

Introduction:

LEA: Alexander Valley Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Bob Raines, Superintendent/Principal, braines@alexandervalleyusd.org, (707) 433-1375 **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
Input for Revision Process: The School Site Council met on: <ul style="list-style-type: none"> • November 10, 2015 • January 12, 2016 • February 9, 2016 • March 8, 2016 • April 12, 2016 	The SSC is composed of three certificated and one classified employees, the Superintendent-Principal, and five parents, two of whom are parents of English Learners, and one of whom qualifies for free lunch. The SSC recommended that the LCAP reflect the community's desire to continue developing the garden and PE programs, and emphasize student achievement, especially in reading and writing.

- May 10, 2016

The Curriculum Committee met on:

- January 19, 2016
- February 16, 2016
- March 15, 2016
- April 19, 2016
- May 6, 2016
- May 17, 2016

The Technology Committee met on:

- December 2, 2015
- January 6, 2016
- February 3, 2016
- March 2, 2016
- April 6, 2016
- May 4, 2016

The Emergency Preparations Committee met on:

- January 22, 2016
- February 26, 2016
- April 1, 2016
- April 22, 2016
- May 27, 2016

The Facilities Committee met on:

- December 11, 2015
- January 8, 2016
- February 12, 2016
- March 11, 2016
- April 8, 2016

The Curriculum Committee is composed of two certificated employees, two trustees, the Superintendent-Principal, and three parents. The committee stressed the inclusion of goals for student achievement, the implementation of the 4C's, and increasing rigor for all students

The Technology Committee is composed of two certificated employees, one classified employee, one trustee, the Superintendent-Principal, and two parents. The Committee recommended that, after completing the one-to-one implementation, that the LCAP include goals for problem solving, resourcefulness, and the development of digital skills, including digital citizenship.

The Emergency Preparations Committee is composed of two certificated employees, one Trustee, the Superintendent-Principal, and two community members. The Committee recommended that the LCAP continue to have goals to fully implement the Emergency EOP, focusing on responses to earthquake and intruder on campus.

The Facilities Committee includes two certificated employees, one classified employee, one trustee, the Superintendent-Principal, and two parents. The Committee recommended that the LCAP continue to have goals supporting the eventual construction of a multi-purpose room.

- May 13, 2016

The AVS Faculty met on:

- March 9, 2016
- April 6, 2016
- April 20, 2016
- May 1, 2016
- May 25, 2016

The ELAC met on:

- January 15, 2016
- February 26, 2016

The AVS Student Council met on:

- January 22, 2016

The Board of Trustees met on:

- January 19, 2016
- February 9, 2016
- March 14, 2016
- April 11, 2016
- May 9, 2016
- June 13, 2016
- June 27, 2016

The AVS Faculty recommended that the LCAP focus on student achievement in reading writing in the Common Core, the implementation of the 4C's and the continued support of the PE and Garden programs.

The ELAC is composed of all parents of English Learners at AVS. Two faculty members and the Superintendent attend all meetings and support the parents. The ELAC recommended that the LCAP continue to support the achievement of their children in reading, writing and mathematics.

The Student Council is composed of student representatives from all grades at AVS. The Students recommended that the PE program and the Garden program continue.

The Board of Trustees is composed of five elected or appointed residents of the district. The Trustees received reports from each committee monthly, and participated in each of the District Committees. The Board received reports of student performance on the benchmark assessments at the conclusion of each trimester. The Board urged the committees to maintain their focus on student achievement and enrichment programs such as the garden and PE. The Board also indicated their support of efforts to explore and initiate a capital campaign to build a multi-use room.

The Board held a public hearing on the revised LCAP on the 15th of June, and approved it at the June 22nd meeting. There were no additional comments on the LCAP at those meetings.

General Stakeholder Meeting was held on February 25, 2016. Stakeholders could participate in person or via google drive.

The Stakeholder Meeting was attended by seven parents in person, with another three participating virtually. The stakeholder input focused on the continued implementation of the CCCSS, the 4C's, student achievement in reading, writing, and mathematics, the continued support for the PE and Garden programs, support for the implementation of one-to-one and digital skills for all students, and the initiation of a process to build a multi-purpose room. There were no comments from the stakeholders that required the Superintendent to respond in writing.

Annual Update:

Input for Review Process:

The School Site Council met on:

- November 4, 2014
- February 18, 2015
- March 10, 2015

The Curriculum Committee met on:

- October 28, 2014
- November 18, 2014
- December 16, 2014
- January 20, 2015
- February 17, 2015

The Technology Committee met on:

- November 5, 2014
- December 3, 2015
- January 7, 2015
- February 4, 2015

Annual Update:

The SSC is composed of three certificated and one classified employees, the Superintendent-Principal, and five parents, two of whom are parents of English Learners, and one of whom qualifies for free lunch. The SSC saw that the goals for implementation of the CCCSS, the 4C's, support students' academic achievement, the development of the PE and Garden program, and technology expansion were moving along as hoped. They applauded the implementation of the EOP. They were disappointed that the facilities expansion had not moved along as quickly as hoped.

The Curriculum Committee is composed of two certificated employees, two trustees, the Superintendent-Principal, and three parents. The committee was supportive of the efforts to implement the CCCSS, and interventions for students failing to meet grade level expectations in mathematics and reading. The committee wanted to see more effort for writing intervention.

The Technology Committee is composed of two certificated employees, one classified employee, one trustee, the Superintendent-Principal, and two parents. The Committee found that goals for technology implementation were being reached, and asked that the new LCAP include goals for implementing one-to-one and continue digital access for children with out it at home.

The Emergency Preparations Committee met on:

- December 8, 2014
- January 14, 2015
- February 27, 2015

The Facilities Committee met on:

- November 7, 2014
- December 12, 2014
- January 9, 2015
- February 13, 2015

The AVS Faculty met on:

- January 21, 2015
- February 18, 2015
- March 11, 2015

The ELAC met on:

- March 20, 2015
- April 24, 2015

The AVS Student Council met on:

- February 17, 2015

The Board of Trustees met on:

- October 21, 2014

The Emergency Preparations Committee is composed of two certificated employees, one Trustee, the Superintendent-Principal, and two community members. The Committee felt that the goals for implementation of the EOP were moving according to schedule.

The Facilities Committee includes two certificated employees, one classified employee, one trustee, the Superintendent-Principal, and two parents. The committee noted that progress was made on developing the long term facilities improvement plan, as well as the ongoing maintenance calendar.

The AVS Faculty proposed changes to the reading and mathematics intervention programs, which were implemented during the school year. They encouraged the implementation of the one-to-one initiative, supported the PE and Garden project, the EOP, and the long-term facilities improvement plan.

The ELAC is composed of all parents of English Learners at AVS. Two faculty members and the Superintendent attend all meetings and support the parents. The parents were very supportive of the efforts to ensure that their children were achieving grade level proficiencies, and appreciative of all the support they were receiving.

The Student Council is composed of student representatives from all grades at AVS. The Students commended the PE program and the Garden program continue, and were appreciative that iPads and other digital devices were available.

The Board of Trustees is composed of five elected or appointed residents of the district. The Board encouraged the hard work of the district committees,

- November 18, 2014
- December 9, 2014
- January 20, 2015
- February 17, 2015
- June 15, 2015
- June 22, 2015

General Stakeholder Meeting was held on February 25, 2015. Stakeholders could participate in person or via google drive.

and urged them to maintain their focus on the safety and achievement of the students of AVUSD.

The Stakeholder Meeting was attended by fifteen parents in person, with another seventeen participating virtually. The portion of the meeting devoted to the evaluation of the current LCAP produced support for the efforts to improve reading and mathematics achievement among all students, the availability of computer access for students after school, the PE and Garden programs, and an interest in improving facilities at AVS. There were no comments from the stakeholders that required the Superintendent to respond in writing.

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:	<p>1.Students (including EL, ED, and SpEd) will be proficient in the common core standards.</p> <p>1A. Improve reading comprehension for all students</p> <p>1B. All students read at grade level by the end of third grade, or have IEP/504 Plan (interventions)</p> <p>1C. Improve written expression for all students</p> <p>1D. Improve mathematical problem solving for all students</p> <p>1E. Develop and implement student assessment systems that hold students accountable individually and as a group</p> <p>1F. Maintain degree student CELDT improvement and RFEP reclassification rates</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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Identified Need :	<p>1. Students need to be proficient in the common core standards.</p> <p>Metrics: 69% advanced or proficient on 2013 ELA CST, 47% advanced or proficient on district 3/2014 ELA CCCSS-aligned benchmark</p> <p>72% proficient or advanced on 3/2014 math CA Content Standards-aligned benchmark</p> <p>EL students average 1.0 level growth per year on CELDT</p> <p>15% of EL students are reclassified RFEP per year, 2011-2014</p> <p>The academic content and performance standards adopted by the state board need to be implemented fully (Math CCCSS being implemented initially this year in all classes)</p> <p>Students (including EL, ED and SpEd) need to have access to classes aligned to the academic content and performance standards adopted by the state board (All students have access to classes with ELA CCCSS implemented, students have access to classes with Math CCCSS being implemented initially this year)</p>
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Goal Applies to:	<p>Schools: Alexander Valley School</p> <p>Applicable Pupil Subgroups:</p> <p>1A. All, with special focus for EL students</p> <p>1B.All, with special focus for EL students</p> <p>1C. All, with special focus for EL students</p> <p>1D. All, with special focus for EL students</p> <p>1E. All, with special focus for EL students</p> <p>1F. EL students</p>
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>67% of all students will score advanced or proficient on the ELA CCCSS-aligned benchmark assessment</p> <p>75% of all students will score advanced or proficient on the Math CCCSS-aligned benchmark assessment</p> <p>EL Students will maintain average of 1.0 level growth per year on the CELDT</p> <p>Maintain rate of 15% of EL students reclassified as RFEP each year, including all students graduating 6th grade</p> <p>The academic content and performance standards adopted by the state board will be implemented fully by 100% of all teachers</p> <p>100% of all students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board</p> <p>(Note: the metrics for priority 4 (pupil achievement) for API, AP, % of students completing UC or CSU requirements, or EAP are all N/A)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain “reading recovery” type early literacy intervention program	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	reading intervention 1000-1999: Certificated Personnel Salaries Base \$21,363
maintain revised reading intervention (3rd – 6th)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	reading intervention 2000-2999: Classified Personnel Salaries Base \$17,686

<p>Maintain the On-line differentiated tutorial from Reading Wonders (no cost)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>on-line tutorial 0000: Unrestricted Base 0</p>
<p>Continue to fully implement new English Language Arts text (no cost) with added targeted writing intervention</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing intervention 2000-2999: Classified Personnel Salaries Base 11,500</p>
<p>Continue to fully implement new Mathematics text (no additional cost)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>math text 0000: Unrestricted Base 0</p>
<p>Continue to instruct vocabulary and strategies for explaining the students' thinking (no cost)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0000: Unrestricted Base 0</p>

<p>Continue to use problem solving strategies in the adopted text (no cost)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PS strategies 0000: Unrestricted Base 0</p>
<p>continue selected assessment options in the math and ELA series (no cost)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>assessment in ela and math 0000: Unrestricted Base 0</p>
<p>Begin to implement the SBA interim assessments (no cost)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>assessments (SBA and EdL21) 0000: Unrestricted Base 0</p>
<p>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program (k-2)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD reading support 1000-1999: Certificated Personnel Salaries Supplemental \$4,162</p>

<p>Continue to purchase materials and provide additional training for current reading fluency intervention (3rd – 6th)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>eld reading fluency materials 4000-4999: Books And Supplies Supplemental \$2,081</p>
<p>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program (3rd - 6th)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD reading 2000-2999: Classified Personnel Salaries Supplemental \$4,162</p>
<p>Develop a program to provide explicit writing intervention for EL and ED students</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing intervention 2000-2999: Classified Personnel Salaries Supplemental 18,411</p>
<p>maintain the targeted writing classroom intervention utilizing options within supplemental materials in adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing support within the text 0000: Unrestricted Supplemental 0</p>

<p>Utilize vocabulary development resources within adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>vocab development 0000: Unrestricted Supplemental 0</p>
<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (3rd- 6th grade)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>vocab/verbalize in math 1000-1999: Certificated Personnel Salaries Supplemental \$3,121</p>
<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (K-2nd)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>vocab/verbalize in math 1000-1999: Certificated Personnel Salaries Supplemental 3200</p>
<p>Continue to Implement EL support material from the Reading Wonders and My Math text book series (no additional cost)</p>	<p>For EL students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD ELA & Math support in RW and MM 0000: Unrestricted Supplemental 0</p>

Provide summer tutoring in reading and writing for identified EL and ED students	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	summer tutoring 1000-1999: Certificated Personnel Salaries Supplemental 3500
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	77% of all students will score advanced or proficient on the ELA CCCSS-aligned benchmark assessment 80% of all students will score advanced or proficient on the Math CCCSS-aligned benchmark assessment EL Students will maintain average of 1.0 level growth per year on the CELDT Maintain rate of 15% of EL students reclassified as RFEP each year, including all students graduating 6th grade The academic content and performance standards adopted by the state board will be implemented fully by 100% of all teachers 100% of all students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board (Note: the metrics for priority 4 (pupil achievement) for API, AP, % of students completing UC or CSU requirements, or EAP are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain "reading recovery" type early literacy intervention program	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	early lit 1000-1999: Certificated Personnel Salaries Base \$21,790
maintain revised reading intervention (3rd – 6th)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	reading intervention 2000-2999: Classified Personnel Salaries Base 18,040

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to fully implement new English Language Arts text (no cost) with targeted writing intervention	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELA and Writing 2000-2999: Classified Personnel Salaries Base 11,730
Continue to fully implement new Mathematics text (no additional cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	math text 0000: Unrestricted Base 0
Continue to use problem solving strategies in the adopted text (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	PS strategies 0000: Unrestricted Base 0
continue selected assessment options in the math and ELA series (no cost)	school wide	<input checked="" type="checkbox"/> All OR:	math and ELA assessment options 0000: Unrestricted Base 0

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to implement the SBA interim assessments and EdLeader21 group assessment tools (no additional cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	assessment 0000: Unrestricted Base 0
Continue to purchase materials and provide additional training for reading fluency intervention (3rd – 6th)	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	0001-0999: Unrestricted: Locally Defined Supplemental 2125
Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program (k-2)	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	k-2 eld reading support 1000-1999: Certificated Personnel Salaries Supplemental 4250

<p>Continue to provide explicit writing intervention for EL and ED students</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing intervention 2000-2999: Classified Personnel Salaries Supplemental 18779</p>
<p>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD early literacy 1000-1999: Certificated Personnel Salaries Supplemental 4245</p>
<p>maintain the targeted writing intervention program utilizing options within supplemental materials in adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing intervention in the ela text 0000: Unrestricted Supplemental 0</p>
<p>utilize vocabulary development resources within adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>vocab development 2000-2999: Classified Personnel Salaries Supplemental 0</p>

<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (3rd- 6th grade)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>UG vocab/verbalization in math 1000-1999: Certificated Personnel Salaries Supplemental 3185</p>
<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (K-2nd)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>pri vocab/verbalizatoin 1000-1999: Certificated Personnel Salaries Supplemental 3265</p>
<p>Continue to Implement EL support material from the Reading Wonders and My Math text book series (no additional cost)</p>	<p>For EL students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD in RW and MM 0001-0999: Unrestricted: Locally Defined Supplemental 0</p>
<p>Provide summer tutoring in reading and writing for identified EL and ED students</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>summer tutoring 1000-1999: Certificated Personnel Salaries Supplemental 3570</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>80% of all students will score advanced or proficient on the ELA CCCSS-aligned benchmark assessment</p> <p>85% of all students will score advanced or proficient on the Math CCCSS-aligned benchmark assessment</p> <p>EL Students will maintain average of 1.0 level growth per year on the CELDT</p> <p>Maintain rate of 15% of EL students reclassified as RFEP each year, including all students graduating 6th grade</p> <p>The academic content and performance standards adopted by the state board will be implemented fully by 100% of all teachers</p> <p>100% of all students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board</p> <p>(Note: the metrics for priority 4 (pupil achievement) for API, AP, % of students completing UC or CSU requirements, or EAP are all N/A)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain “reading recovery” type early literacy intervention program	school wide	<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</p> <p>fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	early lit 1000-1999: Certificated Personnel Salaries Base 22,226
maintain revised reading intervention (3rd – 6th)	school wide	<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</p> <p>fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	reading intervention 2000-2999: Classified Personnel Salaries Base 18,400

<p>Continue to fully implement new English Language Arts text (no cost) with targeted writing intervention</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELA and Writing 2000-2999: Classified Personnel Salaries Base 11,965</p>
<p>Continue to fully implement new Mathematics text (no additional cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>math text 0000: Unrestricted Base 0</p>
<p>Continue to use problem solving strategies in the adopted text (no cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PS strategies 0000: Unrestricted Base 0</p>
<p>continue selected assessment options in the math and ELA series (no cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>math and ELA assessment options 0000: Unrestricted Base 0</p>

<p>Continue to implement the SBA interim assessments and EdLeader21 group assessment tools (no additional cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>assessment 0000: Unrestricted Base 0</p>
<p>Continue to purchase materials and provide additional training for reading fluency intervention (3rd – 6th)</p>	<p>Continue to purchase materials and provide additional training for reading fluency intervention (3rd – 6th)</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>0001-0999: Unrestricted: Locally Defined Supplemental 2,168</p>
<p>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program (k-2)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>k-2 eld reading support 0001-0999: Unrestricted: Locally Defined Supplemental 4335</p>
<p>Continue to provide explicit writing intervention for EL and ED students</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing intervention 0001-0999: Unrestricted: Locally Defined Supplemental 19,154</p>

<p>Continue to maintain a research-based ELD component to the “reading recovery” type early literacy intervention program</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD early literacy 1000-1999: Certificated Personnel Salaries Supplemental 4330</p>
<p>maintain the targeted writing intervention program utilizing options within supplemental materials in adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>writing intervention in the ela text 0000: Unrestricted Supplemental</p>
<p>utilize vocabulary development resources within adopted ELA text</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>vocab development 2000-2999: Classified Personnel Salaries Supplemental</p>
<p>Teach explicit vocabulary and verbalization strategies for explaining the students’ thinking (3rd- 6th grade)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>UG vocab/verbalization in math 1000-1999: Certificated Personnel Salaries Supplemental 3249</p>

<p>Teach explicit vocabulary and verbalization strategies for explaining the students' thinking (K-2nd)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>pri vocab/verbalizatoin 1000-1999: Certificated Personnel Salaries Supplemental 3330</p>
<p>Continue to Implement EL support material from the Reading Wonders and My Math text book series (no additional cost)</p>	<p>For EL students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELD in RW and MM 0001-0999: Unrestricted: Locally Defined Supplemental 0</p>
<p>Provide summer tutoring in reading and writing for identified EL and ED students</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>summer tutoring 1000-1999: Certificated Personnel Salaries Supplemental 3641</p>

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

GOAL 2:	All students (including EL, ED, and SpEd) will have access to standards-aligned instructional materials	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	2. All students need Common Core aligned text books Metrics: All students have CCCSS aligned mathematics materials with support materials included. In 2013-14, no students had CCCSS aligned mathematics materials
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Goal Applies to:	Schools: 2. Alexander Valley School Applicable Pupil Subgroups: All, with special focus for EL students
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	All students will have CCCSS aligned math texts. The academic content and performance standards adopted by the state board will be implemented fully All students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board 60% of all students will achieve levels of at or exceeding standards on the mathematics portion of the Smarter Balanced Assessment (Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement a CCCSS aligned Math series (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	math text 4000-4999: Books And Supplies Base 0

Continue to provide certificated staff Professional development (included, no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	math PD 0000: Unrestricted Base 0
Continue to collaborate with other districts that adopt the same series (minimal to no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	interdistrict pd 5000-5999: Services And Other Operating Expenditures Base 200

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	All students will have CCCSS aligned math texts. The academic content and performance standards adopted by the state board will be implemented fully All students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board 65% of all students will achieve levels of at or exceeding standards on the mathematics portion of the Smarter Balanced Assessment (Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt anContinue to implement a CCCSS aligned Math series (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	4000-4999: Books And Supplies Base 0

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to provide certificated staff Professional development (included, no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	math pd 0000: Unrestricted Base 0
Continue to collaborate with other districts that adopt the same series (minimal to no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	interdistrict pd 5000-5999: Services And Other Operating Expenditures Base 200

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All students will have CCCSS aligned math texts. The academic content and performance standards adopted by the state board will be implemented fully All students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board 70% of all students will achieve levels of at or exceeding standards on the mathematics portion of the Smarter Balanced Assessment (Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt and Continue to implement a CCCSS aligned Math series (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Base 0
Continue to provide certificated staff Professional development (included, no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	math pd 0000: Unrestricted Base 0
Continue to collaborate with other districts that adopt the same series (minimal to no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	interdistrict pd 5000-5999: Services And Other Operating Expenditures Base 0

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

<p>GOAL 3:</p>	<p>All students will experience powerful learning utilizing the 4C's</p> <p>3A. Integrate digital technology into the day-to-day instruction to support 4-c's</p> <p>3B. Develop and implement grade level specific experiential/project-based learning activities, aligned to the CCCSS, in social studies and science</p> <p>3C. Provide community-based learning opportunities for students</p> <p>3D Develop grade level tech skills expectations</p> <p>3E. All students need to do 21st century work</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Students need to be resourceful when using technology</p> <p>Students need access to digital learning resources</p> <p>Students need access to computer classes</p> <p>Students need to be engaged in their learning</p> <p>Metrics: Bright bytes: teacher and student use of 4C's "emerging," 27% of students report ease with foundational skills, 13% familiar with digital citizenship, per Bright Bytes 1/2014 assessment)</p>	
<p>Goal Applies to:</p>	<p>Schools: 3. Alexander Valley School</p> <p>Applicable Pupil Subgroups:</p>	<p>All, with special focus for EL students</p>
<p>LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over 2014-15 for students and staff</p> <p>Students will demonstrate resourceful solutions to problems when using technology according to teacher observation</p> <p>All students will have access to digital learning resources</p> <p>All students will have access to computer classes</p> <p>All students will demonstrate engagement in their learning according to teacher and administrator observation</p> <p>(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A, and metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement Common Sense Media Digital Citizenship Curriculum (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CSM dig cit 0000: Unrestricted Base 0
Open classrooms four afternoons a week	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	open classrooms 0000: Unrestricted Base 5000
Support teachers to Implement NGSS	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ngss pd 5000-5999: Services And Other Operating Expenditures Base \$1000
continue to implement the math performance tasks in the new text (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	math perf tasks 0000: Unrestricted Base 0

<p>Continue to support teachers to integrate the School Garden into the math and science classroom instruction</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>pd for garden/math-sci integration 5000-5999: Services And Other Operating Expenditures Base \$1000</p>
<p>Continue Land Paths/In Our Own Back Yard program for 3rd grade (no cost)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>IOOBY 0000: Unrestricted Base 0</p>
<p>continue local community based activities (Gleaners, etc)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>local community based learning 5000-5999: Services And Other Operating Expenditures Base \$500</p>
<p>Implement AVS Student Tech Standards</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>tech standards 0000: Unrestricted Base \$500</p>
<p>Continue to implement Common Sense Media Digital Citizenship Curriculum with the safe resourcefulness focus (no cost)</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>CSM dig cit resourcefulness 0000: Unrestricted Base 0</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
Continue to teach students to use the continuum of "tech resources" (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	tech resources 0000: Unrestricted Base 0
Continue to employ Tech Skills Instructor	school wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	tech instructor 1000-1999: Certificated Personnel Salaries Base \$10,400

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over 2014-15 for students and staff</p> <p>Students will demonstrate resourceful solutions to problems when using technology according to teacher observation</p> <p>All students will have access to digital learning resources</p> <p>All students will have access to computer classes</p> <p>All students will demonstrate engagement in their learning according to teacher and administrator observation</p> <p>(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A, and metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement Common Sense Media Digital Citizenship Curriculum (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CSM dig cit 0000: Unrestricted Base 0
Open classrooms on four afternoons a week	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	open classrooms 1000-1999: Certificated Personnel Salaries Base 5000
Support teachers to implement the NGSS	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Base 1000
continue to implement the mathematics performance tasks in the new math text (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	math perf tasks 0000: Unrestricted Base 0

<p>Continue to support teachers to integrate the School Garden into the math and science classroom instruction</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>garden/math-sci integration 5000-5999: Services And Other Operating Expenditures Base 1000</p>
<p>Continue Land Paths/In Our Own Back Yard program for 3rd grade (no cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>IOOBY 0000: Unrestricted Base 0</p>
<p>continue to implement community based learning activities (Gleaners, etc.)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>local community learning 5000-5999: Services And Other Operating Expenditures Base 500</p>
<p>Implement AVS Student Tech Standards</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>tech standards 4000-4999: Books And Supplies Base 500</p>
<p>Continue to implement Common Sense Media Digital Citizenship Curriculum resourcefulness focus(no cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>CSM dig cit resourcefulness 0000: Unrestricted Base 0</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to teach students to use the continuum of "tech resources" (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	tech resources 0000: Unrestricted Base 0
Continue to employ technology skills instructor	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	tech teacher 1000-1999: Certificated Personnel Salaries Base 10,400

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 15% over 2014-15 for students and staff Students will demonstrate resourceful solutions to problems when using technology according to teacher observation All students will have access to digital learning resources All students will have access to computer classes All students will demonstrate engagement in their learning according to teacher and administrator observation (Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A, and metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement Common Sense Media Digital Citizenship Curriculum (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CSM Digit Cit 0000: Unrestricted Base 0
Keep classrooms open on four afternoons a week	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	open classrooms 1000-1999: Certificated Personnel Salaries Base 5000
Continue to support teachers to implement the NGSS	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ngss 5000-5999: Services And Other Operating Expenditures Base 1000
continue to implement the mathematics performance tasks in the new math text (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	math perf tasks 0000: Unrestricted Base 0

<p>Continue to support teachers to integrate the School Garden into the math and science classroom instruction</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>garden/math-sci integration 0000: Unrestricted Base 1000</p>
<p>Continue Land Paths/In Our Own Back Yard program for 3rd grade (no cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>IOOBY 0000: Unrestricted Base 0</p>
<p>continue to implement community based learning activities (Gleaners, etc.)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>local community learning 0001-0999: Unrestricted: Locally Defined Base 550</p>
<p>continue to Implement AVS Student Tech Standards</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>tech standards 0000: Unrestricted Base 550</p>
<p>Continue to implement Common Sense Media Digital Citizenship Curriculum resourcefulness focus(no cost)</p>	<p>school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>CSM dig cit resourcefulness 0000: Unrestricted Base 0</p>

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
Continue to teach students to use the continuum of "tech resources" (no cost)	school wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	tech resources 0000: Unrestricted Base 0
Continue to employ technology skills instructor	school wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	tech teacher 1000-1999: Certificated Personnel Salaries Base 10,608

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

GOAL 4:	4A. All teachers will remain highly qualified 4B. Develop long term professional development plans for certificated and classified staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	All teachers need to be highly qualified (currently, 100% are highly qualified and appropriately placed) All teachers need to have long-term professional development plans All classified staff need to have long term professional development plan
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Goal Applies to:	Schools: Alexander Valley School
Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	4A. 100% of teachers will be HQ and appropriately placed 4B. 100% of all classified employees will have long term professional development plans 4C. 100% of all certificated employees will have long-term professional development plans that include CCCSS implementation and enabling EL students to access the CCCSS and ELD Standards.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only HQ staff	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	HQ staff 1000-1999: Certificated Personnel Salaries Base 694,978
Identify and address continuing professional development needs to implement the Math series	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	math pd 5000-5999: Services And Other Operating Expenditures \$5000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Identify and address continuing professional development needs to implement the adopted ELA series	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELA pd 5000-5999: Services And Other Operating Expenditures Base \$5000
Provide additional professional development for all certificated staff on topics to be identified for EL students	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELD pd cert 0001-0999: Unrestricted: Locally Defined Base \$3,112
Provide additional professional development for classified staff on topics to be identified for EL students	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELD pd classified 5000-5999: Services And Other Operating Expenditures Supplemental \$2,060

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>4A. 100% of teachers will be HQ and appropriately placed</p> <p>4B. 100% of all classified employees will have long term professional development plans</p> <p>4C. 100% of all certificated employees will have long-term professional development plans that include CCCSS implementation and enabling EL students to access the CCCSS and ELD Standards.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only HQ staff	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	HQ staff 1000-1999: Certificated Personnel Salaries Base 708,878
Identify and address continuing professional development needs to implement the adopted ELA and Math series	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	math and ela pd 0000: Unrestricted Base 5000
Provide additional professional development for certificated staff on topics to be identified for EL students	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	cert eld pd 5000-5999: Services And Other Operating Expenditures Supplemental 3200

		_ Other Subgroups: (Specify)	
Provide additional professional development for classified staff on topics to be identified for EL students	For EL students school wide For ED students school wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	class eld pd 5000-5999: Services And Other Operating Expenditures Supplemental 2100

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>4A. 100% of teachers will be HQ and appropriately placed</p> <p>4B. 100% of all classified employees will have long term professional development plans</p> <p>4C. 100% of all certificated employees will have long-term professional development plans that include CCCSS implementation and enabling EL students to access the CCCSS and ELD Standards.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only HQ staff	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	HQT staff 1000-1999: Certificated Personnel Salaries Base 723055
Identify and address continuing professional development needs to implement the adopted ELA and Math series	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	math and ela pd 0000: Unrestricted Base 5000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide additional professional development for certificated staff on topics to be identified for EL students	EL students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	cert eld pd 5000-5999: Services And Other Operating Expenditures Supplemental 5000
Provide additional professional development for classified staff on topics to be identified for EL students	EL Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	class eld pd 5000-5999: Services And Other Operating Expenditures Supplemental 2100

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

GOAL 5:	Increase overall student wellness, physical fitness, and attendance.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Students need to increase their levels of fitness and wellness Students need to decrease levels of unexcused absences PFT: 76% of 5th graders in HFZ 2011-12 and 2012-13 combined During 2014-15, 25 students had three or more unexcused absences (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Goal Applies to:	Schools:	Alexander Valley School
	Applicable Pupil Subgroups:	All, with a special focus for EL and ED Students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase students meeting fitness standards (PFT) by 10% over 2015-16 Decrease unexcused absences by 50% over 2014-15 (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop and implement fitness standards (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	fitness standards 0000: Unrestricted Base 0

<p>Continue to implement a joint program at Alexander Valley School for PE/garden/nutrition instructor</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PE/Nutrition 2000-2999: Classified Personnel Salaries Base 20,922 garden/nutrition 1000-1999: Certificated Personnel Salaries Base 23175</p>
<p>Continue to implement a system to reward students for healthy food choices</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>rainbow rewards 0000: Unrestricted Base \$100</p>
<p>Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>spanish outreach 5000-5999: Services And Other Operating Expenditures Supplemental \$1,040</p>
<p>continue to publish translated Family fitness newsletters</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>spanish fitness newsletter 5000-5999: Services And Other Operating Expenditures Supplemental \$936</p>
<p>Provide monthly perfect attendance awards to students who have no absences, no tardies, and have not left school early for the month.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>monthly perfect attendance 4000-4999: Books And Supplies Base 100</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase students meeting fitness standards (PFT) by 10% over 2016-17 Decrease unexcused absences by 50% over 2014-15 (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement fitness standards (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	fitness standards 0000: Unrestricted Base 0
Continue to implement a joint program with Alexander Valley School for PE/garden/nutrition instructor	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	garden/nutrition 1000-1999: Certificated Personnel Salaries Base 23,639 PE/Nutrition 2000-2999: Classified Personnel Salaries Base 21,340
Continue to implement a system to reward students for healthy food choices	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	rainbow rewards 0000: Unrestricted Base 100

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.)	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	spanish fitness outreach 5000-5999: Services And Other Operating Expenditures Supplemental 1062
continue to publish translated Family fitness newsletters	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	spanish fitness newsletters 5000-5999: Services And Other Operating Expenditures Supplemental 983
Provide monthly perfect attendance awards to students who have no absences, no tardies, and have not left school early for the month.	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	monthly perfect attendance 4000-4999: Books And Supplies Base 100

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>Increase students meeting fitness standards (PFT) by 10% over 2015-16</p> <p>Decrease unexcused absences by 50% over 2017-18</p> <p>(Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement fitness standards (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	fitness standards 0000: Unrestricted Base
Continue to implement a joint program with Alexander Valley School for PE/garden/nutrition instruction	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	garden/nutrition 1000-1999: Certificated Personnel Salaries Base 24,111 pe/nutrition 2000-2999: Classified Personnel Salaries Base 21,767
Continue to implement a system to reward students for healthy food choices	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	rainbow rewards 0000: Unrestricted Base 100

<p>Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>spanish fitness outreach 5000-5999: Services And Other Operating Expenditures Supplemental 1100</p>
<p>continue to publish translated Family fitness newsletters</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>spanish fitness newsletters 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>
<p>Provide monthly perfect attendance awards to students who have no absences, no tardies, and have not left school early for the month.</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>monthly perfect attendance awards 4000-4999: Books And Supplies Base 100</p>

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

GOAL 6:	Teachers will develop instructional strategies that lead to greater differentiation in the classroom	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	6. Teachers need to learn instructional strategies (such as gradual release of responsibility) that support students' different learning styles and needs Metric: stakeholder comments, Teacher observational data Baseline: GRR in use 50% of the time in 3 of 7 classrooms
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Goal Applies to:	Schools: Alexander Valley School
Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide additional professional development in Gradual Release of Responsibility	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GRR PD 5000-5999: Services And Other Operating Expenditures Base \$1000
Continue to implement a Peer coaching program for Gradual Release of Responsibility	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Peer GRR coaching 1000-1999: Certificated Personnel Salaries Base 700

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
continue to implement Gradual Release of Responsibility model	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	GRR PD 5000-5999: Services And Other Operating Expenditures Base 400
Continue to implement a Peer coaching program for Gradual Release of Responsibility	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	GRR peer coaching 1000-1999: Certificated Personnel Salaries Base 700

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ontinue to implement Gradual Release of Responsibility model	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GRR PD 5000-5999: Services And Other Operating Expenditures Base 400
Continue to implement a Peer coaching program for Gradual Release of Responsibility	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	GRR peer coaching 1000-1999: Certificated Personnel Salaries Base 700

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

GOAL 7:	Support students to develop perseverance and problem solving strategies in the face of academic challenges	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	7. Students need to persevere in the face of academic challenges
	Metric: 10 unsolicited stakeholder comments

Goal Applies to:	Schools: Alexander Valley School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Certificated staff will use Ed Leader 21 Rubrics to assess student perseverance
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to utilize supports from adopted texts to build perseverance strategies (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	perseverance resources 0000: Unrestricted Base 0
Continue to implement the EdLeader21 4c's rubrics (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EdLeader21 rubrics 0000: Unrestricted Base 0

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Certificated staff will use Ed Leader 21 Rubrics to assess student perseverance		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to utilize supports from adopted texts to build perseverance strategies (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	perseverance strategies 0000: Unrestricted Base 0
Continue to implement the EdLeader21 4c's rubrics (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EdLeader21 rubrics 0000: Unrestricted Base 0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Certificated staff will use Ed Leader 21 Rubrics to assess student perseverance		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to utilize supports from adopted texts to build perseverance strategies (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	perseverance strategies 0000: Unrestricted Base 0

		_ Other Subgroups: (Specify)	
Continue to implement the EdLeader21 4c's rubrics (no cost)	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	EdLeader21 rubrics 0000: Unrestricted Base 0

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

GOAL 8:	Maintain safe and secure school environment	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	8. Students need a safe and secure school environment Metric: 2 at-home suspensions in 2012-13, 0 at-home suspensions in 2013-14, 0 expulsions in 2013-14 Informal school climate surveys indicate that 80% of students feel safe and secure at school.
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Goal Applies to:	Schools: Alexander Valley School	Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Maintain school suspensions to less than 2 per year and expulsions at 0 per year Students continue to report feeling safe and secure at school via survey
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
continue to implement the Tool Box Program	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	tool box 4000-4999: Books And Supplies Base 500
Develop and implement a restorative discipline program aligned with local Secondary District (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	restorative discipline 0000: Unrestricted Base 0

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Maintain school suspensions to less than 2 per year and expulsions at 0 per year Students continue to report feeling safe and secure at school via survey		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
continue to implement the Tool Box Program	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Tool Box 4000-4999: Books And Supplies Base 500
Continue to implement a restorative discipline program aligned with local Secondary District (no cost)	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	restorative discipline 0000: Unrestricted Base 0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Maintain school suspensions to less than 2 per year and expulsions at 0 per year Students continue to report feeling safe and secure at school via survey
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
continue to implement the Tool Box Program	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	tool box 4000-4999: Books And Supplies Base 500
Continue to implement a restorative discipline program aligned with local Secondary District (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	restorative discipline 0000: Unrestricted Base 0

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

GOAL 9:	Maintain and improve high attendance totals	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	9. Students need to improve their level of school engagement Metric: 12% of students have >3 unexcused absences School Attendance for 2013-14 was 96.75%
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Goal Applies to:	Schools:	Alexander Valley School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	9. Maintain attendance rate and reduce the number of students with >3 unexcused absences to 8% of total (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
develop and implement an enhanced attendance tracking system in SchoolWise (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	schoolwise tracking 0000: Unrestricted Base 0 0000: Unrestricted Base 0
Continue to publish weekly "tardy charts" and give rewards for arriving on time.	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	tardy charts 4000-4999: Books And Supplies Base \$250

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Utilize the refined attendance tracking system to account for legitimate family activity absences	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	family absence code 0000: Unrestricted Base 0
Continue to implement parental intervention and education program (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	parent attendance outreach 4000-4999: Books And Supplies Base 200

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	9. Maintain attendance rate and reduce the number of students with >3 unexcused absences to 8% of total (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement enhanced attendance tracking system in SchoolWise (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	attendance tracking 0000: Unrestricted Base 0

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to publish weekly "tardy charts" and give rewards for arriving on time.	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	tardy charts 4000-4999: Books And Supplies Base 200
Utilize the refined attendance tracking system to account for legitimate family activity absences		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	family activity codes 0000: Unrestricted Base 0
Continue to implement parental intervention and education program (no cost)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	parent attendance intervention 4000-4999: Books And Supplies Base 400

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	9. Maintain attendance rate and reduce the number of students with >3 unexcused absences to 5% of total (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement enhanced attendance tracking system in SchoolWise (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	attendance monitoring 0000: Unrestricted Base 0
Continue to publish weekly "tardy charts" and give rewards for arriving on time.	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	tardy charts 4000-4999: Books And Supplies Base 400
Utilize the refined attendance tracking system to account for legitimate family activity absences	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	family activity codes 0000: Unrestricted Base 0

<p>Continue to implement parental intervention and education program (no cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>parent attendance intervention 4000-4999: Books And Supplies Base 400</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.

<p>GOAL 10:</p>	<p>All Parents (including parents of EL, ED, and SpEd students) need to remain engaged in their children's education</p>		<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>10A. Increase overall student wellness and physical fitness (71% of students scored in the Health Fitness Zone on the 2012-13 and 2013-14 CA PFT)</p> <p>10B. Connect with parents and supplement home tech infrastructure (90% report access to internet at home, 65% indicate access to high speed internet)</p> <p>10C. Offer tech support at school for kids who don't have it at home</p> <p>10D. Engage parents and the community in the emergency response plan</p>		
<p>Goal Applies to:</p>	<p>Schools: Alexander Valley School</p> <p>Applicable Pupil Subgroups:</p>	<p>10A. All, with special focus on EL and ED families</p> <p>10B. All, with special focus on EL and ED families</p> <p>10C. All, with special emphasis for ED students</p> <p>10D. All</p> <p>10E. All</p>	
<p>LCAP Year 1: 2016-2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>10A. Families and students will continue to have instruction from PE/Health/ Garden instructor</p> <p>10B. Targeted families continue to receive support</p> <p>10C. The computer lab is open four days a week after school</p> <p>10D. Junior Achievement is offered in all classrooms</p> <p>10E. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response plan</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	fitness activities 0000: Unrestricted Base 0
Pursue grants to supplement home tech (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	home tech grants 0000: Unrestricted Base 0
Maintain a computer and printer lending program for families without home tech	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	home tech lending 5000-5999: Services And Other Operating Expenditures Base \$300
Continue to encourage parents to use strategies to use smartphones as “hot spots” (no cost)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	hot spots 0000: Unrestricted Base 0 • 0000: Unrestricted Base \$500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Solicit volunteers for the EOP from parent and business community	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	EOP volunteers 0000: Unrestricted Base 0
Meet annually with AVS parents to share their role in the Emergency Plan (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	parents EOP meetings 0000: Unrestricted Base 0
Pursue grants to supplement home tech (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	home tech grants 0000: Unrestricted Base 0
Maintain a computer and printer lending program for families without home tech as identified by the home tech survey	For EL students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	comp lending 5000-5999: Services And Other Operating Expenditures Supplemental 500

	For ED students school wide	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to offer parents training in Spanish for using tech	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	spanish tech training 0000: Unrestricted Supplemental 500
Continue to keep the computer lab open during Nuevos Horizontes Adult English Classes for specific classes and general use	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	open computer lab 5000-5999: Services And Other Operating Expenditures Base 2813
Publish Family fitness newsletters	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	fitness newsletters 4000-4999: Books And Supplies Base \$250
Continue to offer parents training in using tech	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	tech training 0000: Unrestricted Base 0

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue ongoing meetings with Alexander Valley community groups regarding the EOP.	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	community EOP 0000: Unrestricted Base 0

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	10A. All families will receive outreach from PE/Health/ Garden instructor 10B. Targeted families receive support to increase home tech 10C. The computer lab is open three days a week after school 10D. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response plan
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	family fitness 0000: Unrestricted Base 0

<p>continue to pursue grants to supplement home tech</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>grants for home tech 0000: Unrestricted Base 0</p>
<p>Maintain a computer and printer lending program for families without home tech</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>tech lending 5000-5999: Services And Other Operating Expenditures Base 300</p>
<p>Continue to offer parents training in using tech based on annual home tech survey</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>parent tech training 0000: Unrestricted Base 0</p>
<p>Continue ongoing meetings with Alexander Valley community groups regarding the EOP</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>community eop meetings 0000: Unrestricted Base 0</p>

<p>Pursue grants to supplement home tech (no cost)</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>tech grants 0000: Unrestricted Supplemental 0</p>
<p>Maintain a computer and printer lending program for families without home tech</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>tech lending 5000-5999: Services And Other Operating Expenditures Supplemental 300</p>
<p>Continue to offer parents training in using tech in spanish</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Spanish tech training 5000-5999: Services And Other Operating Expenditures Supplemental 500</p>
<p>Continue to keep the computer lab open during Nuevos Horizontes Adult English Classes for specific classes and general use</p>	<p>For EL students school wide For ED students school wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>open comp lab 2000-2999: Classified Personnel Salaries Supplemental 2971</p>

<p>Publish Family fitness newsletters</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>fitness newsletter 5000-5999: Services And Other Operating Expenditures Base 250</p>
<p>Meet annually with AVS parents to share their role in the Emergency Plan (no cost)</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>parent meetings re EOP 0000: Unrestricted Base 0</p>
<p>Solicit volunteers for the EOP from parent and business community</p>	<p>school wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>EOP volunteers 0000: Unrestricted Base 0</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>10A. All families will receive outreach from PE/Health/ Garden instructor</p> <p>10B. Targeted families receive support to increase home tech</p> <p>10C. The computer lab is open three days a week after school</p> <p>10D. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response plan</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	family fitness 0000: Unrestricted Base 0
continue to pursue grants to supplement home tech	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	grants for home tech 0000: Unrestricted Base 0
Maintain a computer and printer lending program for families without home tech	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	tech lending 5000-5999: Services And Other Operating Expenditures Base 400

		_ Other Subgroups: (Specify)	
Continue to offer parents training in using tech based on annual home tech survey	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	parent tech training 0000: Unrestricted Base 0
Continue ongoing meetings with Alexander Valley community groups regarding the EOP	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	community eop meetings 0000: Unrestricted Base 0
Pursue grants to supplement home tech (no cost)	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	home tech grants 0000: Unrestricted Base 0
Maintain a computer and printer lending program for families without home tech	For EL students school wide For ED students school wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth	tech lending 5000-5999: Services And Other Operating Expenditures Supplemental 400

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to offer parents training in using tech in spanish	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	spanish parent tech training 0000: Unrestricted Supplemental 500
Continue to keep the computer lab open during Nuevos Horizontes Adult English Classes for specific classes and general use	For EL students school wide For ED students school wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	open comp lab 2000-2999: Classified Personnel Salaries Supplemental 3000
Publish Family fitness newsletters	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	fitness newsletter 5000-5999: Services And Other Operating Expenditures Base 300
Meet annually with AVS parents to share their role in the Emergency Plan (no cost)	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	parent meetings re EOP 0000: Unrestricted Base 0

		<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>Solicit volunteers for the EOP from parent and business community</p>	<p>school wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>EOP volunteers 0000: Unrestricted Base 0</p>

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

GOAL 11:	11A. Have an up to date, current tech environment 11B. Have an up-to-date modern facility	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Students and teachers need an up-to-date, modern, safe and clean learning environment
	Metric: <ul style="list-style-type: none"> • FIT survey 99.11% “good” ratings, overall “exemplary” rating • Bright Bytes survey result “exemplary” for access

Goal Applies to:	Schools: Alexander Valley School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	11A. All classrooms will have digital equipment capable of running applications released in the past three years 11B. Maintain Exemplary FIT rating
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
maintain projection technology in all classrooms	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	projection tech 4000-4999: Books And Supplies Base 1000
Continue to implement the plan to move to 1:1 (cost TBD)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	one-to-one 4000-4999: Books And Supplies Base 1000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
continue to mount the capital campaign for major facilities upgrades	School wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	capital campaign 0000: Unrestricted Base 0
Continue to implement the plan to address high priority/low cost facilities improvements	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	facilities improvements 5000-5999: Services And Other Operating Expenditures Base 2000
Continue to maintain facilities in a timely manner	school wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	maintenance calendar 2000-2999: Classified Personnel Salaries Base 17,704

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

11A. All classrooms will have digital equipment capable of running applications released in the past three years
 11B. Maintain Exemplary FIT rating

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
maintain projection technology in all classrooms	School wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	projection tech 0000: Unrestricted Base 1000
Continue to implement the 1:1 plan	School wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	one-to-one 0000: Unrestricted Base 1000
continue the capital campaign for major facilities upgrades	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	capital campaign 0000: Unrestricted Base 0

Continue to implement the plan to address high priority/low cost facilities improvements	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	facility improvements 5000-5999: Services And Other Operating Expenditures Base 15000
Continue to maintain the facilities in a timely manner	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	facilities maintenance 2000-2999: Classified Personnel Salaries Base 13900

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	11A. All classrooms will have digital equipment capable of running applications released in the past three years 11B. Maintain Exemplary FIT rating
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
maintain projection technology in all classrooms	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	projection tech 0000: Unrestricted Base 1000
Continue to implement the 1:1 plan	school wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	one-to-one 0000: Unrestricted Base 1000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
continue the capital campaign for major facilities upgrades	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	capital campaign 0000: Unrestricted Base 0
Continue to implement the plan to address high priority/low cost facilities improvements	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	facility improvements 0000: Unrestricted Base 2200
Continue to maintain the facilities in a timely manner	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	facilities maintenance 2000-2999: Classified Personnel Salaries Base 18,058

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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>1.Students (including EL, ED, and SpEd) will be proficient in the common core standards.</p> <p>1A. Improve reading comprehension for all students</p> <p>1B. All students read at grade level by the end of third grade, or have IEP/504 Plan (interventions)</p> <p>1C. Improve written expression for all students</p> <p>1D. Improve mathematical problem solving for all students</p> <p>1E. Develop and implement student assessment systems that hold students accountable individually and as a group</p> <p>1F. Maintain degree student CELDT improvement and RFEP reclassification rates</p>	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Goal Applies to:</p>	<p>Schools: Alexander Valley School</p> <hr/> <p>Applicable Pupil Subgroups:</p> <p>1A. All, with special focus for EL students</p> <p>1B. All, with special focus for EL students</p> <p>1C. All, with special focus for EL students</p> <p>1D. All, with special focus for EL students</p> <p>1E. All, with special focus for EL students</p> <p>1F. EL students</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>57% of all students will score advanced or proficient on the ELA CCCSS-aligned benchmark assessment</p> <p>70% of all students will score advanced or proficient on the Math CCCSS-aligned benchmark assessment</p> <p>EL Students will maintain average of 1.0 level growth per year on the CELDT</p> <p>Maintain rate of 15% of EL students reclassified as RFEP each year, including all students graduating 6th grade</p>	<p>Actual Annual Measurable Outcomes:</p> <p>66% of all students scored advanced or proficient on the ELA CCCSS-aligned benchmark assessment</p> <p>80% of all students scored advanced or proficient on the Math CCCSS-aligned benchmark assessment</p> <p>All EL Students maintained an average of 1.2 level growth per year on the CELDT</p> <p>All graduating EL students were re-designated as RFEP. 22% of all EL Students have qualified for re-designation.</p>

<p>The academic content and performance standards adopted by the state board will be implemented fully by 100% of all teachers</p> <p>100% of all students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board</p> <p>(Note: the metrics for priority 4 (pupil achievement) for the API, Advanced Placement Examination passage totals, % of students completing UC or CSU requirements, or EAP are all N/A)</p>	<p>100% of all teachers implemented academic content and performance standards adopted by the State Board of Education.</p> <p>100% of all students (including EL, ED and SpEd) had access to classes aligned to the academic content and performance standards adopted by the state board</p> <p>(Note: the metrics for priority 4 (pupil achievement) for the API, Advanced Placement Examination passage totals, % of students completing UC or CSU requirements, or EAP are all N/A)</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
<ul style="list-style-type: none"> Begin "reading recovery" type early literacy intervention program 	reading intervention program 0000: Unrestricted Base \$20,945	Began "reading recovery" type early literacy intervention program.	reading intervention program 0000: Unrestricted Base \$21,334.				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
Scope of Service	School wide						
Scope of Service	School wide						
<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><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>					
Begin revised reading comprehension and decoding intervention (3rd – 6th)	reading comprehension and decoding 0000: Unrestricted Base \$17,340	Began revised reading comprehension and decoding intervention for 3rd-6th grade	reading comprehension and decoding 0000: Unrestricted Base \$15,726.83				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
Scope of Service	School wide						
Scope of Service	School wide						
<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 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>					

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Continue to fully implement new English Language Arts text (no cost)	ELA text 0000: Unrestricted Base \$0	Continued to fully implement new ELA text (no additional cost)	ELA text 0000: Unrestricted Base \$0
Scope of Service School wide		Scope of Service School wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement writing intervention program options (S8,160, Resource 0000)	0000: Unrestricted Base \$6000	Staff discussed and implemented written language rubrics for all grades.	0000: Unrestricted Base \$0
Scope of Service School wide		Scope of Service School wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
continue to fully implement new Mathematics text (no additional cost)	math text 0000: Unrestricted Base \$0	Faculty continued to fully implement new Mathematics text at no additional cost.	math text 0000: Unrestricted Base \$0
Scope of Service School wide		Scope of Service School wide	
X All OR:		X All OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<ul style="list-style-type: none"> • Instruct mathematics vocabulary and strategies for explaining the students' mathematical thinking (no cost) 	<p>math vocabulary 0000: Unrestricted Base \$0</p>	<p>classroom faculty continued to instruct specific mathematics vocabulary and explicit problem solving strategies</p>	<p>math vocabulary 0000: Unrestricted Base \$0</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School wide	
Scope of Service	School wide						
Scope of Service	School wide						
<p>Continue to use problem solving strategies in the adopted text (no cost)</p>	<p>problem solving strategies 0000: Unrestricted Base \$0</p>	<p>Faculty continued to use problem solving strategies in the adopted text (no cost)</p>	<p>problem solving strategies 0000: Unrestricted Base \$0</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	School wide	
Scope of Service	School wide						
Scope of Service	School wide						
<p>Implement selected assessment options in the math and ELA series (no cost)</p>	<p>math and ELA assessments 0000: Unrestricted Base \$0</p>	<p>Faculty implemented selected assessment options in the math and ELA series (no cost)</p>	<p>math and ELA assessments 0000: Unrestricted Base \$0</p>				

<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide					
Scope of Service	School wide										
Scope of Service	School wide										
<p><input checked="" type="checkbox"/> All</p> <hr/> <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><input checked="" type="checkbox"/> All</p> <hr/> <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>Implement the SBA formative assessments and released questions and EdLeader21 group assessment tools (no cost)</p>	<p>assessments 0000: Unrestricted Base \$0</p>	<p>Faculty investigated the SBA formative assessments and interim assessments, and piloted the EdLeader21 group assessment tools</p>	<p>assessments 0000: Unrestricted Base \$0</p>								
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide					
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<p>Maintain a research-based ELD component to the "reading recovery" type early literacy intervention program</p>	<p>ELD reading support 0000: Unrestricted Supplemental \$4,080</p>	<p>Maintained a research-based ELD component to the "reading recovery" type early literacy intervention program</p>	<p>ELD reading support 0000: Unrestricted Supplemental \$2,635</p>								
<table border="1"> <tr> <td>Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide	
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	For ED students school wide										
Scope of Service	For EL students school wide										
	For ED students school wide										
<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p>		<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>									

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Continue to purchase materials and provide additional training for current reading fluency intervention (3rd – 6th)	ELD materials 2000-2999: Classified Personnel Salaries Supplemental \$1000	Continued to purchase materials and provide additional training for current reading fluency intervention (3rd – 6th) <ul style="list-style-type: none"> • Staff Training with Jenn Guerrero • Equity at the Core Conference 	ELD materials 4000-4999: Books And Supplies Supplemental ELD training 5000-5999: Services And Other Operating Expenditures Supplemental \$1,275				
<table border="1"> <tr> <td data-bbox="109 544 243 758">Scope of Service</td> <td data-bbox="243 544 560 758"> For EL students school wide For ED students school wide </td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide		<table border="1"> <tr> <td data-bbox="1039 544 1178 732">Scope of Service</td> <td data-bbox="1178 544 1505 732"> For EL students school wide For ED students school wide </td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide	
Scope of Service	For EL students school wide For ED students school wide						
Scope of Service	For EL students school wide For ED students school wide						
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Maintain a research-based ELD component to the “reading recovery” type early literacy intervention program	ELD reading intervention 0001-0999: Unrestricted: Locally Defined Supplemental \$9854	Maintained a research-based ELD component to the “reading recovery” type early literacy intervention program	ELD reading intervention 0001-0999: Unrestricted: Locally Defined Supplemental \$9,854				
<table border="1"> <tr> <td data-bbox="109 1209 243 1466">Scope of Service</td> <td data-bbox="243 1209 560 1466"> For EL students school wide For ED students school wide </td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide		<table border="1"> <tr> <td data-bbox="1039 1209 1178 1466">Scope of Service</td> <td data-bbox="1178 1209 1505 1466"> For EL students school wide For ED students school wide </td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide	
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<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" 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><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>Continue to provide explicit writing intervention for EL and ED students</p>	<p>ELD/ED writing 0001-0999: Unrestricted: Locally Defined Supplemental 8254</p>	<p>Continued to provide explicit writing intervention for EL and ED students</p>	<p>ELD/ED writing 0001-0999: Unrestricted: Locally Defined Supplemental \$8,097</p>				
<table border="1"> <tr> <td data-bbox="111 581 243 800">Scope of Service</td> <td data-bbox="243 581 558 800"> <p>For EL students school wide</p> <p>For ED students school wide</p> </td> </tr> </table>	Scope of Service	<p>For EL students school wide</p> <p>For ED students school wide</p>		<table border="1"> <tr> <td data-bbox="1041 581 1178 800">Scope of Service</td> <td data-bbox="1178 581 1503 800"> <p>For EL students school wide</p> <p>For ED students school wide</p> </td> </tr> </table>	Scope of Service	<p>For EL students school wide</p> <p>For ED students school wide</p>	
Scope of Service	<p>For EL students school wide</p> <p>For ED students school wide</p>						
Scope of Service	<p>For EL students school wide</p> <p>For ED students school wide</p>						
<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" 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><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>Explore writing intervention options within supplemental materials in adopted ELA text</p>	<p>writing intervention options 0000: Unrestricted Supplemental \$0</p>	<p>Faculty explored writing intervention options within supplemental materials in adopted ELA text</p>	<p>writing intervention options 0000: Unrestricted Supplemental \$0</p>				
<table border="1"> <tr> <td data-bbox="111 1219 243 1472">Scope of Service</td> <td data-bbox="243 1219 558 1472"> <p>For EL students school wide</p> <p>For ED students school wide</p> </td> </tr> </table>	Scope of Service	<p>For EL students school wide</p> <p>For ED students school wide</p>		<table border="1"> <tr> <td data-bbox="1041 1219 1178 1472">Scope of Service</td> <td data-bbox="1178 1219 1503 1472"> <p>For EL students school wide</p> <p>For ED students school wide</p> </td> </tr> </table> <p><input type="checkbox"/> All</p>	Scope of Service	<p>For EL students school wide</p> <p>For ED students school wide</p>	
Scope of Service	<p>For EL students school wide</p> <p>For ED students school wide</p>						
Scope of Service	<p>For EL students school wide</p> <p>For ED students school wide</p>						

_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Identify and evaluate vocabulary development resources within adopted ELA text		vocab development 0001-0999: Unrestricted: Locally Defined Supplemental \$0	Faculty and staff identified and piloted vocabulary development resources within adopted ELA text	vocal development 0001-0999: Unrestricted: Locally Defined Supplemental \$0
Scope of Service	For EL students school wide For ED students school wide		Scope of Service	For EL students school wide For ED students school wide
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Teach explicit vocabulary and verbalization strategies for explaining the students' thinking		vocab and verbalization strategies 0001-0999: Unrestricted: Locally Defined Supplemental 3680	Faculty and classroom staff taught explicit vocabulary and verbalization strategies to explain students' thinking	vocal and verbalization strategies 0001-0999: Unrestricted: Locally Defined Supplemental \$3,596
Scope of Service	For EL students school wide For ED students school wide		Scope of Service	For EL students school wide For ED students school wide
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Investigate EL resources for problem solving strategies in the adopted text (no cost)	PS strategies 0001-0999: Unrestricted: Locally Defined Supplemental \$0	Classroom faculty investigated EL resources for problem solving strategies in the adopted text (no cost)	PS strategies 0001-0999: Unrestricted: Locally Defined Supplemental \$0				
<table border="1"> <tr> <td data-bbox="100 467 243 678">Scope of Service</td> <td data-bbox="243 467 569 678"> For EL students school wide For ED students school wide </td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide		<table border="1"> <tr> <td data-bbox="1031 467 1182 678">Scope of Service</td> <td data-bbox="1182 467 1514 678"> For EL students school wide For ED students school wide </td> </tr> </table>	Scope of Service	For EL students school wide For ED students school wide	
Scope of Service	For EL students school wide For ED students school wide						
Scope of Service	For EL students school wide For ED students school wide						
<hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Continue to provide in-class and pull out support for EL students Continue to Implement EL support material from the Reading Wonders and My Math text book series (no additional cost)	EL Support in RW and MM 0001-0999: Unrestricted: Locally Defined Supplemental \$0	Staff continued to provide in-class and pull out support for EL students Continue to Implement EL support material from the Reading Wonders and My Math text book series (no additional cost)	EL Support in RW and MM 0001-0999: Unrestricted: Locally Defined Supplemental \$0				
<table border="1"> <tr> <td data-bbox="100 1198 243 1263">Scope of Service</td> <td data-bbox="243 1198 569 1263">For EL students school wide</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Scope of Service	For EL students school wide		<table border="1"> <tr> <td data-bbox="1031 1198 1182 1263">Scope of Service</td> <td data-bbox="1182 1198 1514 1263">For EL students school wide</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Scope of Service	For EL students school wide	
Scope of Service	For EL students school wide						
Scope of Service	For EL students school wide						

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
Maintain the On-line differentiated tutorial from Reading Wonders (no cost)		RW on-line 0000: Unrestricted Base \$0	The District maintained the On-line differentiated tutorial from Reading Wonders (no cost)		RW on-line 0000: Unrestricted Base \$0
Scope of Service	school wide		Scope of Service	school wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide summer tutoring in reading and writing for identified EL and ED students		summer tutoring 2000-2999: Classified Personnel Salaries Supplemental 1840	The District provided summer tutoring in reading and writing for identified EL and ED students		summer tutoring 1000-1999: Certificated Personnel Salaries Supplemental \$2,566
Scope of Service	For EL students school wide For ED students school wide		Scope of Service	For EL students school wide For ED students school wide	
_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing		The District will continue to provide support for full implementation of the Reading Wonders and My Math programs, especially including the ELD support components. The District will provide support for the development of a written language intervention effort.			

past progress and/or changes to goals?	<ul style="list-style-type: none">• Less \$1,613 Reading comprehension and decoding due to less than expected extra hours needed.• Less \$6,000 Implement writing intervention program options as staff compiled their own rubric in order to determine how to target intervention for students in writing. Intervention was provided to students in the classroom without additional expense, for that period of the year after the rubric development.• Less \$1,445 ELD reading support was addressed through ELD reading intervention (Action #12), as most of those students were served by the staff member implementing action #12• Add \$726 summer tutoring was taught by a certificated staff member rather than a classified aide as in previous years
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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 2 from prior year LCAP:	All students (including EL, ED, and SpEd) will have access to standards-aligned instructional materials	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools:	2. Alexander Valley School	
	Applicable Pupil Subgroups:	All, with special focus for EL students	

Expected Annual Measurable Outcomes:	<p>All students will have CCCSS aligned math texts.</p> <p>The academic content and performance standards adopted by the state board will be implemented fully</p> <p>All students (including EL, ED and SpEd) will have access to classes aligned to the academic content and performance standards adopted by the state board</p> <p>60% of all students will achieve levels of at or exceeding standards on the mathematics portion of the Smarter Balanced Assessment</p> <p>(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)</p>	Actual Annual Measurable Outcomes:	<p>All students had CCCSS aligned math texts.</p> <p>The academic content and performance standards adopted by the state board were implemented fully</p> <p>All students (including EL, ED and SpEd) had access to classes aligned to the academic content and performance standards adopted by the state board</p> <p>59% of all students achieved levels of at or exceeding standards on the mathematics portion of the Smarter Balanced Assessment</p> <p>(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A)</p>
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to implement a CCCSS aligned Math series (no cost)	math series 4000-4999: Books And Supplies Base \$0	Continued to implement a CCCSS aligned Math series (no cost)	math series 4000-4999: Books And Supplies Base \$0
Scope of Service	School wide	Scope of Service	School wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	

_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to provide certificated staff Professional development (included, no cost)	math PD 0000: Unrestricted Base 0	Continued to provide certificated staff Professional development (included, no cost)	math PD 0000: Unrestricted Base \$0
Scope of Service school wide		Scope of Service school wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to collaborate with other districts that adopt the same series (minimal to no cost)	inter-district collaboration 5000-5999: Services And Other Operating Expenditures Base \$200	Continued to collaborate with other districts that adopt the same series (minimal to no cost)	inter-district collaboration 5000-5999: Services And Other Operating Expenditures Base \$240
Scope of Service school wide		Scope of Service school wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to support teachers' efforts to increase problem solving skills for all students, especially EL students.		

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:	<p>All students will experience powerful learning utilizing the 4C's</p> <p>3A. Integrate digital technology into the day-to-day instruction to support 4-c's</p> <p>3B. Develop and implement grade level specific experiential/project-based learning activities, aligned to the CCCSS, in social studies and science</p> <p>3C. Provide community-based learning opportunities for students</p> <p>3D Develop grade level tech skills expectations</p> <p>3E. All students need to do 21st century work</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
Goal Applies to:	<p>Schools: 3. Alexander Valley School</p> <p>Applicable Pupil Subgroups: All, with special focus for EL students</p>		
Expected Annual Measurable Outcomes:	<p>Improve Bright Bytes assessment of Digital Citizenship, and Use of 4 C's by 20% over 2014-15 for students and staff</p> <p>Students will demonstrate resourceful solutions to problems when using technology according to teacher observation</p> <p>All students will have access to digital learning resources</p> <p>All students will have access to computer classes</p> <p>All students will demonstrate engagement in their learning according to teacher and administrator observation</p> <p>(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A, and metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)</p>	Actual Annual Measurable Outcomes:	<p>Bright Bytes assessment of Digital Citizenship, and Use of 4 C's remained level with 2014-15 results for students and staff</p> <p>Students demonstrated resourceful solutions to problems when using technology according to teacher observation</p> <p>All students had access to digital learning resources</p> <p>All students had access to computer classes</p> <p>All students demonstrated engagement in their learning according to teacher and administrator observation</p> <p>(Note: the metrics for priority 4 (pupil achievement) for AP, % of students completing UC or CSU requirements, or EAP are all N/A, and metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)</p>

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement Common Sense Media Digital Citizenship Curriculum (no cost)	CSM Digital Citizenship 0000: Unrestricted Base \$0	Implemented Common Sense Media Digital Citizenship Curriculum (no cost)	CSM Digital Citizenship 0000: Unrestricted Base \$0
Scope of Service	School wide	Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Open the computer lab on 3 selected afternoons	open comp lab 2000-2999: Classified Personnel Salaries Base \$1,800	Opened the computer lab after school irregularly during the school year	open comp lab 2000-2999: Classified Personnel Salaries Base 0
Scope of Service	School wide	Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Teachers will receive professional development support to Integrate ELA and Science/social studies instruction K-6	ELA/Sci integration 5000-5999: Services And Other Operating Expenditures Base \$1000	Teachers received professional development support to Integrate ELA and Science/social studies instruction K-6	ELA/Sci integration 5000-5999: Services And Other Operating Expenditures Base \$350
		<ul style="list-style-type: none"> Staff Development with Jenn Guerrero 	

<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
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<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><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>					
Implement the math performance tasks in the new text (no cost)	math perf tasks 0000: Unrestricted Base \$0	Implemented the math performance tasks in the new text (no cost)	math perf tasks 0000: Unrestricted Base \$0				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
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Scope of Service	School wide						
<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><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>					
Continue to integrate the School Garden into the math and science classroom instruction	math/sci and garden PD 5000-5999: Services And Other Operating Expenditures Base \$1000	Continued to integrate the School Garden into the math and science classroom instruction, as well as social studies	math/sci and garden PD 1000-1999: Certificated Personnel Salaries Base \$2,159				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
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Continue Land Paths/In Our Own Back Yard program for 3rd grade (no cost)	IOOBY 0000: Unrestricted Base 0	Continued Land Paths/In Our Own Back Yard program for 3rd grade (no cost)	IOOBY 0000: Unrestricted Base \$0				
<table border="1"> <tr> <td data-bbox="100 230 241 300">Scope of Service</td> <td data-bbox="249 230 569 300">School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td data-bbox="1033 230 1176 300">Scope of Service</td> <td data-bbox="1184 230 1501 300">School wide</td> </tr> </table>	Scope of Service	School wide	
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Investigate and implement local community based learning activities (Gleaners, etc.)	local community based learning 0000: Unrestricted Base \$500	Investigated and implemented local community based learning activities (Gleaners, Senior Learning Community, etc.)	local community based learning 0000: Unrestricted Base \$316				
<table border="1"> <tr> <td data-bbox="100 745 241 815">Scope of Service</td> <td data-bbox="249 745 569 815">School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td data-bbox="1033 745 1176 815">Scope of Service</td> <td data-bbox="1184 745 1501 815">School wide</td> </tr> </table>	Scope of Service	School wide	
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<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><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>					
Develop AVS Student Tech Standards	tech standards 5000-5999: Services And Other Operating Expenditures Base \$500	Developed AVS Student Tech Standards	tech standards 5000-5999: Services And Other Operating Expenditures Base \$0				
<table border="1"> <tr> <td data-bbox="100 1243 241 1313">Scope of Service</td> <td data-bbox="249 1243 569 1313">School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td data-bbox="1033 1243 1176 1313">Scope of Service</td> <td data-bbox="1184 1243 1501 1313">School wide</td> </tr> </table>	Scope of Service	School wide	
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<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement Common Sense Media Digital Citizenship Curriculum with an emphasis on safely utilizing resources (no cost)</p>	<p>CSM digital resourcefulness 0000: Unrestricted Base 0</p>	<p>Implemented Common Sense Media Digital Citizenship Curriculum with an emphasis on safely utilizing resources (no cost)</p>	<p>CSM digital resourcefulness 0000: Unrestricted Base 0</p>
<p>Scope of Service School wide</p>		<p>Scope of Service School wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop a continuum of "tech resources" for students (no cost)</p>	<p>tech resources 0000: Unrestricted Base 0</p>	<p>Did not develop a continuum of "tech resources" for students</p>	<p>tech resources 0000: Unrestricted Base 0</p>
<p>Scope of Service School wide</p>		<p>Scope of Service School wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to employ Tech Skills Instructor</p>	<p>tech teacher 2000-2999: Classified Personnel Salaries Base \$10,200</p>	<p>Continued to employ Tech Skills Instructor</p>	<p>tech teacher 2000-2999: Classified Personnel Salaries Base \$15,225</p>
<p>Scope of Service school wide</p>		<p>Scope of Service school wide</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The faculty will continue to explore means of developing and teaching students about a continuum of tech resources. The District will continue to support integration of tech skills into daily instruction and learning.</p> <ul style="list-style-type: none"> • Less \$1,800 Open the computer lab on 3 selected afternoons- The time spent by staff members to open the computer lab was done in conjunction with other paid duties so no extra hours were paid. • Less \$650 Professional development support to Integrate ELA and Science/social studies instruction K-6 coast was less than expected, as the expense for the COE specialist was shared with another small district • Less \$500 AVS Student Tech Standards were developed during Technology Committee meetings and AVS Faculty meetings, so no extra costs were incurred • Added \$1,159 integrate the School Garden into the math and science classroom instruction and \$5,025 employ Tech Skills Instructor added costs due to negotiated salary schedule increase 		

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:	4A. All teachers will remain highly qualified 4B. Develop long term professional development plans for certificated and classified staff	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Alexander Valley School		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	4A. 100% of teachers will be HQ and appropriately placed 4B. 100% of all classified employees will have long term professional development plans 4C. 100% of all certificated employees will have long-term professional development plans that include CCCSS implementation and enabling EL students to access the CCCSS and ELD Standards.	Actual Annual Measurable Outcomes:	4A. 100% of teachers were HQ and appropriately placed 4B. Classified employees did not have long term professional development plans 4C. 100% of all certificated employees began discussing long-term professional development plans that include CCCSS implementation and enabling EL students to access the CCCSS and ELD Standards.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to hire only HQ staff	HQ staff 1000-1999: Certificated Personnel Salaries Base \$573,097	Only HQ staff was hired	HQ staff - certificated 1000-1999: Certificated Personnel Salaries Base \$592,383 HQ staff - classified 2000-2999: Classified Personnel Salaries Base \$111,374
Scope of Service	School wide	Scope of Service	school wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Identify and address continuing professional development needs to implement the Math series	math pd 5000-5999: Services And Other Operating Expenditures Base \$5000	Identified and addressed continuing professional development needs to implement the Math series <ul style="list-style-type: none"> • Substitute Teachers • Sonoma Leadership Network 	math pd 5000-5999: Services And Other Operating Expenditures Base \$5,587
Scope of Service School wide		Scope of Service school wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Identify and address continuing professional development needs to implement the adopted ELA series	ELA PD 5000-5999: Services And Other Operating Expenditures Base \$5000	Identified and addressed continuing professional development needs to implement the adopted ELA series	ELA PD 5000-5999: Services And Other Operating Expenditures Base \$2,525
Scope of Service School wide		Scope of Service School wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide additional professional development for all certificated staff on topics to be identified for EL students	EL PD 5000-5999: Services And Other Operating Expenditures Supplemental 4000	Provided additional professional development for all certificated staff on topics to be identified for EL students	EL PD 5000-5999: Services And Other Operating Expenditures Supplemental 1979

Scope of Service	For EL students school wide For ED students school wide		Scope of Service	For EL students school wide For ED students school wide	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide additional professional development for classified staff on topics to be identified for EL students		targeted ELD PD 5000-5999: Services And Other Operating Expenditures Supplemental 4000	Provided additional professional development for classified staff on topics to be identified for EL students		targeted ELD PD 5000-5999: Services And Other Operating Expenditures Supplemental 00
Scope of Service	For EL students school wide For ED students school wide		Scope of Service	For EL students school wide For ED students school wide	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to provide specific professional development for all staff, certificated and classified. All staff will begin to develop professional growth plans. <ul style="list-style-type: none"> • \$2475 less was spent on ELA professional development, as free PD was accessed through the publisher. • \$2,021 less was spent on ELD PD for certificated staff as other group PD from the COE was deemed to be sufficient • \$4000 Classified Professional Development in ELD was provided by district certificated staff at no cost. 				

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.

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Original GOAL 5 from prior year LCAP:	Increase overall student wellness, physical fitness, and attendance.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Alexander Valley School		
	Applicable Pupil Subgroups:	All, with a special focus for EL and ED Students		
Expected Annual Measurable Outcomes:	Increase students meeting fitness standards (PFT) by 10% over 2013-14 Decrease unexcused absences by 50% over 2014-15		Actual Annual Measurable Outcomes:	Increased students meeting fitness standards (PFT) by 18% over 2013-14 Decreased unexcused absences by 25% over 2014-15
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Develop, adopt, and implement fitness standards (no cost)		fitness standards 0000: Unrestricted Base 0	Failed to develop fitness standards for all grades fitness standards 0000: Unrestricted Base 0	
Scope of Service	School wide		Scope of Service	school wide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to implement a joint program with Alexander Valley School for PE/garden/nutrition instructor		PE/garden 2000-2999: Classified Personnel Salaries Base \$7,500 PE Garden 1000-1999: Certificated Personnel Salaries Base \$7,500	Implemented a Garden/nutrition program and a PE program PE instructor 2000-2999: Classified Personnel Salaries Base \$24,530 Garden/Nutrition Teacher 1000-1999: Certificated Personnel Salaries Base \$19,429	

<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide					
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Scope of Service	School wide										
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Continue to implement a system to reward students for healthy food choices	rainbow rewards 0000: Unrestricted Base \$100	Continued to implement a system to reward students' healthy food choices	rainbow rewards 0000: Unrestricted Base \$945								
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table>	Scope of Service	school wide					
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Provide Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.)	spanish wellness outreach 0001-0999: Unrestricted: Locally Defined Supplemental \$1,020	Provided Spanish outreach regarding Family fitness activities at school (100 Mile Club, etc.)	spanish wellness outreach 0001-0999: Unrestricted: Locally Defined Supplemental \$400								
<table border="1"> <tr> <td>Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide	
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	For ED students school wide										
Scope of Service	For EL students school wide										
	For ED students school wide										

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<p>Continue to implement a system to reward students low waste options</p>	<p>recycle rewards 0000: Unrestricted Base \$100</p>	<p>Continued to implement a system to reward students low waste options</p>	<p>recycle rewards 0000: Unrestricted Base 0</p>				
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Scope of Service	school wide						
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<p>Provide family wellness education programs</p>	<p>family wellness 0000: Unrestricted Base 500</p>	<p>Provided family wellness newsletters</p>	<p>family wellness 0000: Unrestricted Base 0</p>				
<table border="1"> <tr> <td data-bbox="90 987 243 1063">Scope of Service</td> <td data-bbox="243 987 569 1063">school wide</td> </tr> </table>	Scope of Service	school wide		<table border="1"> <tr> <td data-bbox="1031 987 1184 1063">Scope of Service</td> <td data-bbox="1184 987 1514 1063">school wide</td> </tr> </table>	Scope of Service	school wide	
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<p>Explore and publish translated Family fitness newsletters</p>	<p>spanish fitness newsletters 0001-0999: Unrestricted: Locally Defined Supplemental \$918</p>	<p>translated and published translated Family fitness newsletters</p>	<p>spanish fitness newsletters 0001-0999: Unrestricted: Locally Defined Supplemental \$100</p>				

<p>Scope of Service</p>	<p>For EL students school wide For ED students school wide</p>		<p>Scope of Service</p>	<p>For EL students school wide For ED students school wide</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input 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>District will continue to fund PE/Garden/Nutrition efforts, including direct instruction and family outreach in both Spanish and English.</p> <ul style="list-style-type: none"> • Added \$11,929 Garden/Nutrition Teacher and \$17,030 PE Instructor as both programs were expanded due to success in the previous year • Added \$845 to implement a system to reward students' healthy food choices as the school worked with CAFF to introduce the produce of the month to each class • Less \$620 Spanish outreach regarding Family fitness activities at school as the cost of expenses for chosen outreach methods were less than expected • Less \$100 for recycle rewards as the program was incorporated into the Garden curriculum • Less \$500 for Family Wellness newsletters as the information was included in the weekly newsletters • Less \$818 for Spanish Translation for family fitness newsletters as the information was included in the translations of the weekly newsletters 				

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:	Teachers will develop instructional strategies that lead to greater differentiation in the classroom		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Alexander Valley School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	All teachers will implement instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency		Actual Annual Measurable Outcomes:	All teachers implemented instructional strategies that enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue to provide additional professional development in Gradual Release of Responsibility		GRR PD 5000-5999: Services And Other Operating Expenditures Base \$1000	The District continued to provide additional professional development and support for Gradual Release of Responsibility	
Scope of Service	School wide		Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to implement a Peer coaching program for Gradual Release of Responsibility		Peer coaching for GRR 1000-1999: Certificated Personnel Salaries Base \$700	Continued to implement a Peer coaching program for Gradual Release of Responsibility	
			Peer Coaching for GRR 1000-1999: Certificated Personnel Salaries Base \$700	

Scope of Service	School wide		Scope of Service	school wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The District will continue to support this effort.			

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 7 from prior year LCAP:	Support students to develop perseverance and problem solving strategies in the face of academic challenges	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Alexander Valley School		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% of Certificated staff will use Ed Leader 21 Rubrics to assess student perseverance at least four times in the school year.	Actual Annual Measurable Outcomes:	100% of Certificated staff used Ed Leader 21 Rubrics to assess student perseverance at least four times in the school year.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to utilize supports from adopted texts to build perseverance strategies (no cost)		perseverance strategies in text 0000: Unrestricted Base 0	
Scope of Service	School wide	Scope of Service	School wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement the EdLeader21 4c's rubrics (no cost)		EdLeader21 rubrics 0000: Unrestricted Base 0	
Scope of Service	School wide	Scope of Service	School wide

<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to investigate resources to support teachers' effort to build student perseverance.		

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 8 from prior year LCAP:	Maintain safe and secure school environment		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Alexander Valley School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Maintain school suspensions to less than 2 per year and expulsions at 0 per year 85% of Students continue to report feeling safe and secure at school via survey	Actual Annual Measurable Outcomes:	Maintained school suspensions to 2 per year and expulsions at 0 per year 96% of parents responding stated their students reported feeling safe and secure at school via survey	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Explore and implement the Tool Box Program	tool box 4000-4999: Books And Supplies Base \$1500		Implemented the Tool Box Program	tool box 4000-4999: Books And Supplies Base \$100
Scope of Service	School wide		Scope of Service	school wide
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)
Implement a restorative discipline program aligned with local Secondary District (no cost)	restorative justice 0000: Unrestricted Base 0		explored and piloted restorative justice practices	restorative justice 0000: Unrestricted Base 0

Scope of Service	School wide		Scope of Service	school wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district will continue to support the implementation of the Tool Box program, and will increase its efforts to develop a restorative discipline system. <ul style="list-style-type: none"> Less \$1,400 The startup cost for the Toolbox program was much less than expected (the district owned many of the components from an earlier implementation, and only needed to spend a small amount on new trade books) 			

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 9 from prior year LCAP:	Maintain and improve high attendance totals	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools:	Alexander Valley School
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	9. Maintain attendance rate and reduce the number of students with >3 unexcused absences to 8% of total (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)	Actual Annual Measurable Outcomes:	Maintained attendance rate Reduced the number of students with >3 unexcused absences to 8% of total (Note: metrics for priority 5 (student engagement) for middle school drop out rate, high school drop out rates, and high school graduation are all N/A)
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Continue to implement enhanced attendance tracking system in SchoolWise (no cost)		attendance tracking 0000: Unrestricted Base 0	Continued to implement enhanced attendance tracking system in SchoolWise (no cost) attendance tracking 0000: Unrestricted Base 0
Scope of Service	School wide	Scope of Service	school wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Continue to publish weekly “tardy charts” and give rewards for arriving on time	tardy charts 4000-4999: Books And Supplies Base \$250	Continued to publish weekly “tardy charts” and give rewards for arriving on time	tardy charts 4000-4999: Books And Supplies Base 0				
<table border="1"> <tr> <td data-bbox="100 230 241 305">Scope of Service</td> <td data-bbox="249 230 562 305">School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td data-bbox="1033 230 1176 305">Scope of Service</td> <td data-bbox="1184 230 1507 305">school wide</td> </tr> </table>	Scope of Service	school wide	
Scope of Service	School wide						
Scope of Service	school wide						
<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><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>					
Refine the attendance tracking system to account for legitimate family activity absences	family absence coding 0000: Unrestricted Base 0	The attendance tracking system was not modified to account for legitimate family activity absences	family absence coding 0000: Unrestricted Base 0				
<table border="1"> <tr> <td data-bbox="100 717 241 792">Scope of Service</td> <td data-bbox="249 717 562 792">School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td data-bbox="1033 717 1176 792">Scope of Service</td> <td data-bbox="1184 717 1507 792">school wide</td> </tr> </table>	Scope of Service	school wide	
Scope of Service	School wide						
Scope of Service	school wide						
<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><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>					
Continue to implement parental intervention and education program (no cost)	parent attendance outreach 4000-4999: Books And Supplies Base 200	Continued to implement parental intervention and education program (no cost)	parent attendance outreach 4000-4999: Books And Supplies Base 0				
<table border="1"> <tr> <td data-bbox="100 1205 241 1279">Scope of Service</td> <td data-bbox="249 1205 562 1279">school wide</td> </tr> </table>	Scope of Service	school wide		<table border="1"> <tr> <td data-bbox="1033 1205 1176 1279">Scope of Service</td> <td data-bbox="1184 1205 1507 1279">school wide</td> </tr> </table>	Scope of Service	school wide	
Scope of Service	school wide						
Scope of Service	school wide						
<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 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>					

_ Redesignated fluent English proficient _ 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?	the district will continue all efforts to increase attendance <ul style="list-style-type: none"> • Less \$250 The cost of weekly "tardy charts" and rewards for arriving on time were incorporated into regular duties and other reward programs • Less \$200 The cost of parent attendance outreach was incorporated into parent conferences and newsletters. 		

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 10 from prior year LCAP:	All Parents (including parents of EL, ED, and SpEd students) need to remain engaged in their children's education	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Alexander Valley School	
	Applicable Pupil Subgroups:	10A. All, with special focus on EL and ED families 10B. All, with special focus on EL and ED families 10C. All, with special emphasis for ED students 10D. All 10E. All

Expected Annual Measurable Outcomes:	10A. All families will receive outreach from PE/Health/ Garden instructor 10B. All families without digital hardware at home receive loaned laptops or desktops 10C. The computer lab is open three days a week after school 10D. Junior Achievement is offered in all classrooms 10E. All families have the opportunity to be trained so they have the opportunity to volunteer in the emergency response plan	Actual Annual Measurable Outcomes:	All families received outreach from PE/Health/ Garden instructor All families without digital hardware at home were loaned laptops or desktops The computer lab was opened periodically after school and one evening a week Junior Achievement was not offered All families were offered the opportunity to be trained in CPR/first aid, but an insufficient number signed up, so the classes were not held
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)	family fitness activities 0000: Unrestricted Base 0	Continued to provide Family fitness activities at school (100 Mile Club, etc.) (no cost)	family fitness activities 0000: Unrestricted Base 0

<table border="1"> <tr> <td data-bbox="92 120 243 201">Scope of Service</td> <td data-bbox="243 120 569 201">School wide</td> </tr> <tr> <td colspan="2" data-bbox="92 201 569 266"><u>X</u> All</td> </tr> <tr> <td colspan="2" data-bbox="92 266 569 509">OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	School wide	<u>X</u> All		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 120 1182 201">Scope of Service</td> <td data-bbox="1182 120 1514 201">school wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 201 1514 266"><u>X</u> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 266 1514 509">OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	school wide	<u>X</u> All		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School wide														
<u>X</u> All															
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)															
Scope of Service	school wide														
<u>X</u> All															
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)															
Pursue grants to supplement home tech (no cost)	home tech grants 0000: Unrestricted Base 0	Did not identify grants to support home tech	home tech grants 0000: Unrestricted Base 0												
<table border="1"> <tr> <td data-bbox="92 591 243 672">Scope of Service</td> <td data-bbox="243 591 569 672">School wide</td> </tr> <tr> <td colspan="2" data-bbox="92 672 569 737"><u>X</u> All</td> </tr> <tr> <td colspan="2" data-bbox="92 737 569 980">OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	School wide	<u>X</u> All		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 591 1182 672">Scope of Service</td> <td data-bbox="1182 591 1514 672">school wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 672 1514 737"><u>X</u> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 737 1514 980">OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	school wide	<u>X</u> All		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School wide														
<u>X</u> All															
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)															
Scope of Service	school wide														
<u>X</u> All															
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)															
Maintain a computer and printer lending program for families without home tech, identified by the home tech survey	home tech lending 5000-5999: Services And Other Operating Expenditures Base \$300	Maintained a computer and printer lending program for families without home tech	home tech lending 4000-4999: Books And Supplies Base \$300												
<table border="1"> <tr> <td data-bbox="92 1110 243 1192">Scope of Service</td> <td data-bbox="243 1110 569 1192">School wide</td> </tr> <tr> <td colspan="2" data-bbox="92 1192 569 1256"><u>X</u> All</td> </tr> <tr> <td colspan="2" data-bbox="92 1256 569 1492">OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	School wide	<u>X</u> All		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 1110 1182 1192">Scope of Service</td> <td data-bbox="1182 1110 1514 1192">school wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 1192 1514 1256"><u>X</u> All</td> </tr> <tr> <td colspan="2" data-bbox="1031 1256 1514 1492">OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	school wide	<u>X</u> All		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	School wide														
<u>X</u> All															
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Scope of Service	school wide														
<u>X</u> All															
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)															

Continue to encourage parents to use strategies to use smartphones as "hot spots" (no cost)	home hot spots 0000: Unrestricted Base 0	Continued to encourage parents to use strategies to us smart phones as "hot spots"	home hot spots 0000: Unrestricted Base 0				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	school wide	
Scope of Service	School wide						
Scope of Service	school wide						
Solicit volunteers for the EOP from parent and business community	EOP volunteers 0000: Unrestricted Base 0	Solicited volunteers for the EOP from parents and the business community	EOP volunteers 0000: Unrestricted Base 0				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	School wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	school wide	
Scope of Service	School wide						
Scope of Service	school wide						
Recruit and train additional junior achievement volunteers (no cost)	JA volunteers 0000: Unrestricted Base 0	No volunteers or coordinator were identified for Junior Achievement this year	JA Volunteers 0000: Unrestricted Base 0				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	school wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">school wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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>	Scope of Service	school wide	
Scope of Service	school wide						
Scope of Service	school wide						

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Implement JA program in all classrooms	JA 0000: Unrestricted Base 0	JA was not implemented in any classrooms	JA 0000: Unrestricted Base 0
Scope of Service school wide		Scope of Service school wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Meet annually with AVS parents to share their role in the Emergency Plan (no cost)	EOP parent meeting 0000: Unrestricted Base 0 Solicit volunteers from parent and business community 0000: Unrestricted Base 0	Met with AVS Parents through a AVSPC meeting to share their role in the emergency plan	EOP Parent meeting 0000: Unrestricted Base 0
Scope of Service school wide		Scope of Service school wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Pursue grants to supplement home tech (no cost)	home tech grants 0000: Unrestricted Base 0	No grants were identified for supplement home tech	home tech grants 0000: Unrestricted Base 0

<p>Scope of Service</p>	<p>For EL students school wide For ED students school wide</p>		<p>Scope of Service</p>	<p>For EL students school wide For ED students school wide</p>	
<p>_ All</p>			<p>_ All</p>		
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>Maintain a computer and printer lending program for families without home tech</p>		<p>tech loaning program 5000-5999: Services And Other Operating Expenditures Supplemental 1000</p>	<p>maintained a computer and printer lending program for families without home tech</p>		<p>tech loaning program 5000-5999: Services And Other Operating Expenditures Supplemental \$1000</p>
<p>Scope of Service</p>	<p>For EL students school wide For ED students school wide</p>		<p>Scope of Service</p>	<p>For EL students school wide For ED students school wide</p>	
<p>_ All</p>			<p>_ All</p>		
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>			<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		
<p>Continue to offer parents training in using tech</p>		<p>parent tech training 0000: Unrestricted Supplemental 926</p>	<p>Continued to offer parents training in using tech</p>		<p>parent tech training 0000: Unrestricted Supplemental \$500</p>

<table border="1"> <tr> <td>Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide	
Scope of Service	For EL students school wide										
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Scope of Service	For EL students school wide										
	For ED students school wide										
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)									
Continue to open the computer lab students during Nuevos Horizontes Adult English Classes for computer use classes, and general use		open comp lab NH 2000-2999: Classified Personnel Salaries Supplemental 2856	Continued to open the computer lab students during Nuevos Horizontes Adult English Classes for computer use classes, and general use	5000-5999: Services And Other Operating Expenditures Supplemental \$1,500							
<table border="1"> <tr> <td>Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>For EL students school wide</td> </tr> <tr> <td></td> <td>For ED students school wide</td> </tr> </table>	Scope of Service	For EL students school wide		For ED students school wide	
Scope of Service	For EL students school wide										
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Explore and publish Family fitness newsletters		fitness newsletters 4000-4999: Books And Supplies Base 250	Published Family wellness newsletters in english and spanish	fitness newsletters 4000-4999: Books And Supplies Base 0							
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table>	Scope of Service	school wide					
Scope of Service	School wide										
Scope of Service	school wide										
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All								

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to offer parents training in using tech</p>	<p>parent tech training 0000: Unrestricted Base 0</p>	<p>continued to offer parents training in using tech</p>	<p>parent tech training 0000: Unrestricted Base 0</p>
<p>Scope of Service school wide</p>		<p>Scope of Service school wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Meet with Alexander Valley community groups to integrate them into the plan going forward. (no cost)</p>	<p>EOP community meetings 0000: Unrestricted Base 0</p>	<p>Reached out to the AV community groups to integrate them in to the EOP going forward</p>	<p>EOP community outreach 0000: Unrestricted Base 0</p>
<p>Scope of Service school wide</p>		<p>Scope of Service school wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District will continue to reach out to families and provide opportunities to borrow technology tools, and to offer roles in the emergency response plan.</p> <ul style="list-style-type: none">• Less \$426 parent tech training due to the staffing of night class computer lab with a classified aide instead of certificated staff.• Less \$1326 open comp lab NH due to the staffing of night class computer lab with a classified aide instead of certificated staff• Less \$200 for fitness newsletters as information on family fitness was included in weekly newsletters.
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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 11 from prior year LCAP:	11A. Have an up to date, current tech environment 11B. Have an up-to-date modern facility	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Alexander Valley School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	11A. All classrooms will have digital equipment capable of running applications released in the past three years 11B. Maintain Exemplary FIT rating	Actual Annual Measurable Outcomes:	All classrooms have digital equipment capable of wirelessly running applications released in the past three years Maintained Exemplary FIT rating
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Present a presentation hardware purchasing plan to the Board of Trustees (no cost)		presentation hardware 0000: Unrestricted Base \$0	Gave a presentation of a hardware purchasing plan to the Board of Trustees (no cost), and purchased wireless, short-throw projectors for all classrooms presentation hardware 0000: Unrestricted Base 0 Presentation hardware 4000-4999: Books And Supplies Base 25,473
Scope of Service	School wide		Scope of Service: school wide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)
Implement one:one digital device program in remaining grade levels	one-to-one 0000: Unrestricted Base 11500	Implemented one:one digital device program in all grade levels	one-to-one 0000: Unrestricted Base \$12,125

<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table>	Scope of Service	school wide	
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<p>Investigate community willingness to support a capital campaign and proceed</p>	<p>capital campaign 0000: Unrestricted Base \$500</p>	<p>initiated a feasibility study for a capital campaign to build a multi-use room</p>	<p>capital campaign 0000: Unrestricted Base \$15,000</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table>	Scope of Service	school wide	
Scope of Service	School wide						
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<p>Continue to implement the plan to address high priority/low cost facilities improvements</p>	<p>facility improvements 0000: Unrestricted Base 15,000</p>	<p>continued to implement the plan to address high priority- low cost facilities improvements</p>	<p>facility improvements 0000: Unrestricted Base \$15,751</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table>	Scope of Service	school wide		<table border="1"> <tr> <td>Scope of Service</td> <td>school wide</td> </tr> </table>	Scope of Service	school wide	
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Continue to implement the facilities maintenance calendar		maintenance calendar 2000-2999: Classified Personnel Salaries Base \$13,300	continued to maintain facilities in a timely manner	maintenance calendar 2000-2999: Classified Personnel Salaries Base \$17,341
Scope of Service	school wide		Scope of Service	school wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The District will review the feasibility study and determine if they should go forward with the multi-use building. The District will continue to maintain state-of-the-art facilities <ul style="list-style-type: none"> • Added \$10,000 to capital campaign as the Board chose a firm for a longer range plan • Added \$4,041 to maintenance cost due to negotiated increases to the salary schedules 		

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>\$37,201</u>
<p>While the District will not receive base or concentration grant funds under the LCFF, the minimum proportionality percentage calculations indicate that the District would have received \$37,201 in supplemental and concentration grant funding. The District proposes to extend all academic intervention services with a focus on English Language Development, providing additional time and instruction for EL and ED students. This will be accomplished by extending existing services. Additionally, the District proposes to extend outreach to families of EL and ED students, with regard to wellness and use of technology through targeted services (i.e. Nuevos Horizontes Adult English classes), resulting in \$43,673 additional funds spent for EL and ED students. Based on our own experience of a 100% Re-designation rate for the past six years, we believe that this is the most effective use of district funds to meet the goals for unduplicated students, as they will be served in the context of the core curriculum, and supported to develop skills that they will be able to apply successfully in the general education classroom.</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.

7.23	%
<p>Line 8 of the Minimum Proportionality Percentage calculation sheet results in 7.23% increase in funding for services provided to English Learners, Economically Disadvantaged students, and Foster students. The increase listed in C above is equal to 7.52% of our base funding, based on a \$573,816 LCFF Phase-in Allocation, and expenditures of \$43,173 in 2016-17.</p>	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	746,210.00	933,415.83	893,426.00	913,402.00	924,097.00	2,730,925.00
	0.00	0.00	5,000.00	0.00	0.00	5,000.00
Base	702,782.00	899,913.83	844,753.00	862,867.00	870,790.00	2,578,410.00
Supplemental	43,428.00	33,502.00	43,673.00	50,535.00	53,307.00	147,515.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	746,210.00	933,415.83	893,426.00	913,402.00	924,097.00	2,730,925.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	77,491.00	84,332.83	6,600.00	7,100.00	11,350.00	25,050.00
0001-0999: Unrestricted: Locally Defined	23,726.00	22,047.00	3,112.00	2,125.00	26,207.00	31,444.00
1000-1999: Certificated Personnel Salaries	581,297.00	617,237.00	764,599.00	788,922.00	800,250.00	2,353,771.00
2000-2999: Classified Personnel Salaries	38,496.00	168,470.00	90,385.00	86,760.00	73,190.00	250,335.00
4000-4999: Books And Supplies	2,200.00	25,873.00	5,381.00	1,700.00	1,400.00	8,481.00
5000-5999: Services And Other Operating Expenditures	23,000.00	15,456.00	23,349.00	26,795.00	11,700.00	61,844.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	746,210.00	933,415.83	893,426.00	913,402.00	924,097.00	2,730,925.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	72,485.00	81,197.83	6,100.00	7,100.00	10,850.00	24,050.00
0000: Unrestricted	Supplemental	5,006.00	3,135.00	500.00	0.00	500.00	1,000.00
0001-0999: Unrestricted: Locally Defined		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	3,112.00	0.00	550.00	3,662.00
0001-0999: Unrestricted: Locally Defined	Supplemental	23,726.00	22,047.00	0.00	2,125.00	25,657.00	27,782.00

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).