p>Office Admin 2000-2999: Classified Personnel Salaries Base \$500</p> |

|  |  |   |  |
|--|--|---|--|
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>-Individual assistance/tutoring</p>   | <p>Resource Spec 1000-1999: Certificated Personnel Salaries Base \$1,000</p> |   | <p>Resource Spec 1000-1999: Certificated Personnel Salaries Base \$1,000</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>-Technology-based curriculum</p>  | <p>Lottery 4000-4999: Books And Supplies Base \$700</p>                      |   | <p>Lottery 4000-4999: Books And Supplies Base \$700</p>                      |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |

|  |   |   |   |
|--|---|---|---|
| <p>Students with disabilities participate in general education to the maximum extent possible.</p> <ul style="list-style-type: none"> <li>Educational needs are driven by IEP goals for each student.</li> </ul>   |   |   |   |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |   |
| <p>-Centralized programs are available for placement of students with severe special needs who require specialized services.</p>   |   |   |   |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>For low income pupils:</p> <ul style="list-style-type: none"> <li>Additional tutoring</li> <li>Provide necessary school supplies</li> <li>Supplies for mentoring health and hygiene needs</li> </ul>  | <p>Resource Spec 1000-1999: Certificated Personnel Salaries Supplemental \$13,000</p> <p>Lottery 4000-4999: Books And Supplies Supplemental \$2,800</p> <p>Lottery 4000-4999: Books And Supplies Supplemental \$200</p> |   | <p>Resource Spec 1000-1999: Certificated Personnel Salaries Supplemental \$13,000</p> <p>Lottery 4000-4999: Books And Supplies Supplemental \$2,800</p> <p>Lottery 4000-4999: Books And Supplies Supplemental \$200</p> |

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| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> <li>Provide additional tutoring and transitional services</li> <li>Work with the child welfare and other county agencies to maximize needed services</li> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> <li>Refer caregivers of foster youth who have special education needs to special education programs and services</li> </ul> | <p>RTI 1000-1999: Certificated Personnel Salaries Supplemental \$2,398</p> <p>RTI 1000-1999: Certificated Personnel Salaries Supplemental \$3,000</p> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250</p> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250</p> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250</p> |   | <p>RTI 1000-1999: Certificated Personnel Salaries Supplemental \$2,400</p> <p>RTI 1000-1999: Certificated Personnel Salaries Supplemental \$3,000</p> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250</p> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250</p> <p>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</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 type="checkbox"/> Other Subgroups: (Specify)</p>            |   |



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| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>For the 2016-2017 school year we will be having our staff go to 4 more professional development programs than during the current year. One of these PD days will be solely dedicated to provide staff training on how to better serve SPED students in their classrooms and decrease the amount of time they are being pulled out for services. The literacy coach will continue to provide services to those that are two grade levels behind where they should be. It is planned to have an instructional aide to assist the part time RST and thus be able to provide more individualized services than during current year. We will continue to maintain our small class sizes to ensure a more individualized focused program. We will be changing our math program to a new publisher there by ensuring a greater measure of success as our students work through the new common core standards with more academic success than in the prior year.</p> |  |  |

**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:   | Ensure all students have access to appropriate technology and demonstrate effective 21st century skills.             | Related State and/or Local Priorities:<br>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"/><br><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local : Specify |  |
| Goal Applies to:  | Schools: SMA<br>Applicable Pupil Subgroups: All students including LI, FY, SPED                                      |   |  |
| Expected Annual Measurable Outcomes:  | Increase student and staff usage by 5%. 80% of students will successfully complete SMA's technology course of study. | Actual Annual Measurable Outcomes: The goal has been met. We will expand students usage once the BIIG grant is fully operational.   |  |
| <b>LCAP Year: 2015-16</b>   |  |   |  |
| Planned Actions/Services  |  | Actual Actions/Services   |  |
|   | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures   |
| Students will have access to State-of-the-art on-line computers and mobile devices equipped with appropriate and peripherals in the Lab and in the classrooms.<br>• Students, teachers, and staff will have well-maintained technology equipment.     | IT Service Provider 5000-5999: Services And Other Operating Expenditures Base \$1,800                                |   | IT Service Provider 5000-5999: Services And Other Operating Expenditures Base \$3,660.00 |
| Scope of Service  | Schoolwide   | Scope of Service  |  |
| <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient |  | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)   |  |

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| _ Other Subgroups: (Specify)  |   |            |   |  |                  |  |  |
| -Students will become proficient in technology skills and information literacy to manage the ever-increasing amount of information available to them.   | Accelerated Reader & STAR 4000-4999: Books And Supplies Base \$5,000  |            | Accelerated Reader & STAR 4000-4999: Books And Supplies Base \$5,000  |  |                  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Schoolwide</td> </tr> </table><br><input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service  | Schoolwide |   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table><br><input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service |  |  |
| Scope of Service  | Schoolwide  |            |   |  |                  |  |  |
| Scope of Service  |   |            |   |  |                  |  |  |
| -Students will be exposed to diverse and innovative technologies whenever possible.   |   |            |   |  |                  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Schoolwide</td> </tr> </table><br><input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service  | Schoolwide |   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table><br><input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service |  |  |
| Scope of Service  | Schoolwide  |            |   |  |                  |  |  |
| Scope of Service  |   |            |   |  |                  |  |  |
| For Foster Youth:<br><ul style="list-style-type: none"> <li>• Provide additional tutoring and transitional services</li> <li>• Work with the child welfare and other county agencies to maximize needed services</li> </ul>   | RTI 1000-1999: Certificated Personnel Salaries Supplemental \$1,000<br><br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250 |            | RTI 1000-1999: Certificated Personnel Salaries Supplemental \$1,000<br><br>Office Admin 2000-2999: Classified Personnel Salaries Supplemental \$250 |  |                  |  |  |

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| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>For low income pupils:</p> <ul style="list-style-type: none"> <li>• Additional tutoring</li> <li>• Provide necessary school supplies</li> <li>• Supplies for mentoring health and hygiene needs</li> </ul>  | <p>Included in Goal 1 #3 1000-1999: Certificated Personnel Salaries Supplemental</p> <hr/> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> <hr/> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> |  | <p>Included in Goal 1 #3 1000-1999: Certificated Personnel Salaries Supplemental</p> <hr/> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> <hr/> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>   | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>   |

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| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <ul style="list-style-type: none"> <li>• Provide additional tutoring and transitional services</li> </ul>  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p> |  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <ul style="list-style-type: none"> <li>• Work with the child welfare and other county agencies to maximize needed services</li> </ul>  | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |  | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |
| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>   |  | <p>Scope of Service</p> <hr/> <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>  |  |

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| proficient<br>_ Other Subgroups: (Specify)  |  | _ Other Subgroups: (Specify)   |   |
| <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul>  | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental  |  | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |
| Scope of Service: Schoolwide<br><hr/> _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) |  | Scope of Service:<br><hr/> _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) |   |
| -Refer caregivers of foster youth who have special education needs to special education programs and services   | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental  |  | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental |
| Scope of Service: Schoolwide<br><hr/> _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) |  | Scope of Service:<br><hr/> _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) |   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  | <p>The changes for the 2016-2017 school year will bring in a new fiber optic line to our site that will greatly increase internet speed from our current slow Smarter Board Band system. This will be through our BIIG grant.</p> <p>The budget for next year includes the replacement of all computers both in the classrooms and the computer lab. The current age of most of our units exceeds 10 years of age. These changes will help teachers to be more able to use the internet for teaching as well as helping the student do more research. This increased speed will also help our specials</p> |  |   |

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|  | <p>student population do more with the additional resources that are available on line to help them meet their individual goals.</p> <p>Staff development on how to better use this technology resource is also scheduled for the teachers to learn how to incorporate it into their lesson planning. We are also scheduling a keyboarding pullout class for every classroom grades 3-8. This will help them become more familiar with keyboarding and will also help them better their composition skills.</p> |
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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:  | Decrease the subgroup achievement gaps.  | Related State and/or Local Priorities:<br>1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify <u>Secondary 1, 3, 5, 6</u> |
| Goal Applies to:   | Schools: SMA<br>Applicable Pupil Subgroups: LI, FY, SPED   |  |
| Expected Annual Measurable Outcomes:   | 1) SPED will have increased participation in classroom based learning opportunities.<br>2) There will be a reduction in Foster Youth mobility.<br>3) Proficient rate of each significant subgroup in Math & English will increase by 2%.<br>4) Average Daily Attendance (ADA) rate will increase 5% for each significant subgroup. | Actual Annual Measurable Outcomes: More in classroom services are being provided. Our Foster youth have been with us this entire year. Our attendance rate continues to be at 95%. Our enrollment has increased.   |
| <b>LCAP Year: 2015-16</b>  |  |  |
| Planned Actions/Services   |  | Actual Actions/Services  |
|  | Budgeted Expenditures  | Estimated Actual Annual Expenditures   |
| Provide students with Common Core State Standards aligned instructional materials, fully credentialed and trained staff in instructional best practices, access to materials and technology to meet the demands of school and career readiness.  | Lottery 4000-4999: Books And Supplies Base \$10,000<br>Included in Goal 1 #1<br>Included in Goal 1 #2  | Lottery 4000-4999: Books And Supplies Base \$10,000<br>Included in Goal 1 #1<br>Included in Goal 1 #2  |
| <ul style="list-style-type: none"> <li>• Fully credentialed staff.</li> <li>• New teachers participate in BTSA</li> <li>• Provide Professional Development</li> <li>• Provide collaboration time aligned with common core instructional strategies</li> <li>• Provide CCSS aligned curriculum and materials</li> <li>• Independent Learning contracts</li> <li>• Individual assistance/tutoring</li> </ul> |  |  |



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| <ul style="list-style-type: none"> <li>Technology-based curriculum</li> </ul> <p>Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student.</p> <p>Centralized programs are available for placement of students with severe special needs who require specialized services.</p>           |  |  |  |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input checked="" 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 type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul>  | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |  | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>For low income pupils:</p>  | <p>Included in Goal 1 #3 1000-1999:</p>  |  | <p>Included in Goal 1 #3 1000-1999:</p>  |

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| <ul style="list-style-type: none"> <li>• Additional tutoring</li> <li>• Provide necessary school supplies</li> <li>• Supplies for mentoring health and hygiene needs</li> </ul>  | <p>Certificated Personnel Salaries Supplemental</p> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> |  | <p>Certificated Personnel Salaries Supplemental</p> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> <p>Included in Goal 1 #3 4000-4999: Books And Supplies Supplemental</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |   |
| <p>For Foster Youth:</p> <ul style="list-style-type: none"> <li>• Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul>   | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>  |  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>  |
| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |   |
| <p>-Provide additional tutoring and transitional services</p>  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>  |  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p>  |

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| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>Work with the child welfare and other county agencies to maximize needed services</p>   | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |  | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>-Facilitate the prompt transfer of educational records when placement changes are necessary</p>   | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |  | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |

|   |  |   |  |
|---|--|---|--|
| <p>Refer caregivers of foster youth who have special education needs to special education programs and services</p>   | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p>   |   | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |
| <p>Scope of Service: Schoolwide</p> <hr/> <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 checked="" 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> <hr/> <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 type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>   | <p>We will be continuing to increase the in class time for our SPED students this will be monitored through the IEP process so that there will be less pull out time on the IEP's. the use of a Special Education Aide in and out of the Special Education classroom will enable those students to receive more individual tutorial help. Technology use for this population will also be increased by using on-line math and language services as are provided by Mobymax. Student progress will be monitored through the special education progress report process.</p> <p>School staff work with the sub group members through the various testing systems we have in place to ensure that they will show a growth of 5% in English and math over their progress from the current year.</p> <p>School staff has developed a follow up attendance that merits a personal contact whenever a student is absent. We will continue to utilize the short term independent study process to ensure that they stay up with their class while on an a long absence. Our goal is to maintain our overall ADA percentage at 95%.</p> <p>Class sizes will continue to be in the 20 to one ratio and teachers will modify student assignments for the members of this sub group to ensure that they improve their current academic performance by 5% as measured by the earlier mentioned assessment instruments.</p> |   |  |

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:   | Increase the number of students successfully taking Art & Music classes.<br>During the current school year we are serving all students in art and music. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify  |  |
| Goal Applies to:  | Schools: SMA<br>Applicable Pupil Subgroups: All students including LI, FY, SPED  |   |  |
| Expected Annual Measurable Outcomes:  | Increase the % of students especially in the significant subgroups taking Art & Music classes with passing grades by 2%.                                 | Actual Annual Measurable Outcomes: During the current school year we are serving all students in art and music.   |  |
| <b>LCAP Year: 2015-16</b>   |  |   |  |
| Planned Actions/Services  |  | Actual Actions/Services   |  |
|   | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures   |
| Through fund raisers continue to expand music and art course offerings. <ul style="list-style-type: none"> <li>• Provide more days and options when art and music pull out can occur.</li> <li>• Increase student awareness to the benefits of the Arts.</li> <li>• Solicit more parent volunteers that have an Arts background.</li> </ul> | Music Teacher 1000-1999: Certificated Personnel Salaries Base \$3,700<br>Art Teacher 2000-2999: Classified Personnel Salaries Base \$3,800               |   | Music Teacher 1000-1999: Certificated Personnel Salaries Base \$4,500<br>Art Teacher 2000-2999: Classified Personnel Salaries Base \$5,000 |
| Scope of Service  | Schoolwide   | Scope of Service  |  |
| <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient   |  | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |

|  |   |  |  |
|--|---|--|--|
| _ 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? | Next year our enrichment program, that includes, Art and Music, will be part of the schools regular budget for the first time. 100% of the funding will now be based on ADA and not on donated dollars. All students will have access each week to each of the programs. Piano and guitar will continue to be offered after school on a pay as your go basis. |  |  |

**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:  | Increase opportunities for parent input and meaningful participation.                             |   | Related State and/or Local Priorities:<br>1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify <u>Secondary</u><br><u>1,3,4,5,7,8</u> |
| Goal Applies to:   | Schools: SMA  | -----   |   |
|  | Applicable Pupil Subgroups:   | All students LI, FY, SPED   |   |
| Expected Annual Measurable Outcomes:   | Each classroom will have at least one parent representative at all LCAP/Parent committee meeting. | Actual Annual Measurable Outcomes:  | We have had two major parent meeting. Plus the LCAP committee meeting to establish this years goals.  |
| <b>LCAP Year: 2015-16</b>  |   |   |   |
| Planned Actions/Services   |   | Actual Actions/Services   |   |
|  | Budgeted Expenditures   |   | Estimated Actual Annual Expenditures  |
| Encourage more parent volunteers in their child's classroom.<br>• Solicit more parents being active in schoolwide committees   |   |   |   |
| Scope of Service   | Schoolwide  | Scope of Service  |   |
| <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |   | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |   |
| -Using school messaging keep parents better informed.  | School Messenger 5000-5999:   |   | School Messenger 5000-5999:   |

|   |  | Services And Other Operating Expenditures Base \$200                           |  | Services And Other Operating Expenditures Base \$150                           |
|---|--|--|--|--|
| Scope of Service  | Schoolwide   |  | Scope of Service   |  |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |  | <input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |
| -Increase parent usage of Jupiter Grades to be better informed of students progress.  |  | Jupiter Grades 5000-5999: Services And Other Operating Expenditures Base \$300 |  | Jupiter Grades 5000-5999: Services And Other Operating Expenditures Base \$310 |
| Scope of Service  | Schoolwide   |  | Scope of Service   |  |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |  | <input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><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?  | The LCAP parent committee requested that all parents of students at SMA be held to 20 hours of volunteer service to the school. In addition we are expecting to increase parent volunteers in the classroom by 50% over the prior year. Parent communication will be increased by 25% over current year by greater use of the school messenger system and Jupiter grades to keep parents better informed of their students progress. |  |  |  |

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:  | Ensure SMA has a positive school culture where student's voices are heard and respected.   |                                     | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify <u>Secondary 3,4,5,6</u>  |  |
| Goal Applies to:   | Schools: SMA<br>Applicable Pupil Subgroups:  | All students including LI, FY, SPED |  |  |
| Expected Annual Measurable Outcomes:   | There will be a decrease in the behaviors that result in office referrals, suspensions, & expulsions. Average Daily Attendance (ADA) rate will increase by 5%. | Actual Annual Measurable Outcomes:  | Base on the school wide parent and student surveys SMA received a high rating for positive school culture. Office referrals have been reduced by 25% for discipline issues. This is the result of increased use of the RTI model by teachers in the classroom which has led to less class disruptions. Our ADA rate was not increased by 5% we have remained at the same ADA rate as last year. It is still at 95%.<br><br>The student survey in Dec and the parent survey in March all reflected a positive on how effective the Montessori approach to school culture can be. Many students are here because of the 4 goals that SMA has adopted as the basis of our school culture. |  |
| <b>LCAP Year: 2015-16</b>  |  |                                     |  |  |
| <b>Planned Actions/Services</b>  |  | <b>Actual Actions/Services</b>      |  |  |
|  | <b>Budgeted Expenditures</b>   |                                     | <b>Estimated Actual Annual Expenditures</b>  |  |
| Provide Professional Development and curriculum to promote positive school climate.<br>• Non-crisis Intervention Implementation.<br>• Positive Behavior Intervention and Support training and implementation.<br>• Counseling and positive behavior support. |  |                                     |  |  |

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| <p>Scope of Service   Schoolwide</p>  |  | <p>Scope of Service</p>  |  |
| <p><input checked="" type="checkbox"/> All<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p><input type="checkbox"/> All<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>For Foster Youth:<br/> <ul style="list-style-type: none"> <li>Establish policy and data infrastructure necessary to support and monitor the educational success of Foster Youth</li> </ul> </p>  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p> |  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p> |
| <p>Scope of Service   Schoolwide</p>  |  | <p>Scope of Service</p>  |  |
| <p><input type="checkbox"/> All<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p><input type="checkbox"/> All<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p><ul style="list-style-type: none"> <li>Provide additional tutoring and transitional services</li> </ul> </p>   | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p> |  | <p>Included in Goal 1 #4 1000-1999: Certificated Personnel Salaries Supplemental</p> |
| <p>Scope of Service   Schoolwide</p>  |  | <p>Scope of Service</p>  |  |
| <p><input type="checkbox"/> All<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils</p>  |  | <p><input type="checkbox"/> All<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils</p>   |  |

|   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)   |  | <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)  |  |
| <ul style="list-style-type: none"> <li>Work with the child welfare and other county agencies to maximize needed services</li> </ul>   | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |   | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  | <p>Scope of Service  </p> <hr/> <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |
| <ul style="list-style-type: none"> <li>Facilitate the prompt transfer of educational records when placement changes are necessary</li> </ul>  | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |   | <p>Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental</p> |
| <p>Scope of Service   Schoolwide</p> <hr/> <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  | <p>Scope of Service  </p> <hr/> <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |

|   |   |            |  |  |  |   |                  |  |  |  |  |
|---|---|------------|--|--|--|---|------------------|--|--|--|--|
| -Refer caregivers of foster youth who have special education needs to special education programs and services   | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental   |            | Included in Goal 1 #4 2000-2999: Classified Personnel Salaries Supplemental  |  |  |   |                  |  |  |  |  |
| <table border="1"> <tr> <td data-bbox="111 269 243 334">Scope of Service</td> <td data-bbox="254 269 558 334">Schoolwide</td> </tr> <tr> <td colspan="2" data-bbox="111 367 558 634">                     _ All<br/>                     -----<br/>                     OR:<br/>                     _ Low Income pupils<br/>                     _ English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/>                     _ Redesignated fluent English proficient<br/>                     _ Other Subgroups: (Specify)                 </td> </tr> </table> | Scope of Service  | Schoolwide | _ All<br>-----<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) |  |  | <table border="1"> <tr> <td data-bbox="1052 269 1184 334">Scope of Service</td> <td data-bbox="1194 269 1503 334"></td> </tr> <tr> <td colspan="2" data-bbox="1052 367 1503 634">                     _ All<br/>                     -----<br/>                     OR:<br/>                     _ Low Income pupils<br/>                     _ English Learners<br/>                     _ Foster Youth<br/>                     _ Redesignated fluent English proficient<br/>                     _ Other Subgroups: (Specify)                 </td> </tr> </table> | Scope of Service |  | _ All<br>-----<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) |  |  |
| Scope of Service  | Schoolwide  |            |  |  |  |   |                  |  |  |  |  |
| _ All<br>-----<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify)  |   |            |  |  |  |   |                  |  |  |  |  |
| Scope of Service  |   |            |  |  |  |   |                  |  |  |  |  |
| _ All<br>-----<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ 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?  | Based upon the student and parent surveys it is evident that the 4 Montessori goals that deal with establishing a positive school culture are working. The goals are: Grace and courtesy, control of movement, care of self, and care of environment. It is the parent committee recommendation that we continue to focus on these goals for next year. Staff will receive training and review these goals at the beginning of the year staff development days. It is planned that 100% of the staff will post and follow these goals in their individual classrooms. |            |  |  |  |   |                  |  |  |  |  |

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:  | <u>\$41699</u> |
| <p>In the 2016/17 Adopted Budget projections, full Supplemental Funding for Sierra Montessori Academy (SMA) would equal \$84,962. Given the 2016/17 Gap funding rate of 49.08%, SMA’s estimated Supplemental Funding for 2016/17 is \$41,699. SMA’s Unduplicated Pupil Percentage for the Supplement Grant count is 44.17%. The Unduplicated Pupil Percentage for the Concentration Grant is 26.9%. While some needs may differ student to student, in general significant emotional and social support is required to aid their success. Individual tutoring and interventions are needed to ensure any gaps in achievement are decreased and to help these students successfully meet grade level standards. We have determined the most effective use of funds is to provide increased and improved services to all students school-wide due to the nature of this high risk population. Again, while the needs of individual students may vary, all student needs are best addressed by a school-wide programs.</p> |                |

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

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

|  |   |
|--|---|
| 4.34   | % |
| <p>In 2016/17, SMA has planned to expend all Supplemental &amp; Concentration Funding, or \$41,699, earned under the LCFF which represents 4.34% of total LCFF funding. As detailed in Goal 1 &amp; 2, SMA has budgeted increases to support additional tutoring, supplies and transitional services to help at risk students successfully meet grade level requirements. It is SMA’s position that increased support and offerings will improve attendance, provide additional instruction time and increase the success rate for each student.</p> |   |

## Section 4: Expenditure Summary

| Total Expenditures by Funding Source |   |                                       |            |            |            |                              |
|--------------------------------------|---|---------------------------------------|------------|------------|------------|------------------------------|
| Funding Source                       | 2015-16<br>Annual<br>Update<br>Budgeted | 2015-16<br>Annual<br>Update<br>Actual | 2016-17    | 2017-18    | 2018-19    | 2016-17-<br>2018-19<br>Total |
| All Funding Sources                  | 380,598.00                              | 457,389.00                            | 457,199.00 | 479,232.00 | 444,455.00 | 1,380,886.00                 |
| Base                                 | 357,200.00                              | 433,989.00                            | 415,500.00 | 440,500.00 | 439,000.00 | 1,295,000.00                 |
| Other                                | 0.00                                    | 0.00                                  | 0.00       | 0.00       | 0.00       | 0.00                         |
| Supplemental                         | 23,398.00                               | 23,400.00                             | 41,699.00  | 38,732.00  | 5,455.00   | 85,886.00                    |

| Total Expenditures by Object Type                    |   |                                       |            |            |            |                              |
|--|---|---------------------------------------|------------|------------|------------|------------------------------|
| Object Type  | 2015-16<br>Annual<br>Update<br>Budgeted | 2015-16<br>Annual<br>Update<br>Actual | 2016-17    | 2017-18    | 2018-19    | 2016-17-<br>2018-19<br>Total |
| All Expenditure Types                                | 380,598.00                              | 457,389.00                            | 457,199.00 | 479,232.00 | 444,455.00 | 1,380,886.00                 |
| 1000-1999: Certificated Personnel Salaries           | 349,498.00                              | 423,269.00                            | 411,700.00 | 433,882.00 | 413,750.00 | 1,259,332.00                 |
| 2000-2999: Classified Personnel Salaries             | 5,300.00                                | 6,500.00                              | 20,299.00  | 20,150.00  | 8,955.00   | 49,404.00                    |
| 4000-4999: Books And Supplies                        | 20,500.00                               | 20,500.00                             | 19,200.00  | 19,200.00  | 17,250.00  | 55,650.00                    |
| 5000-5999: Services And Other Operating Expenditures | 5,300.00                                | 7,120.00                              | 6,000.00   | 6,000.00   | 4,500.00   | 16,500.00                    |

| Total Expenditures by Object Type and Funding Source |                     |   |                                       |            |            |            |                              |
|--|---------------------|---|---------------------------------------|------------|------------|------------|------------------------------|
| Object Type  | Funding Source      | 2015-16<br>Annual<br>Update<br>Budgeted | 2015-16<br>Annual<br>Update<br>Actual | 2016-17    | 2017-18    | 2018-19    | 2016-17-<br>2018-19<br>Total |
| All Expenditure Types                                | All Funding Sources | 380,598.00                              | 457,389.00                            | 457,199.00 | 479,232.00 | 444,455.00 | 1,380,886.00                 |
| 1000-1999: Certificated Personnel Salaries           | Base                | 330,100.00                              | 403,869.00                            | 388,200.00 | 413,200.00 | 413,200.00 | 1,214,600.00                 |
| 1000-1999: Certificated Personnel Salaries           | Other               | 0.00                                    | 0.00                                  | 0.00       | 0.00       | 0.00       | 0.00                         |
| 1000-1999: Certificated Personnel Salaries           | Supplemental        | 19,398.00                               | 19,400.00                             | 23,500.00  | 20,682.00  | 550.00     | 44,732.00                    |
| 2000-2999: Classified Personnel Salaries             | Base                | 4,300.00                                | 5,500.00                              | 4,300.00   | 4,300.00   | 4,300.00   | 12,900.00                    |
| 2000-2999: Classified Personnel Salaries             | Other               | 0.00                                    | 0.00                                  | 0.00       | 0.00       | 0.00       | 0.00                         |
| 2000-2999: Classified Personnel Salaries             | Supplemental        | 1,000.00                                | 1,000.00                              | 15,999.00  | 15,850.00  | 4,655.00   | 36,504.00                    |
| 4000-4999: Books And Supplies                        | Base                | 17,500.00                               | 17,500.00                             | 17,000.00  | 17,000.00  | 17,000.00  | 51,000.00                    |
| 4000-4999: Books And Supplies                        | Other               | 0.00                                    | 0.00                                  | 0.00       | 0.00       | 0.00       | 0.00                         |
| 4000-4999: Books And Supplies                        | Supplemental        | 3,000.00                                | 3,000.00                              | 2,200.00   | 2,200.00   | 250.00     | 4,650.00                     |



**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).