

**Introduction:****LEA:** REAL Journey Academies**Contact:****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 |
|---------------------|----------------|
|---------------------|----------------|

**District Demographics**

Overall, the student demographics across our school sites are as follows for the 2015-16 school year:

Hispanic.....58%

Black.....34%

White.....4.6%

Hawaiian.....1.1%

Filipino.....1.0%

Asian.....0.9%

Am. Indian.....0.4%

**Initial Stakeholder Selection Process (2014-15 LCAP Development)**

Several different types of communication and outreach efforts were employed to involve parents, community members, staff and students. An informational flyer in English and Spanish was sent to all stakeholders inviting them to upcoming LCAP meetings. This flyer was followed by automated phone calls to all parents. Additionally, information was posted throughout campus, including parking lots, advertising our LCAP meetings. Also, a bilingual letter of information explaining the LCAP, including the survey link, was mailed home to all parents inviting them to go online to provide input and complete a survey. Administration also reached out to teachers and staff; and our teachers worked directly with our students to complete the survey.

**Initial LCAP Meeting Dates and Topics (2014-15)**

- April 10th, 2015- San Bernardino ( community stakeholders)
- April 21st, 2015- Excel Prep Moreno Valley (parents)
- April 22nd, 2015- New Vision Middle School/Excel Prep, San Bernardino (parents)
- April 28th, 2015- Success Academy, Fontana (parents)
- May 5th, 2015- New Vision/Excel Prep San Bernardino (PAC/ELAC)
- April-May 2015- All schools met with staff and students

Last year, the input we received from stakeholders helped us to add goals in the areas of instructional technology and student and parent engagement.

**Annual Update:**

This year, all stakeholders were selected by open invitation to attend a general meeting to discuss and provide feedback for the LCAP. Additionally, special parent groups such as the Parent Advisory Council (PAC) and the English Learners Advisory Committee (ELAC) were invited throughout the year to receive updates and provide input. At the regularly scheduled staff and PAC/ELAC meetings, we updated our stakeholders on the progress of our LCAP goals as well as briefed them on data from our stakeholders' engagement surveys. For example, our stakeholders' surveys indicate that we had increases in several areas including:

- Percent of students who agree that RJA provides sufficient access to instructional materials and technology
- Percent of parents who agree that RJA provides numerous avenues of effective home to school communication
- Percent of parents who agree that RJA encourages parental involvement
- Percent of teachers who agree that RJA encourages parental involvement
- Percent of teachers who agree that RJA is implementing Common Core effectively

**Annual Update Stakeholder Meetings:**

April 12th and May 3, 2016 - Community Meeting: The Chief Operations Officer attended two meetings of the San Bernardino Rotary Club and provided information on RJA's LCAP. Additionally, the COO took this opportunity to announce, hand out flyers, and personally invite members of this community coalition to the upcoming LCAP Parent/Community information meetings.

May 17th, 2016 - Parent/Community Meeting Moreno Valley: The Chief Operations Officer, Javier Hernandez presented a power point overview of the LCFF and LCAP and how REAL Journey Academies will be adopting its planning and budgeting process to meet the new requirements of the LCFF/LCAP. Programs and services currently being offered, and their effectiveness in meeting last year's goals and achieving student outcomes were discussed as well as strategies, programs and services to improve student achievement. A handout published by the California State PTA to provide information on LCAP was distributed to all participants. Additionally, the eight state priorities

**Annual Update:**

This year, at the conclusion of the six LCAP update meetings with our stakeholders, and through multiple surveys of our community members, parents, teachers, and students, several reoccurring themes were identified. These themes are reflected in the goals, actions, services and expected measurable outcomes identified on our REAL Journey Academies Local Accountability Plan for 2016-18. Common themes from the surveys and meetings include:

1. Class size reduction in all classes
2. Increase instructional support
3. Increase access to instructional technology
4. Increase parent education by offering more parent workshops
5. Teacher training
6. Increase after school/extracurricular programming
7. Offer more class electives
8. Offer foreign language instruction
9. Increase STEM instruction
10. More support for English Learners
11. Increase college and career awareness/readiness
12. Increase Anti- Bullying awareness workshops
13. Add a nurse practitioner

Upon review of these themes, in conjunction with other organizational data from 2014-15, we have changed some of our actions and services to increase instructional support, support for English learners, and professional development (teacher training).

We have established the following priorities if our organization is able to receive any additional (unexpected) funding in 2016-17 or 2017-18:

1. class size reduction
2. increase access to instructional technology
3. increase parent education offerings
4. increase after school/extracurricular programming

brochure was handed out and discussed. Attendees were encouraged to provide feedback and input for each priority. Participants were also given information on how to access our online survey to help us determine goals, actions, and budget priorities for our schools. The presentation and all materials were provided in English and Spanish.

May 18th, 2016 - Parent/Community Meeting San Bernardino: The Principal of New Vision Middle School and Excel Prep Academy Highland, Mr. Alberto Ramirez, presented a power point overview of the LCFF and LCAP and how REAL Journey Academies will be adopting its planning and budgeting process to meet the new requirements of the LCFF/LCAP. Programs and services currently being offered, and their effectiveness in meeting last year's goals and achieving student outcomes were discussed as well as strategies, programs and services to improve student achievement. A handout published by the California State PTA to provide information on LCAP was distributed to all participants. Additionally, the eight state priorities handout was distributed and discussed. Attendees were encouraged to provide feedback and input for each priority. Participants were also given information on how to access our online survey to help us determine goals, actions, and budget priorities for our schools. The presentation and all materials were provided in Spanish and English.

May 18th, 2016 - Parent/Community Meeting Fontana: The Chief Operations Officer, Javier Hernandez presented a power point overview of the LCFF and LCAP and how REAL Journey Academies will be adopting its planning and budgeting process to meet the new requirements of the LCFF/LCAP. Programs and services currently being offered, and their effectiveness in achieving last year's goals and student outcomes were discussed as well as strategies, programs and services to improve student achievement. A handout published by the California State PTA to provide information on LCAP was distributed to all participants. Additionally, the eight state priorities handout was distributed to all participants and discussed. Attendees were encouraged to provide feedback and input for each priority. Participants were also given information on how to access our online survey to help us determine goals, actions, and budget priorities for our schools. The presentation and all materials were provided in Spanish and English.

May 12th, 2016 - Parent Advisory Council/ ELAC: Mr. Ramirez, School Principal and the Chief Operations Officer engaged the Parent Advisory and the English Learner Advisory Councils. A power Point presentation offered an overview of the LCFF and LCAP and how REAL Journey

Academies will be adopting its planning and budgeting process to meet the new requirements of the LCFF/LCAP. Programs and services currently being offered, and their effectiveness in meeting last year's goals and achieving student outcomes were discussed as well as strategies, programs and services to improve student achievement. A handout published by the California State PTA to provide information on LCAP was distributed to all participants. Additionally, the eight state priorities handout was handed out and discussed. Attendees were encouraged to provide feedback and input for each priority. Participants were also given information on how to access our online survey to help us determine goals, actions, and budget priorities for our schools. The presentation and all materials were provided in Spanish and English.

Ongoing Parent Advisory/ELAC: Parents from both the ELAC and PAC have met throughout the year. ELAC meets once per semester and the PAC meets twice per month. These meetings are also used to engage and involve the parents in developing, reviewing and supporting the implementation of the LCAP.

May, 2016 - School site Engagement: Principals at all sites engaged school staff at their standing weekly meetings to ask for feedback and input on each of the eight priorities. Staff was asked to go online and complete the survey to help us establish school goals, actions, and budget priorities. Additionally, all classrooms were visited by the Assistant Principal or the Principal to inform students of the LCAP and to ask them for their input by completing our online student survey.

## **Section 2: Goals, Actions, Expenditures, and Progress Indicators**

### **Instructions:**

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

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



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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

#### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?

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

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| <b>GOAL:</b>            | Align student learning to state-adopted standards supported by materials, instruction, assessment, and technology in a safe and clean environment.  | Related State and/or Local Priorities: X<br>1 X 2 _3 _4 _5 X 6 _7 _8 Local:<br>N/A |
| <b>Identified Need:</b> | <p>For the second year in a row, stakeholders identified the following needs:</p> <ul style="list-style-type: none"> <li>-continued professional development</li> <li>-instructional materials aligned to the state standards</li> <li>-additional technology materials</li> <li>-technology training</li> <li>-safe, clean, effective learning environments</li> </ul> |  |

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| <b>Goal Applies to:</b>                     | <b>Schools:</b><br>All schools<br>Grades: All  |                            |  |
|   | <b>Applicable Pupil Subgroups:</b>   | All                        |  |
| <b>LCAP Year 1</b>                          |  |                            |  |
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Maintain 100% fully credentialed teachers</li> <li>• 95% of teachers will complete intensive training to support the instructional program</li> <li>• Provide every student in each subgroup with books, materials and/or technology aligned with California standards as appropriate.</li> <li>• Increase by 100 the number of computers assigned individually for learning in classrooms</li> <li>• Maintain 0% mis-assigned teachers</li> <li>• Maintain California standards-aligned instructional materials</li> <li>• Maintain school facilities in a manner that ensures that they are clean, safe and functional as specified in subdivision (d) of Education Code Section 17002</li> </ul> |                            |  |
|   | <b>Actions/Services</b>  | <b>Scope of Service</b>    | <b>Pupils to be served within identified scope of service</b>  |
|   | In 2016-2017, all teachers of college prep or core classes will demonstrate subject area competency and will have completed or be engaged in an induction program.   | All schools<br>Grades: All | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other |
|   | In 2016-2017, RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.  | All schools<br>Grades: All | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other |
|   |  |                            | 5800:<br>Professional/Consulting Services and Operating Expenditures 67,500 (induction)  |
|   |  |                            | 5800:<br>Professional/Consulting Services & Other Operating Expenses \$36,000  |

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| <p>In 2016-17, a designated administrator will review credentialing and course assignments annually including reminders for renewals due at intervals prior to expiration with compliance reporting to the CEO.</p>                           | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>2400: Clerical, Technical, &amp; Office Staff Salaries \$28,374<br/><br/>2300: Classified Supervisors' &amp; Administrators' Salaries \$12,444<br/><br/>3000-3999: Employee Benefits \$7,347</p> |
| <p>In 2016-17, all teachers will take part in Project-Based Learning (PBL) professional development, refresher trainings or orientation that provide up to date California standards-aligned instructional strategies and practices.</p>      | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>5200: Travel &amp; Conference \$45,000</p>   |
| <p>In 2016-17, review professional development goals and PBL course and workshop offerings annually as they pertain to California standards alignment as part of annual professional development and goal setting conferences with staff.</p> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>5200: Travel &amp; Conference \$36,000</p>   |

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| <p>In 2016-2017, provide teacher professional development and collaboration aligned with strategic initiatives based on all formative and summative student assessment results:</p> <ul style="list-style-type: none"> <li>-Develop and refine common assessments and pacing guides in K-8 aligned to standards</li> <li>-Implement new ELA/ELD Frameworks</li> <li>-Differentiated instructional strategies</li> <li>-NGSS and Mathematics implementation</li> </ul> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$235,600<br/><br/>3000-3999:<br/>Employee Benefits \$42,408</p> |
| <p>In 2016-2017, administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English Language Development for English learners.</p>  | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4000-4999:<br/>Books &amp; Supplies \$5,100<br/><br/>5000-5999: Services &amp; Other Operating Expenditures \$200,000</p>           |

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| <p>In 2016-2017, school facilities will be inspected three times annually by PAC (Parent Advisory Committee) and administration and corrections made as needed.</p>  | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1300: Certificat ed Supervisors' &amp; Administrators' Salaries \$63,300<br/><br/>2200: Classified Support Salaries \$38,000<br/><br/>3000-3999: Employee Benefits \$18,234</p> |
| <p>Ensure that teachers implement instruction in ways that give English learners access to English language development standards.</p>   | <p>All schools<br/>Grades: All</p> | <p>_ All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1300: Certificat ed Supervisors' &amp; Administrators' Salaries \$51,000<br/><br/>3000-3999: Employee Benefits \$9,180</p>  |
| <p>Administrators, teachers, and students will increase their use of information and communication technology (ICT) to improve teaching and learning of curriculum aligned with California state standards and to create ongoing opportunities to use the tools of technology to enhance achievement and to meet or exceed the academic content standards.</p> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>Technology<br/><br/>Professional Development</p>  |

## LCAP Year 2

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| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Maintain 100% fully credentialed teachers</li> <li>• 95% of teachers will complete intensive training to support the instructional program</li> <li>• Provide every student in each subgroup with books, materials and/or technology aligned with California Standards as appropriate.</li> <li>• Increase by 100 the number of computers assigned individually for learning in classrooms</li> <li>• Maintain 0% mis-assigned teachers</li> <li>• Maintain California standards-aligned instructional materials</li> <li>• Maintain school facilities in a manner that ensures that they are clean, safe, and functional as specified in subdivision (d) of Education Code Section 17002.</li> </ul> |
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| Actions/Services  | Scope of Service           | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|---|----------------------------|--|---|
| In 2017-18, all teachers of college prep or core classes will demonstrate subject area competency and will have completed or be engaged in an induction program.                          | All schools<br>Grades: All | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other | 5800:<br>Professional/Consulting Services and Operating Expenditures<br>\$98,900<br>(induction) |
| In 2017-18, RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials. | All schools<br>Grades: All | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other | 5800:<br>Professional/Consulting Services & Other Operating Expenses<br>\$36,720                |



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| <p>In 2017-18, a designated administrator will review credentialing and course assignments annually including reminders for renewals due at intervals prior to expiration with compliance reporting to the CEO.</p>                           | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>2400: Clerical, Technical, &amp; Office Staff Salaries \$28,941<br/><br/>2300: Classified Supervisors' &amp; Administrators' Salaries \$12,693<br/><br/>3000-3999: Employee Benefits \$7,494</p> |
| <p>In 2017-18, all teachers will take part in Project-Based Learning (PBL) professional development, refresher trainings or orientation that provide up to date California standards-aligned instructional strategies and practices.</p>      | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>5200: Travel &amp; Conference \$45,900</p>   |
| <p>In 2017-18, review professional development goals and PBL course and workshop offerings annually as they pertain to California standards alignment as part of annual professional development and goal setting conferences with staff.</p> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>5200: Travel &amp; Conference \$44,000</p>   |

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| <p>In 2017-18, administration will annually review assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English Language Development for English learners.</p> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4000-4999: Books &amp; Supplies \$5,202<br/><br/>5000-5999: Services &amp; Other Operating Expenditures \$204,000</p>  |
| <p>In 2017-18, school facilities will be inspected three times annually by PAC (Parent Advisory Committee) and administration and corrections made as needed.</p>  | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1300: Certificated Supervisors' &amp; Administrators' Salaries \$64,566<br/><br/>2200: Classified Support Salaries \$38,760<br/><br/>3000-3999: Employee Benefits \$18,599</p> |
| <p>Ensure that teachers implement instruction in ways that give English learners access to English language development standards.</p>   | <p>All schools<br/>Grades: All</p> | <p>_ All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1300: Certificated Supervisors' &amp; Administrators' Salaries \$52,020<br/><br/>3000-3999: Employee Benefits \$9,363</p>  |

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| <p>In 2017-18, provide teacher professional development and collaboration aligned with strategic initiatives based on all formative and summative student assessment results:</p> <ul style="list-style-type: none"> <li>-Develop and refine common assessments and pacing guides in K-8 aligned to standards</li> <li>-Implement new ELA/ELD Frameworks</li> <li>-Differentiated instructional strategies</li> <li>-NGSS and Mathematics implementation</li> </ul> | <p>All schools<br/>Grades: All</p> | <p><input checked="" type="checkbox"/> All<br/>-----<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> Other</p> | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$239,600<br/><br/>3000-3999:<br/>Employee Benefits \$43,256</p> |
| <p>In 2017-18, administrators, teachers, and students will increase their use of information and communication technology (ICT) to improve teaching and learning of curriculum aligned with California state standards and to create ongoing opportunities to use the tools of technology to enhance achievement and to meet or exceed the academic content standards.</p>  | <p>All schools<br/>Grades: All</p> | <p><input checked="" type="checkbox"/> All<br/>-----<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> Other</p> | <p>Technology<br/><br/>Professional Development</p>  |

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| <b>GOAL:</b>   | Ensure that students demonstrate annual academic growth and proficiency so that they advance each grade level prepared for the next grade level.   |  | Related State and/or Local Priorities:<br>_1 _2 _3 X 4 _5 _6 X 7 X 8 Local:<br>N/A |
| <b>Identified Need:</b>  | Stakeholder input, CMO data, and RJA mission   |  |  |
| <b>Goal Applies to:</b>  | <b>Schools:</b>  | All schools  |  |
|  |  | Grades: All  |  |
|  | <b>Applicable Pupil Subgroups:</b>   | All  |  |
| <b>LCAP Year 1</b>   |  |  |  |
| <b>Expected Annual Measurable Outcomes:</b>  | <ul style="list-style-type: none"> <li>• All students and numerically significant subgroups will advance toward meeting grade level standards with a 5% increase toward the Standard Met level on the CAASPP each year</li> <li>• Maintain an EL reclassification rate of 20% or higher</li> <li>• Increase implementation of project based learning</li> <li>• Increase by 15% the number of students reading at grade level each year</li> <li>• Increase writing proficiency in English Language Arts to meet California standards</li> <li>• Increase the use of CAASPP interim assessments in Math and English Language Arts</li> </ul> |  |  |
| <b>Actions/Services</b>  | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b>   |
| In 2016-2017, teachers will continue to provide challenging, project-based curriculum which reflects California state standards with two significant projects this year. | All schools<br><br>Grades: All   | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other | 4000-4999:Books & Supplies \$45,000  |

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| <p>In 2016 - 2017, schools will provide opportunities for professional development and collaborative time for teachers to analyze and respond to student data on a school wide and subgroup basis.</p>   | <p>All schools<br/>Grades: All</p>                                    | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1100:<br/>Certificated Teachers' Salaries \$ 264,807<br/><br/>3000-3999: Employee Benefits \$47,665</p> |
| <p>In 2016-2017, begin implementation of curriculum designed to increase math fluency across grades 1 - 8.</p>   | <p>All schools<br/>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4300: Books and Supplies: \$33,000</p>  |
| <p>In 2016-2017, teachers will utilize technology based literacy interventions to support increases in student achievement.</p>  | <p>All schools<br/>Grades: All</p>                                    | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>5800: Professional Consulting Services and Operating Expenditures \$20,000</p>                          |
| <p>In 2016-17, we will increase student achievement for English learners by facilitating SIOP/SDAIE and ELD professional development for all teachers, developing and implementing a middle school EL intervention course, and purchasing and implementing K-2 ELA/ELD curriculum with integrated EL supports.</p> | <p>All schools<br/>Grades: All</p>                                    | <p>_ All<br/>-----<br/>X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1100:<br/>Certificated Teachers' Salaries \$6,450</p>   |

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| <p>In 2016-2017, we will increase student achievement for English learners, students with disabilities, and other underperforming subgroups by facilitating professional development for teachers on small group targeted intervention and differentiated instruction, and by purchasing and implementing Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment tools.</p> | <p>All schools<br/>Grades: All</p>                               | <p><input type="checkbox"/> All<br/>-----<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless<br/><input type="checkbox"/> Other</p> | <p>4300: Books and Supplies \$15,000</p>  |
| <p>In 2016-2017, teachers will use CAASPP practice and interim assessment items as models of thinking and practice to support student understanding.</p>   | <p>All schools<br/>Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p> | <p><input checked="" type="checkbox"/> All<br/>-----<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless<br/><input type="checkbox"/> Other</p>            | <p>1100: Certificated Teacher' Salaries \$117,730<br/><br/>3000-3999: \$12,191<br/><br/>4300: Books and Supplies \$14,000</p> |
| <p>In 2016-2017, teachers will support student writing by implementing targeted writing strategies that focus on narrative, explanatory, and opinion/argumentative writing.</p>  | <p>All schools<br/>Grades: All</p>                               | <p><input checked="" type="checkbox"/> All<br/>-----<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless<br/><input type="checkbox"/> Other</p>            | <p>4300: Books and Supplies \$12,000</p>  |

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| <p>In 2016-2017, teachers will implement best practices for using technology in the classroom.</p> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4000-4999: Books &amp; Supplies \$330,000<br/><br/>1300: Certificated Supervisors' and Administrators' Salaries \$34,000<br/><br/>3000-3999: Employee Benefits: \$6,192</p> |
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**LCAP Year 2**

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| <p><b>Expected Annual Measurable Outcomes:</b></p> | <ul style="list-style-type: none"> <li>• All students and numerically significant subgroups will advance toward meeting grade level standards with a 5% increase toward the Standard Met level on the CAASPP each year</li> <li>• Maintain an EL reclassification rate of 20% or higher</li> <li>• Increase implementation of project based learning</li> <li>• Increase by 15% the number of students reading at grade level each year</li> <li>• Increase writing proficiency in English Language Arts to meet California standards</li> <li>• All teachers in grades 3 - 8 will use CAASPP interim assessments in Math and English Language Arts as formative assessments throughout the year</li> </ul> |
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| <p align="center"><b>Actions/Services</b></p>   | <p align="center"><b>Scope of Service</b></p> | <p align="center"><b>Pupils to be served within identified scope of service</b></p>  | <p align="center"><b>Budgeted Expenditures</b></p> |
|---|---|--|--|
| <p>In 2017-18, teachers will continue to provide challenging, project-based curriculum which reflects California state standards with three significant projects each year.</p> | <p>All schools<br/>Grades: All</p>            | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4000-4999: Books &amp; Supplies \$45,900</p>    |

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|--|---|--|---|
| <p>In 2017-18, schools will provide opportunities for professional development and collaborative time for teachers to analyze and respond to student data on a school wide and subgroup basis.</p> | <p>All schools<br/>Grades: All</p>                                    | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1100:<br/>Certificated Teachers' Salaries \$270,103<br/><br/>3000-3999: Employee Benefits \$48,618</p> |
| <p>In 2017-18, begin implementation of curriculum designed to increase math fluency across grades 1 - 8.</p>   | <p>All schools<br/>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4000-4999: Books and Supplies \$33,660</p>   |
| <p>In 2017-18, teachers will utilize technology based literacy interventions to support increases in student achievement.</p>  | <p>All schools<br/>Grades: All</p>                                    | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>5800: Professional/Consulting Services and Operating Expenditures \$20,400</p>                         |



|   |  |  |   |
|---|--|--|---|
| <p>In 2017-18, teachers will use CAASPP practice and interim assessment items as models of thinking and practice to support student understanding.</p>                        | <p>All schools<br/>Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1100: Certificated Teachers' Salaries \$120,084<br/>3000: 3999 Employee Benefits \$12,434<br/>5800: Professional/Consulting Services and Operating Expenditures \$15,120</p> |
| <p>In 2017-18, teachers will support student writing by implementing targeted writing strategies that focus on narrative, explanatory, and opinion/argumentative writing.</p> | <p>All schools<br/>Grades: All</p>                               | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4300: Books and Supplies \$12,240</p>  |

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| <p>In 2017-18, teachers will implement best practices for using technology in the classroom.</p>   | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4000-4999:<br/>Books &amp; Supplies \$336,000<br/><br/>1300:<br/>Certificated Supervisors' and Administrators' Salaries \$35,088<br/><br/>3000-3999:<br/>Employee Benefits: \$6,315</p> |
| <p>In 2017-18, we will increase student achievement for English learners by facilitating SIOP/SDAIE and ELD professional development for all teachers, developing and implementing a middle school EL intervention course, and purchasing and implementing K-2 ELA/ELD curriculum with integrated EL supports.</p>   | <p>All schools<br/>Grades: All</p> | <p>_ All<br/>-----<br/>X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1100:<br/>Certificated Teachers' Salaries \$6,579</p>   |
| <p>In 2017-18, we will increase student achievement for English learners, students with disabilities, and other underperforming subgroups by facilitating professional development for teachers on small group targeted intervention and differentiated instruction, and by purchasing and implementing Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment tools.</p> | <p>All schools<br/>Grades: All</p> | <p>_ All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>4300: Books and Supplies \$15,300</p>   |

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| <b>GOAL:</b>                                | Engage students, parents, staff, and community to promote educational growth.  |                         | Related State and/or Local Priorities:<br>_1 _2 X 3 _4 X 5 X 6 _7 _8 Local:<br>N/A |
| <b>Identified Need:</b>                     | Stakeholder input, survey results, and CMO data all indicate a continued need to engage parents, staff, and the community.   |                         |  |
| <b>Goal Applies to:</b>                     | <b>Schools:</b>  | All schools             |  |
|   |  | Grades: All             |  |
|   | <b>Applicable Pupil Subgroups:</b>   | All                     |  |
| <b>LCAP Year 1</b>                          |  |                         |  |
| <b>Expected Annual Measurable Outcomes:</b> | <ul style="list-style-type: none"> <li>• Increase attendance at monthly parent workshops by 10%</li> <li>• Increase the number of parents who engage college/career readiness events by 10%</li> <li>• Maintain 95% or higher student attendance rates</li> <li>• Maintain an expulsion rate of less than 1%</li> <li>• Decrease the off-campus suspension rate by 50%</li> <li>• Increase parent volunteers by 10%</li> <li>• Maintain student-led conferencing once per year</li> <li>• Maintain a middle school dropout rate of &lt;1%</li> </ul> |                         |  |
| <b>Actions/Services</b>                     |  | <b>Scope of Service</b> | <b>Pupils to be served within identified scope of service</b>                      |
|   |  |                         | <b>Budgeted Expenditures</b>   |

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| <p>In 2016-17, staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding.</p>                    | <p>All schools<br/>Grades: All</p>             | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>2200: Classified Support Salaries \$45,900<br/><br/>1300: Certificated Supervisors' &amp; Administrators' Salaries \$61,000<br/><br/>3000-3999: Employee Benefits \$19,242</p> |
| <p>In 2016-2017, the school will provide middle school orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk middle school students</p> | <p>Middle school<br/>Grades: 6th, 7th, 8th</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1100: Certificated Teachers' Salaries \$10,000<br/><br/>3000-3999: Employee Benefits \$1,800</p>   |
| <p>In 2016-2017, conduct annual stakeholder surveys to gather input and responses to educational and facilities issues, including programs for unduplicated students.</p>                  | <p>All schools<br/>Grades: All</p>             | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1300: Certificated Supervisors' &amp; Administrators' Salaries \$6,750<br/><br/>3000-3999: Employee Benefits \$1200</p>  |

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| <p>In 2016-2017, all schools will begin implementation of PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels.</p> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>5800: Professional/Consulting Services and Operating Expenditures \$10,000<br/><br/>4000-4999 Books and Supplies \$10,000</p>   |
| <p>In 2016-2017, provide parents with quarterly attendance reports and inform parents of chronic absences.</p>   | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>2300: Classified Supervisors' &amp; Administrators' Salaries \$25,000<br/><br/>2400: Clerical, Technical, &amp; Office Staff Salaries \$71,000<br/><br/>3000-3999: Employee Benefits \$17,250</p> |

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| <p>In 2016-2017, staff will provide interventions for students who are absent for more than ten days for any reason.</p> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>2300: Classified Supervisors' &amp; Administrators' Salaries \$20,000<br/><br/>3000-3999: Employee Benefits \$3,600</p> |
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**LCAP Year 2**

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| <p><b>Expected Annual Measurable Outcomes:</b></p> | <ul style="list-style-type: none"> <li>• Increase attendance at monthly parent workshops by 10%</li> <li>• Increase the number of parents who engage college/career readiness events by 10%</li> <li>• Maintain 96% or higher student attendance rates</li> <li>• Maintain an expulsion rate of less than 1%</li> <li>• Decrease the off-campus suspension rate by 10% from 2016-17</li> <li>• Increase parent volunteers by 10%</li> <li>• Maintain student-led conferencing once per year</li> <li>• Maintain a middle school dropout rate of &lt;1%</li> </ul> |
|--|---|

| <p align="center"><b>Actions/Services</b></p> | <p align="center"><b>Scope of Service</b></p> | <p align="center"><b>Pupils to be served within identified scope of service</b></p> | <p align="center"><b>Budgeted Expenditures</b></p> |
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| <p>In 2017-18, staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding.</p>                  | <p>All schools<br/>Grades: All</p>             | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>2200: Classified Support Salaries \$46,818<br/><br/>1300: Certificated Supervisors' &amp; Administrators' Salaries \$62,220<br/><br/>3000-3999: Employee Benefits \$19,626</p> |
| <p>In 2017-18, the school will provide middle school orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk middle school students</p> | <p>Middle school<br/>Grades: 6th, 7th, 8th</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1100: Certificated Teachers' Salaries \$10,200<br/><br/>3000-3999: Employee Benefits \$1,836</p>   |
| <p>In 2017-18, all schools will fully implement PBIS systems designed to ensure a minimal rate of student suspension and expulsion for all grade levels.</p>                             | <p>All schools<br/>Grades: All</p>             | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>5800: Professional/Consulting Services and Operating Expenditures \$15,300<br/><br/>4000-4999 Books and Supplies \$10,200</p>  |

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| <p>In 2017-18, conduct annual stakeholder surveys to gather input and responses to educational and facilities issues, including programs for unduplicated students.</p> | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$6,885<br/><br/>3000-3999:<br/>Employee Benefits \$1239</p>   |
| <p>In 2017-18, staff will provide interventions for students who are absent for more than ten days for any reason.</p>  | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>2300: Classified Supervisors' &amp; Administrators' Salaries \$20,400<br/><br/>3000-3999:<br/>Employee Benefits \$3,672</p>   |
| <p>In 2017-18, provide parents with quarterly attendance reports and inform parents of chronic absences.</p>  | <p>All schools<br/>Grades: All</p> | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> | <p>2300: Classified Supervisors' &amp; Administrators' Salaries \$25,500<br/><br/>2400: Clerical, Technical, &amp; Office Staff Salaries \$72,420<br/><br/>3000-3999:<br/>Employee Benefits \$17,595</p> |



## 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?

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| <b>Original Goal from prior year LCAP:</b> | Align student learning to State- adopted standards supported by materials, instruction, assessment, and technology in a safe and clean environment |             | Related State and/or Local Priorities: X<br>1 X 2 _3 _4 _5 X 6 _7 _8 Local: |
| Goal Applies to:                           | Schools:   | All Schools |   |
|  | Grades:  | All         |   |
|  | Applicable Pupil Subgroups:  | All         |   |

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> <li>• Maintain 100% fully credentialed teachers</li> <li>• 95% of teachers will complete intensive training to support the instructional program</li> <li>• Provide every student in each subgroup with books, materials and/or technology aligned with California Standards as appropriate.</li> <li>• Increase by 100 the number of computers assigned individually for learning in classrooms</li> <li>• Maintain 0% mis-assigned teachers</li> <li>• Maintain California Standards (CS) aligned instructional materials</li> <li>• School facilities will be maintained in a manner that ensures that they are clean, safe and functional as specified in subdivision (d) of Education Code Section 17002.</li> <li>• Ensure that English learners develop proficiency as a result of explicit English language development instruction and alignment of ELD standards and ELA standards, SDAIE research-based instructional strategies, personalized instruction, integrated curriculum and supplemental instruction when necessary.</li> </ul> | <p>Actual Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> <li>• Maintained 100% fully credentialed teachers</li> <li>• 90% of teachers attended an intensive summer training institute to support the instructional program.</li> <li>• 100% of students were provided appropriate standards aligned materials.</li> <li>• Increased by 300 the number of computers assigned for learning in classrooms.</li> <li>• 4% of teachers (2 teachers) were mis-assigned second semester.</li> <li>• All instructional materials were aligned to state standards.</li> <li>• All school facilities were maintained to be clean and functional.</li> <li>• 22% of EL students were redesignated; however, not all teachers have reached a level of effective proficiency of instructional delivery and assessment for EL students.</li> </ul> |
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**LCAP Year: 2015-16**

| Planned Actions/Services   |                          | Actual Actions/Services   |  |
|--|--------------------------|---|--|
|  | Budgeted Expenditures    |   | Estimated Actual Annual Expenditures   |
| <p>In 2015-2016 teachers of college prep or core classes will demonstrate subject area competency and will have completed or be engaged in an induction program.</p> | <p>BTSA<br/>\$50,000</p> | <p>All but two teachers (both were assigned to fill immediate vacancies second semester) demonstrated subject area competency and were clear credentialed or engaged in induction. This year, 37% of teachers participated in the Riverside County Office of Education's Center for Teacher Innovation teacher induction program. \$45,125 was spent with Riverside County Office of Education for the induction support.</p> | <p>5800:Professional/Consulting Services &amp; Operating Expenditures \$45,125</p> |

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| <b>Scope of service:</b>   | All sites<br>Grades: All |  | <b>Scope of service:</b>   | All sites<br>Grades: All |  |
| X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other |                          |  | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other |                          |  |

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| <p>In 2015-2016, RJA will advertise teacher job openings widely in order to ensure an adequate pool of candidates and screen prospective candidates for possession of appropriate credentials.</p> | <p>5800: Professional/ Consulting Services &amp; Other Operating Expenses \$33,800</p> <p>Job fairs</p> | <p>Advertising for teaching candidates took place in the following locations:</p> <ul style="list-style-type: none"> <li>• EdJoin</li> <li>• UC Riverside</li> <li>• Cal Baptist</li> <li>• CSU San Bernardino</li> <li>• University of Redlands</li> <li>• Cal Poly Pomona</li> <li>• Stanford University</li> <li>• California Association of Bilingual Education Exhibitor's Fair</li> </ul> <p>Candidates were screened in person by teams of RJA administrators at open job fairs located at California Polytechnic State University, Pomona, Stanford University, Azusa Pacific University, and University of California, Riverside.</p> <p>Prospective teachers interviewing at our home office were screened by Human Resources, academic program directors, and home office administrators at large.</p> <p>Site administrators were trained by Charterboost consultants in best practices for acquiring and retaining effective teachers.</p> | <p>5800: Professional/ Consulting Services &amp; Other Operating Expenses \$22,419.63</p> |  |
| <p><b>Scope of service:</b></p>  | <p>All sites</p> <p>Grades: All</p>   |   | <p><b>Scope of service:</b></p> <p>All sites</p> <p>Grades: All</p>                       |  |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |                                     |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |   |  |
| <p>In 2015-16, a designated administrator will review credentialing and course assignments annually including reminders for renewals due at intervals prior to expiration with compliance reporting to the CEO.</p>   |                                     | <p>2400: Clerical, Technical, &amp; Office Staff Salaries \$4,500</p> <p>2300: Classified Supervisors' &amp; Administrators' Salaries \$12,200</p> <p>3000-3999: Employee Benefits \$1,278</p> | <p>In July and August 2015, credential and course assignments were reviewed first by clerical staff and then by academic directors. During the month of June 2016, Human Resources is sending reminders to all teachers needing credential renewals prior to the start of the 2016-17 school year.</p>  | <p>2400: Clerical, Technical, &amp; Office Staff Salaries \$16,700</p> <p>3000-3999: Employee Benefits \$1278</p> |  |
| <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p> |  | <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p>   |  |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |                                     |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |   |
| <p>In 2015-16, all teachers will take part in Project-Based Learning (PBL) professional development, refresher trainings or orientation that provide up to date California Standards aligned instructional strategies and practices.</p>  |                                     | <p>5200: Travel &amp; Conference PD personnel \$10,000</p> | <p>Professional development in the supporting foundations of Project Based Learning (PBL) was provided at our summer training prior to the start of school. 90% of teachers attended the training. During the school year, Charterboost consultants provided a full day of PBL training to site administrators, who then led PBL professional development at their school sites.</p> <p>Academic directors traveled to a STEM conference in Anaheim that included some workshops on PBL and worked with some individual teachers to help them develop class projects.</p>   | <p>1100: Certificated Teachers' Salaries \$36,000</p> <p>1300: Certificated Supervisors' &amp; Administrators Salaries \$21,048</p> |
| <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p> |  | <p>Scope of service:</p>  | <p>All sites</p> <p>Grades: All</p>   |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |                                     |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |   |

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| <p>In 2015-16, review professional development goals and PBL course and workshop offerings annually as they pertain to California Standards alignment as part of Professional Development and Goal setting conferences with staff.</p>   | <p>5200: Travel &amp; Conference Directors<br/>\$10,000</p> | <p>Analysis of professional development occurred throughout the year as teachers applied their understanding of best practices introduced at the summer training prior to the start of school, and reflected on the outcomes of each professional development day during the school year. Academic directors found that we did not offer enough support toward building a PBL program this year (with the goal of PBL being to give students a much deeper and more authentic understanding of California's Common Core standards), and that many teachers would like more support in their professional development goals of integrating instructional technology and supporting English learners.</p> <p>The professional development workshops we offered this year that assisted with our California standards alignment were for implementing STEMscopes, a new NGSS California curriculum, and several CAASPP trainings to help teachers fully understand California's new assessments and how to align their instruction with the CAASPP.</p> | <p>1300: Certificated Supervisors' &amp; Administrators' Salaries<br/>\$15,786</p> |                                       |  |
| <p><b>Scope of service:</b></p>  | <p>All sites<br/><br/>Grades: All</p>                       |  | <p>Scope of service:</p>   | <p>All sites<br/><br/>Grades: All</p> |  |
| <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> |   | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p>   |  |                                       |  |

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| <p>In 2015-2016 provide teacher professional development and collaboration aligned with strategic initiatives based on all formative and summative student assessment results:</p> <ul style="list-style-type: none"> <li>-Develop and refine common assessments and pacing guides in K-8 aligned to standards</li> <li>-Implement new ELA/ELD Frameworks</li> <li>-Differentiated instructional strategies</li> <li>-NGSS and Mathematics implementation</li> </ul>  |                                     | <p>1300:<br/>Certificated Teachers' Salaries \$ 138,369</p> <p>Directors 3000-3999:<br/>Employee Benefits \$16,377</p> | <p>We did provide professional development and collaboration time for teachers on the following:</p> <ul style="list-style-type: none"> <li>-Refining scope and sequences for all subject areas and grade levels (occurred during summer PD prior to school starting); Using CAASPP interim assessments as common assessments (occurred during November PD days)</li> <li>-Implementation of the new ELA/ELD framework (occurred during summer PD prior to school starting)</li> <li>-Differentiated instructional strategies (occurred during summer PD prior to school starting and at September, October, and January PD days)</li> <li>-NGSS and Common Core Mathematics (occurred during summer PD prior to school starting and further support on NGSS implementation was provided by a science lead teacher who supported teachers at all school sites)</li> </ul> | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$105,240</p> <p>1100:<br/>Certificated Teachers' Salaries \$19,615</p> <p>3000-3999:<br/>Employee Benefits \$15,207</p> |  |
| <b>Scope of service:</b>  | <p>All sites</p> <p>Grades: All</p> |  | <b>Scope of service:</b>  | <p>All sites</p> <p>Grades: All</p>  |  |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |                                     |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>   |  |  |



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| <p>In 2015-2016 administration will annually review course assessment results and acquire and update materials for each enrolled student, ensuring that standards-aligned materials are available for use in class and to take home, as it suits the nature of the programs implemented in Math, Science, History- Social Sciences and English Language Arts, including English language development for English learners.</p>   |                                     | <p>4000-4999: Books &amp; Supplies \$5,000</p> <p>5000-5999: Services &amp; Other Operating Expenditures</p> <p>LA, Math and Sci curriculum at \$160,000</p> | <p>Our 2015-16 curriculum materials review led us to purchase STEMscopes for our NGSS implementation and to pilot Ironbox as a math fluency curriculum.</p> <p>This year we acquired and/or updated the following materials:</p> <ul style="list-style-type: none"> <li>-STEMscopes California, all grades</li> <li>-Math in Focus: Singapore math (consumables), grades K-5</li> <li>-Standards Plus ELA &amp; math (consumables or digital access), grades 2 - 8</li> <li>-Ironbox, grades 3, 4, 5 &amp; 7</li> </ul>   | <p>1300: Certificated Supervisors' &amp; Administrators Salaries \$21,048</p> <p>4100: Approved Textbooks and Core Curricula Materials \$1350</p> |  |
| <b>Scope of service:</b>   | <p>All sites</p> <p>Grades: All</p> |  | Scope of service:   | <p>All sites</p> <p>Grades: All</p>   |  |
| <p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |                                     |  | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |   |  |

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| <p>Ensure that teachers implement instruction in ways that give English learners access to English language development standards.</p>  |                                     | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$3,500</p> <p>PD, Conf.</p> <p>3000-3999:<br/>Employee Benefits \$426</p> | <p>English Language Development as a direct component of differentiation was addressed in the summer training for teachers prior to the start of the school year, as was the new ELA/ELD framework. Additional training in September was conducted for site administrators with a Charterboost consultant focus on differentiation that included EL students. This is an area we will more heavily focus on this upcoming year.</p>   |                                     | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$3500</p> <p>3000-3999:<br/>Employee Benefits \$426.30</p> |
| <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p> |  | <p>Scope of service:</p>  | <p>All sites</p> <p>Grades: All</p> |   |
| <p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> |                                     |  | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> |                                     |   |

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| <p>In 2015-2016 school facilities will be inspected three times annually by PAC (Parent Advisory Committee) and administration and corrections made as needed.</p>  |                                     | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$30,000</p> <p>2200:<br/>Classified Support Salaries \$36,960</p> <p>3000-3999:<br/>Employee Benefits \$6,481</p> | <p>Although facilities were inspected regularly by the operations team and site administrators, there is no record of a PAC conducting regular inspections with staff. Corrections were made on an as needed basis. Improvements to campuses, such as playground area equipment and surfaces, were implemented. (New staircase?)</p>  | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$30,000</p> <p>2200: Classified Support Salaries \$36,960</p> <p>3000-3999:<br/>Employee Benefits \$6481</p> |  |
| <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p> |  | <p>Scope of service:</p>  | <p>All sites</p> <p>Grades: All</p>   |  |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |                                     |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |   |  |

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| <b>What changes in actions, services, and expenditures</b> | <p>We will continue to work on the original actions and services aligned to this goal, as we were near our expected annual measurable outcomes, but fell just short in a couple areas. We are continuing to strive to have all teachers attend the summer professional development for instructional support, as we did not yet attain our target rate of participation of 95%, and this initial training is key for developing effective school site teams. We are also continuing our efforts to recruit fully qualified teachers, and to assist teachers in implementing effective ELD instruction. Finally, we are increasing the number of computers in classrooms yet again, as all stakeholders have described a need for more instructional technology to be available to students.</p> |
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| <b>Original Goal from prior year LCAP:</b> | <p>Ensure that students demonstrate annual academic growth and proficiency so that they advance each grade level prepared for the next grade level.</p> | <p>Related State and/or Local Priorities:<br/>                 _1 _2 _3 X 4 _5 _6 X 7 X 8 Local:</p> |
| <b>Goal Applies to:</b>                    | <b>Schools:</b>   | <p>All Schools<br/><br/>Grades: All</p>  |

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|  | Applicable Pupil Subgroups:  | All   |  |
| Expected Annual Measurable Outcomes:   | <ul style="list-style-type: none"> <li>All students and numerically significant subgroups will advance toward proficiency with a 5% increase toward the Proficient Level on SBAC each year until proficiency has been reached</li> <li>Maintain an EL reclassification rate of 20% or higher</li> <li>Increase implementation of project based learning</li> <li>Increase by 15% the number of students reading at grade level each year</li> <li>Increase writing proficiency in Language Arts to meet California Standards</li> <li>Increase the use California assessment requirements in Math and Language Arts</li> </ul> | Actual Annual Measurable Outcomes:  | <ul style="list-style-type: none"> <li>SBAC (CAASPP) results are not available yet</li> <li>Reached an EL reclassification of 22%</li> <li>More teachers implemented project-based learning (PBL) based on observations and lesson/unit plans <ul style="list-style-type: none"> <li>Almost all teachers implemented at least one PBL simulation unit</li> <li>5% of teachers implemented a real-life project that was relevant to the students</li> </ul> </li> <li>Teachers reported increased class achievement levels overall of 6% - 100% improvement in reading based on beginning of year (BOY) reading assessments and end of year (EOY) reading assessments.</li> <li>All teachers in grades K - 8 instructed students in narrative, explanatory, and opinion/argumentative writing.</li> <li>100% of California assessment requirements were implemented in 2015-16 and teachers began using the CAASPP interim assessments throughout the year (November - March).</li> </ul> |
| <b>LCAP Year: 2015-16</b>  |  |   |  |
| <b>Planned Actions/Services</b>  |  | <b>Actual Actions/Services</b>  |  |
|  | <b>Budgeted Expenditures</b>   |   | <b>Estimated Actual Annual Expenditures</b>  |
| In 2015-2016 teachers will continue to provide challenging, project-based curriculum which reflects California State standards with two significant projects each year | Materials costs:<br>\$25,000   | 90% of teachers attended an intensive summer training institute to support the instructional program that included a focus on project-based learning (PBL). Site administrators attended a PBL workshop facilitated by Charterboost that they utilized to support and train their school site teachers. | 4300: Materials and Supplies \$5000  |

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| <b>Scope of service:</b>  | All sites<br>Grades: All |  | <b>Scope of service:</b>  | All sites<br>Grades: All   |  |
| X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                          |  | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |  |  |
| In 2015 -2016 schools will provide opportunities for professional development and collaborative time for teachers to analyze and respond to student data on a school wide and subgroup basis.   |                          | 1100:<br>Certificated Teachers' Salaries \$ 215,488<br><br>Illuminate:<br><br>3000-3999:<br>Employee Benefits \$26,246 | Professional Development (PD) and Professional Learning Communities (PLC) were used to analyze student data and direct future planning and instruction. Teachers attended four days of PD that focused on data desegregation. PLC meetings were used as an ongoing process scheduled on minimum days at each school site.                 | 1100:<br>Certificated Teacher's Salaries \$162,415<br><br>3000-3999:<br>Employee Benefits \$19,782 |  |
| <b>Scope of service:</b>  | All sites<br>Grades: All |  | <b>Scope of service:</b>  | All sites<br>Grades: All   |  |
| X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                          |  | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |  |  |

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| <p>In 2015-2016 Adjust instruction needed throughout the school year and, using curriculum- mapping techniques, plan for future curriculum in response to performance data school wide and by subgroup.</p>   |                                     | <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$81,113</p> <p>1100:<br/>Certificated Teachers' Salaries \$215,488</p> <p>3000-3999:<br/>Employee Benefits \$36,126</p> | <p>Formative and summative data results were utilized to adjust instruction as needed throughout the academic year. Teachers met and planned future curriculum during the school year and at the end of year curriculum institutes facilitated by the academic directors.</p>   | <p>1100:<br/>Certificated Teachers' Salaries \$9000</p> <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$9,151</p> <p>1100:<br/>Certificated Teachers' Salaries \$180,461.54</p> <p>3000-3999:<br/>Employee Benefits \$23,095</p> |
| <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p> |  | <p>Scope of service:</p>  | <p>All sites</p> <p>Grades: All</p>  |
| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> |                                     |  | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p> |  |

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| <p>In 2015-2016 teachers will utilize software intervention reading and literacy programs to support increases in student achievement.</p>   |                                       | <p>4300:<br/>Materials &amp; Supplies<br/>\$15,000<br/><br/>Edmentum:</p> | <p>Edmentum Online Learning Programs for intervention were used more extensively than planned because the purchase and utilization of 300 additional laptops gave greater access to the online software programs.</p>  | <p>4100: Approved Textbooks and Core Curricula Materials<br/>\$19,608</p> |
| <p><b>Scope of service:</b></p>  | <p>All sites<br/><br/>Grades: All</p> |   | <p>Scope of service:</p>   | <p>All sites<br/><br/>Grades: All</p>                                     |
| <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> |                                       |   | <p>X All<br/>-----<br/>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br/>_ Other</p> |   |
| <p>In 2015-2016 plan a clear, standards-based curriculum in ELD and across the curriculum, designing formative assessments that yield data for adjusting according to students' individual needs while procuring adequate instructional resources.</p>   |                                       | <p>4000-4999:<br/>Books &amp; Supplies,<br/>Tech \$10,000</p>             | <p>Planning for a standards based curriculum in ELD and accompanying assessments did not occur.</p>  | <p>0</p>  |
| <p><b>Scope of service:</b></p>  | <p>All sites<br/><br/>Grades: All</p> |   | <p>Scope of service:</p>   | <p>All sites<br/><br/>Grades: All</p>                                     |



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| _ All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                              |  | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |   |
| In 2015-2016 students will be taught using full immersion techniques in ELD/SDAIE strategies and across the curriculum, adjusting instruction to meet individual needs, and using additional instructional resources as needed whenever students are identified as requiring this approach.   |                              | 4000-4999:<br>Books & Supplies<br>\$15,000 | English Language Development/Sheltered Instruction Observation Protocol strategies were utilized across the curriculum based on classroom observation. Teachers participated in professional development that focused on the integration of English Language Arts and English Language Development.                                       | 4100: Approved Textbooks and Core Curricula Materials<br>\$2,147.81 |
| <b>Scope of service:</b>  | All sites<br><br>Grades: All |  | Scope of service:   | All sites<br><br>Grades: All  |
| X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                              |  | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |   |
| In 2015-2016 teachers will support student writing by implementing targeted writing strategies that focus on individual attainment.   |                              | 4300:<br>Materials & Supplies<br>\$5,000   | Writing using standards-based rubrics and 6+1 Traits for writing were utilized by teachers. A student Writer's Showcase held in March exhibited best results attained by individual students.   | 4300: Materials & Supplies<br>\$5,000                               |

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| <b>Scope of service:</b>  | All sites<br>Grades: All |   | <b>Scope of service:</b>  | All sites<br>Grades: All |  |
| X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                          |   | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                          |  |
| In 2015-2016 teachers will use state level assessment items as models of thinking and practice to support student understanding.  |                          | 1100:<br>Certificated Teachers' Salaries<br><br>3000-3999:<br>Employee Benefits | During instruction and formative assessment, teachers implemented Depth of Knowledge (DOK) levels of critical thinking and provided from state assessment items and those provided by the test item banks provided by Illuminate and Study Island.  |                          | 1100:<br>Certificated Teachers' Salaries \$18,046<br><br>3000-3999:<br>Employee Benefits \$2,198 |
| <b>Scope of service:</b>  | All sites<br>Grades: All |   | <b>Scope of service:</b>  | All sites<br>Grades: All |  |
| X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                          |   | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                          |  |

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| In 2015-2016 teachers will implement best practices using technology in the classroom.   |                              | 4300:<br>Materials & Supplies   | Teachers were trained during the intensive summer institute in best practices for integrating technology in the classroom. Teachers were provided with new laptops with tablet capabilities that encouraged more extensive mobile use of technology.   |                              | 5800:<br>Professional/Consulting Services and Operating Expenditures \$43,120 |
| <b>Scope of service:</b>   | All sites<br><br>Grades: All |   | <b>Scope of service:</b>   | All sites<br><br>Grades: All |   |
| X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other |                              |   | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless<br>_ Other |                              |   |
| <b>What changes in actions, services, and expenditures</b>   |                              | We will continue to work on providing and attending professional development workshops/trainings for teachers based on project-based learning (PBL). Based on classroom observations and written lesson/unit plans, almost all teachers implemented at least on PBL unit that was a simulation and 5% of teachers implemented a real-life project that was relevant to the students. The costs for the implementation were significantly lower compared to the \$5,000 budgeted for materials and supplies. |  |                              |   |

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| <b>Original Goal from prior year LCAP:</b> | Engage students, parents, staff, and community to promote educational growth opportunities |                                | Related State and/or Local Priorities:<br>_1 _2 X3 _4 X5 X6 _7 _8 Local: |
| Goal Applies to:                           | Schools:   | All schools<br><br>Grades: All |  |
|  | Applicable Pupil Subgroups:  | All                            |  |

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> <li>• Increase by 10% attendance at monthly parent workshops</li> <li>• Increase by 10% the number of parents who engage college/career readiness events</li> <li>• Maintain 95% or above student attendance rates</li> <li>• Maintain an expulsion rate of less than 1%</li> <li>• Decrease the off-campus suspension rate by 10%</li> <li>• Increase parent volunteers by 10%</li> <li>• Maintain student-led conferencing once per year</li> <li>• Maintain a middle school dropout rate of &lt;1%</li> </ul> | <p>Actual Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> <li>• Parent attendance was increased as measured by observation. A numeric accounting was not created.</li> <li>• Student attendance rate was 97%.</li> <li>• Student expulsion rate was less than 1%.</li> <li>• Student suspension rate was 11% and now is 8%.</li> <li>• The tracking of parent volunteers was not recorded to compare data from year to year.</li> <li>• Student led conferences occurred once this academic year.</li> <li>• In addition, teacher led conferences occurred on a different date.</li> <li>• Less than 1% of middle school students dropped out.</li> </ul> |
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| LCAP Year: 2015-16  |                              |   |  |                              |  |
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| Planned Actions/Services  |                              |   | Actual Actions/Services  |                              |  |
|   |                              | Budgeted Expenditures   |  |                              | Estimated Actual Annual Expenditures   |
| In 2015-2016 staff will promote attendance by ensuring that school is emotionally and physically safe and that classroom interactions are engaging and rewarding. |                              | 2200: Classified Support Salaries \$45,000<br><br>1300: Certificated Supervisors' & Administrators' Salaries \$30,000<br><br>3000-3999: Employee Benefits \$6,867 | <ul style="list-style-type: none"> <li>• A full-time attendance administrator worked with families to promote attendance.</li> <li>• A student attendance reward field trip to a Major League Baseball game was held in the Spring semester.</li> <li>• A full-time school counselor worked at each school site.</li> <li>• A psychologist interned at the middle school site.</li> <li>• Students participated in extracurricular activities and curriculum in the arts.</li> <li>• The teachers received professional development in best practices for positive classroom management and student engagement.</li> <li>• The school site administrators received training in best practices for positive classroom management and fostering a positive school culture by Charterboost</li> </ul> |                              | 2200: Classified Support Salaries \$103,404<br><br>1300 Certificated Supervisors' & Administrators' Salaries \$92,100<br><br>3000-3999: Employee Benefits: \$12,647<br><br>2400: Clerical, Technical, & Office Staff Salaries \$18,687 |
| <b>Scope of service:</b>  | All sites<br><br>Grades: All |   | <b>Scope of service:</b>   | All sites<br><br>Grades: All |  |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |  |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |          |
| <p>In 2015-2016 will provide middle school orientation to 100% of incoming students and will provide urgent remediation and intervention to at-risk middle school students</p>  |  | <p>1100:<br/>Certificated Teachers' Salaries</p> <p>3000-3999:<br/>Employee Benefits</p> | <p>All students, including middle school students, participated an a school orientation that included the REAL Journey Academies Core Values program for a two-week period at the beginning of the academic year. Ongoing activities in the instructional program embed core values into the curriculum.</p> <p>Assistant principals and other site administrators, counselors and psychologists provide immediate interventions and positive remediation for at-risk middle school students.</p>   | <p>0</p> |
| <p><b>Scope of service:</b></p>   | <p>New Vision Middle School</p> <p>Grades: 6th, 7th, 8th</p> |  | <p>Scope of service:</p> <p>New Vision Middle School</p> <p>Grades: 6th, 7th, 8th</p>   |          |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |  |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |          |

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| <p>In 2015-2016 create opportunities for Hispanic and African American parents and other parents of significant subgroups to organize and be represented on governance committees.</p>  |                                     | <p>1100:<br/>Certificated Teachers' Salaries</p> <p>3000-3999:<br/>Employee Benefits</p> | <p>A direct organization of parent groups of Hispanic or African American parents was not created. However, both parent groups were well represented in Parent Advisory Committees (PAC) and constituted 90% of enrolled students.</p>  | <p>1100:<br/>Certificated Teacher's Salaries \$90,231</p> <p>3000-3999:<br/>Employee Benefits \$15,655</p> <p>1300:<br/>Certificated Supervisors' &amp; Administrators' Salaries \$38,300</p> |
| <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p> |  | <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p>   |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |                                     |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |   |

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| In 2015-2016 conduct annual stakeholder surveys to gather input and responses to educational and facilities issues including programs for unduplicated and English learner students.  |                              | 1300:<br>Certificated Supervisors' & Administrators' Salaries \$6,000<br><br>3000-3999:<br>Employee Benefits \$731 | Annual student and parent surveys were conducted to gather relevant data about all stakeholders in regards to the educational program, including programs for English learners, and facilities issues.  | 1300:<br>Certificated Supervisors' & Administrators' Salaries \$6000<br><br>3000-3999:<br>Employee Benefits \$731 |
| <b>Scope of service:</b>  | All sites<br><br>Grades: All |  | <b>Scope of service:</b>  | All sites<br><br>Grades: All  |
| X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |                              |  | X All<br>-----<br>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other |   |
| In 2015-2016 will implement strategies designed to ensure a minimal rate of student suspension and expulsion for all grade levels.  |                              | 4000-4999<br>Books & Supplies \$25,000   | Strategies to provide timely and appropriate behavior interventions were implemented at all school sites resulting in fewer suspensions and expulsions.   | 4300: Materials and Supplies \$2000   |
| <b>Scope of service:</b>  | All sites<br><br>Grades: All |  | <b>Scope of service:</b>  | All sites<br><br>Grades: All  |



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| <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> |                                     |   | <p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> |  |  |
| <p>In 2015-2016 provide parents with quarterly attendance reports and inform parents of chronic absences.</p>  |                                     | <p>2300: Classified Supervisors' &amp; Administrator s' Salaries \$15,300</p> <p>2400: Clerical, Technical, &amp; Office Staff Salaries \$44,160</p> <p>Illuminate?</p> <p>3000-3999: Employee Benefits \$4,549</p> | <p>Parents were provided with quarterly attendance reports. Students with chronic absences were monitored by an attendance administrator who conducted School Attendance Review Board (SARB) meetings when necessary.</p>  | <p>2200: Classified Support Salaries \$45,500</p> <p>2400: Clerical, Technical, &amp; Office Staff Salaries \$18,687</p> <p>5800: Professional/Consulting Services and Operating Expenditures: \$2,860</p> <p>3000-3999: Employee Benefits \$4,910</p> |  |
| <p><b>Scope of service:</b></p>  | <p>All sites</p> <p>Grades: All</p> |   | <p><b>Scope of service:</b></p>  | <p>All sites</p> <p>Grades: All</p>  |  |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |
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| <p>In 2015-2016 staff will provide interventions for students who are absent for more than ten days for any reason.</p>   |                                     | <p>1100:<br/>Certificated<br/>Teachers'<br/>Salaries</p> <p>3000-3999:<br/>Employee<br/>Benefits</p> | <p>Students who missed ten or more days of school were eligible for appropriate interventions by software and/or tutors. Individual learning plans tracked student progress and interventions.</p>  | <p>1100:<br/>Certificated<br/>Teachers'<br/>Salaries \$9,023</p> <p>3000-3999:<br/>Employee<br/>Benefits \$1,099</p> |
| <p><b>Scope of service:</b></p>   | <p>All sites</p> <p>Grades: All</p> |  | <p>Scope of service:</p>  | <p>All sites</p> <p>Grades: All</p>  |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |                                     |  | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |  |

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| <b>What changes in actions, services, and expenditures</b> | <p>We will be creating a system by which we track parent attendance and engagement, as well as parent volunteers, throughout the school year at all school sites. This will allow us to better gauge the effectiveness of our actions and services.</p> <p>We have also rewritten an action/service for the upcoming years to include development of a PBIS system at all school sites that should greatly reduce the number of student suspensions.</p> |
|--|--|

**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.)

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|---|---------|
| <b>Total amount of Supplemental and Concentration grant funds calculated:</b> | 2141583 |
|   |         |

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.

|       |   |
|-------|---|
| 24.21 | % |
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**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).