

Introduction:

LEA: Roseville Joint Union High School District **Contact (Name, Title, Email, Phone Number):** Mr. Ron Severson, Superintendent, rseverson@rjuhsd.us, (916) 786-2051 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

Vision and Purpose

The Roseville Joint Union High School District is committed to preparing every student to be college/career ready when they leave our schools. Over the past ten years, the district has experienced tremendous improvement in student performance on almost every type of assessment. An emphasis on college readiness has resulted in unparalleled growth in the numbers of students taking Advanced Placement and International Baccalaureate coursework and significant improvement in the numbers of students who graduate meeting the entrance requirements for the State University system. The development of career pathways and the implementation of Project Lead the Way have enhanced the career-technical training our students receive.

However, there is still much work to be done. Some of our students, especially those who are economically disadvantaged, are not achieving at the same levels as their peers. A five year effort to totally revamp of our English Learner Program has improved service and improved student performance, but significant gaps still exist there as well.

The purpose of this plan is to raise the level of performance for all of our students. The goal is for every student to be able to compete at their highest ability level, regardless of the other circumstances in their lives. For some of our students, this means being competitive for admission to the best colleges and universities in the nation. For some challenged students, this means having a solid high school education, a diploma and the training to be successful in a competitive job market. But, for most students in the district, this means that they will have completed a rigorous college/career prep education, so that a wide array of choices are available to them as they move on from high school.

This plan will enable the district to continue to provide safe, supportive learning environments. It will expand the use of technology to enhance learning and will expand the time frame school facilities are open and increase the opportunities for support available to students. The plan provides a more concerted effort to reach out and to build relationships with families who have not been well connected to their students' school. The plan also includes more aggressive strategies to close the achievement gap in preparation for college, especially for students who are English Language learners, students who are economically disadvantaged and for foster youth. Finally, the plan includes significant support for the professional development of our teachers as we make some major transitions in the way we approach instruction and assessment.

The three year LCAP plan will undoubtedly be modified each year as we review progress and consider the impact of new strategies, new programs and new ideas. Our stakeholders have been involved in the construction of the plan and will continue to provide feedback and oversight as we move forward as a district.

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
Stakeholders have been engaged in many ways across RJUHSD to develop, review, and support the implementation of the LCAP in our community. District teams focused on interventions and supports for struggling students and ways to communicate what was available to students and their families. We made a concerted effort to communicate with families about wanting and valuing their input and to inform them about the community forums. There have been initial overview and input sessions along with multiple reviews of initial drafts of the plan with all of the stakeholders mentioned below.	
August 2015 Sites begin data collection on target students: English Learners, SED, foster and homeless youth. Creation of "hot lists" to track attendance, behavior, grades.	Sites assigned at-risk students to Intervention Counselors/EL specialists and Learning Support Specialists. Students who needed additional support were referred to Learning Support Specialists, Social Work Interns or Marriage & Family Therapist interns, based on need. Began tracking of data.
Oct. 6, 2015 Assessment and Support Team/LCAP Overview of Marriage Family Therapist Intern and Social Work Intern programs	Consideration of how to communicate better with staff, students and families about available resources on site and within the district.
Nov. 3, 2015 AST/LCAP meeting--tracking students on "hotlists" sharing interventions. Analyze data of "hotlist" students, Discuss best practices for use of LSS, SW & MFT interns and how to communicate about resources.	Discussions revolved around the effectiveness of current interventions and need to make the best use of resources and to coordinate services.
November 19, 2015 Quarterly Review by Principals-- Data Analysis of ACCESS math and Acad. Lab classes:Grades (1 or more F List), Attendance (Truancy), Behavior (Suspension/Expulsion)	Principals responsible for reporting out how interventions are working to support struggling and target students. Shared queries and worked on problem-solving for data collection.
Dec. 3, 2015 Advanced Placement/International Baccalaureate Coordinators--focus on underrepresented students and need to gain "equity": attrition rates, interventions, outreach, data analysis	THE AP/IB Coordinators shared how successful the Equal Opportunity Schools (EOS) program has been at increasing the number of underrepresented students are now enrolled in AP/IB courses. Support for the recruiting process. Continue funding with LCAP to support underrepresented students.
Jan. 5, 2016 AST Quarterly Review. Grades (D/F List), Attendance (Truancy), Behavior (Suspension/Expulsion)	Continued input as to what interventions were supporting students and what ones we needed to be more thoughtful about.
Jan. 8, 2016 All sites provided with 1000 copies of upcoming LCAP Parent Forum dates to hand out at Back-to-School Nights	All parents who attended BTSN received a hard copy of Parent Forum dates to be held at each site.
Jan. 12, 2016 Site IC/EL’s directed to call and personally invite EL, Foster, SED, and Special education families to LCAP forums. Information re: forums was also sent home to these families in the mail.	Parents of our targeted students were notified by phone calls and mail of upcoming LCAP forums at each of our comprehensive sites.

Jan. 19, 2016 Presented an overview of LCAP, in Spanish, to District-wide English Learner Advisory Committee (DELAC). A special focus was on actions/services that pertained particularly to our EL students and families. Translators were provided at every table. Parents completed a survey and participated in a discussion about what was working and what needed to be modified or changed on our LCAP for 2016-17.

Jan. 21, 2016 Our Continuous Improvement Leadership Team (CILT) had an opportunity to review all of the interventions that were in place and to discuss what we could still do to insure that ALL students were successful in our schools. We also asked this group to complete an online LCAP survey that would be sent out in February.

Jan 2016 Principals and site Adm. Asst. asked to send out ConnectEd call in home language inviting parents to forums on sites.

Cabinet members invited staff from all 8 sites to attend site prep period meetings or faculty meetings to give input on LCAP for 2016-17

LCAP overview and staff input during prep period meetings. Facilitated by members of Cabinet.

Jan. 13 @ Granite Bay HS

Jan. 22 @ Oakmont HS

Jan. 27 @ Roseville HS

Jan. 27 @ Antelope HS

Feb. 17 @ Woodcreek HS

LCAP overview and input during Faculty meetings

Jan. 4 @ Independence HS

Jan. 11 @ Adelante HS

Jan. 29 @ Roseville Adult School

LCAP Parent Advisory Committee Forums (PAC)--overview and input from Site Councils/ELACs/Parent Clubs

Jan. 13 @ Granite Bay HS -- Site Council

Jan. 19 @ Independence HS -- Site Council

Jan. 20 @ Antelope HS -- Site Council + ELAC

Jan. 28 @ Oakmont HS --ELAC

Feb. 3 @ Adelante + Roseville Adult --Site Council + ELAC

Feb. 3 @ Oakmont High -- Site Council

Feb. 11 @ Woodcreek -- Site Council

Feb. 22 @ Roseville HS --ELAC + Parents' Club

(translators and materials in English, Spanish, Russian at all sessions)

Feb. 24, 2016 Blackboard Connect delivery of parent, student and staff surveys of LCAP via email. Surveys for families made available in English, Spanish and Russian.

Feb. 24, 2016 Met with RSEA + CSEA reps to get input on first round of info from stakeholders.

Parents gained an understanding of what had been put in place to support their students and their families. More parents were aware of interventions in place than last year, but we still saw the need for more communication in home language about available services and for the plan for next year. Parents and community members were able to understand what the LCAP is and give input in their native language with the assistance of an interpreter at every table group.

For the most part, this team of teachers, administrators and counselors approved of the interventions in place. They shared how the different sites had autonomy on developing the after school support, based on the needs of their students. Input was received as to how to best support students in special education and ELD classes.

Since each site held a PAC, we wanted calls to be made from sites, in hopes of gaining a more personal touch.

We gathered more input from staff than previous years since we had a representative at each site for an entire day to meet with staff during prep periods, lunch or after school.

Site staffs were informed further of the LCAP interventions and budget for 2015-16 and given an opportunity to provide input as to how to improve in all 8 state priorities. This information was used in the development of the 2016-17 LCAP.

Alternative site staffs were informed further of the LCAP interventions and budget for 2015-16 and given an opportunity to provide input as to how to improve in all 8 state priorities. This information was used in the development of the 2016-17 LCAP.

We received very similar input on the 8 State Priorities as we did last year. Communication continued to be a need on a variety of levels. Parents suggested better communication about the interventions that were available to support struggling students. Translators were available at all sites for Spanish and Russian families as well as all hand-outs translated into those languages. This feedback informed the team as to what changes or additions to make for 2016-17 LCAP.

We received over 940 surveys through Google forms. Parents, students, and employees from all departments and sites were able to give input on the 8 State priority areas. We received positive feedback on interventions that had been put in place for 2015-16 such as after school tutoring, late transportation for students staying late, Marriage Family Therapist and Social Work interns, added bilingual staff, and Chrome Books for ELD and ACCESS math classes, our remedial course. We also received a wide variety of suggestions which were all considered in the new plan development. For the most part the input was very favorable of interventions that were in place and a request for more funding for those was often made.

RSEA & CSEA reps had some concerns about the success of our Credit Recovery program which resulted in data analysis that showed the programs had much higher success rates than presented by the reps. Smaller class size was recommended along with increased custodial services.

February/March District LCAP Committee (Suzanne, Ron, John, Joe, Judy, Steve, Brad) looked at wide variety of stakeholder input from the entire school year and began to synthesize the information. Started the 2016-17 LCAP budget.

March 18, 2016 Notified all parents via email, phone and text of next meeting of LCAP Parent Advisory Committee, April 6--SAVE the DATE at Oakmont High. Successfully reached 10,569 families in English, Spanish and Russian. Flyer posted on site and district websites.

April 2016 Reminder of PAC sent via Blackboard Connect.. Successfully reached 10,569 families in English, Spanish and Russian.

April 6, 2016 Parent Advisory Committee for LCAP at Oakmont, 7:00-8:30 p.m..in Library. All families invited to attend via Blackboard Connect, delivered in home languages. ELs, Foster,, SED,, SpEd families invited. Translators available for Spanish speakers. Offered child care & transportation. We had participants from across the district representing a diverse group of families who were able to give further input on the 8 state priorities and our proposed budget. This forum included parents who had foster youth, SED, EL and special education students. After presentation of budget proposal, parents were placed in small groups, and discussions were held with district staff and LCAP writing team. Parents were provided an opportunity to provide written comments, but none were received.

April 7, 2016 Plan and budget for 2016-17 LCAP presented to RJUHS Leadership team. Presented overview of actions and budget. Received input.

April 11, 2016 Presented LCAP overview and budget to Latino Leadership Council @ Sutter Roseville Med. Center 4:30-5:30 Rm. A-B Opportunity for group to provide input on plan. Included a Learning Support Specialist and Intervention Counselor/EL Specialist as presenters. Provided a list of Spanish-speaking employees at each site and district-wide.

Feb. thru April, 2016 District LCAP Committee reviewed and synthesized stakeholder input from Dec. through April. Begin process of analyzing the recurring themes, looking for any areas to eliminate, adjust, or add.

There was overwhelming support for all of the interventions we have put in place over the past 2 years. Recommendations from across the district were to increase the funding of many of the actions we had taken, such as increasing funding for college visits, professional development for staff, addition of one Intervention/Counselor/EL Specialist at Antelope, and increase site discretionary funding. In addition, some costs dropped because we had over-budgeted (after school transportation) or we found better, less expensive resources (Translators/interpreters).

Our goal of communicating to ALL parents and staff was successful. We also sent out a second reminder.

There was continued input regarding the need to make parents and students aware of all of the interventions that have been put in place, both from our LCAP and actions that required no financial support. Areas of concern were increased communication between parents, teachers and counselors. They also would like to see students having more opportunities for college visits. Many of the suggestions were more about school culture and communication that could be implemented at no cost to sites. That list of suggestions will be provided to all site administrators and counselors.

For the most part, the leadership team was in agreement of the proposed expenditures. Sites felt the distribution of discretionary funds for site spending and for EL spending was more equitable for 2016-17. There was a concern about the removal of release time for Int. Math 3 teachers at one site, but sites could use their site discretionary to fund that if they wanted.

The Latino Leadership Council asked questions and gave feedback on the LCAP and proposed budget. Their primary concern was communication in home language and more bilingual staff members so that parents had access to someone on campus for translation. We continue to recruit and hire bilingual staff members. They wanted to make sure that students had access to social services. They were supportive of the Marriage Family Therapist Intern program and the Social Work Interns. They appreciated the district's continued effort to improve communication in home language and to provide translators and interpreters. They also appreciated the list of Spanish speaking employees in the district that we provided.

Maintained our seven themes that were identified from the initial input from parents, students, community members, employees, administrators, and other interested groups:

1. Improve Communication and Connections: Improve communication with families through on ground outreach and the use of technology, improved translations services, provide support and build relationships.
2. Access to technology: Provide technology in classrooms to make learning more engaging and make it easier for families to access technology and online programs which the district uses.
3. Expand our hours: Provide support to students outside of the school day and give better access to school resources for parents
4. More preparation for college: Encourage students to go to college and communicate better the expectations for being college ready. Inform the parents about the processes and steps for college. Offer Credit Recovery and A-G Recovery courses to keep students on track for college and A-G requirements.
5. Better preparation for careers: Provide more training in job and life skills to students and increase the number of high quality career pathways for students to take
6. Professional Development for Teachers and Staff: Provide teacher training in the effective use of technology in the classroom by students, implementation of Common Core strategies, strategies to teach integrated math, and revise curriculum to be more relevant to "real world" situations. Provide Cultural Awareness training to sites.
7. Whole Child--Whole Family: Provide social/emotional support to students and their families in order to give them a chance at being successful academically.

<p>April 13, 2016 Sent email to Site principals to develop site plans for discretionary funding for 2016-17. Also asked to send update on spending for current year and justification of any changes in original site plan.</p> <p>April 19, 2016 DELAC meeting- present draft of the 2016-17 LCAP and get input from parents (translators and child care provided). Hand-outs in Spanish and Russian.</p> <p>May 2, 2016 District-wide notification of LCAP Public hearing sent via phone calls & email in home languages.</p> <p>May 2, 2016 Email invite to all PAC participants to LCAP Public Hearing at Board meetings w/ date and times. Provide notes from LCAP public forum along with the proposed LCAP actions + budget.</p> <p>May 2, 2016 and May 9, 2016 BlackBoard Connect voicemail and email sent to all families in District in home languages. Received by 13,216 families.</p> <p>May 10, 2016 The public hearing was held at this Board meeting for the community at large to give input. No parents or community members provided written comments.</p> <p>May 17, 2016 Met with DELAC parents and asked them to complete a specific survey on services provided to EL students and families. Translators available at all table groups.</p> <p>June 14, 2016 The final draft of the LCAP went to the Board for approval. No written comments or questions were received during the written comment period. The Board approved the LCAP.</p>	<p>Reduced our 9 goals down to 8 goals. Included Seal of Biliteracy with Goal 4: Course Access to prepare students for Career & College.</p> <p>The input from principals will be included in 2016-17 plan, delineating how each site plans to spend their discretionary funding.</p> <p>Even though over 20 families were called in Spanish, no one attended this evening meeting. We did receive input from this group in the fall.</p> <p>.</p> <p>Notification was made district-wide in Home languages.</p> <p>A public hearing was opened and the LCAP for 2016-17 was presented to those in attendance. There were some clarifying questions, but overall the input was positive re: the interventions the District has put in place this year and for the plan for next year.</p> <p>Very honest and open discussion about current programs. Strong support of the Social Work intern program. Felt this service was extremely beneficial to EL families. Concern about need of more bilingual staff for translation, especially for meetings with counselors and administrators.</p> <p>An LCAP presentation was made to the Board and the final draft was approved by the Board on June 14, 2016.</p>
<p>Annual Update:</p> <p>Monthly meetings of the Assessment and Support Team/LCAP</p> <p>November 19, 2015 Quarterly Review by Principals-- Data Analysis of ACCESS math and Acad. Lab classes: Grades (1 or more F List), Attendance (Truancy), Behavior (Suspension/Expulsion)</p> <p>Dec. 3, 2015 Advanced Placement/International Baccalaureate Coordinators--focus on underrepresented students and need to gain "equity": attrition rates, interventions, outreach, data analysis</p> <p>Jan. 19, 2016 Presented an overview of LCAP, in Spanish, to District-wide English Learner Advisory Committee (DELAC). A special focus was on actions/services that pertained particularly to our EL students and families. Translators were provided at every table. Parents completed a survey and participated in a discussion about what was working and what needed to be modified or changed on our LCAP for 2016-17.</p> <p>January & February 2016 Instead of having 2 Community Forums (PAC), we met at each site with their Site Council, English Learner Advisory Committee and/or Parents' Club. Provided a PowerPoint presentation and opportunity to provide suggestions for changes/modifications for following year.</p> <p>February 2016 All staff, parents and students were asked to complete an online survey on how we can improve in the 8 state</p>	<p>Annual Update:</p> <p>This team brought in site data on a number of the interventions. They were provided with overviews of Marriage Family Therapist Intern and Social Work Intern programs and corresponding data. This group worked closely with AeriesAnalytics to develop a "dashboard" to develop indicators and to track students who were "at-risk." This list was then used to provide hotlists for personnel to begin support for students.</p> <p>Principals responsible for reporting out how interventions are working to support struggling and target students. Shared queries and worked on problem-solving for data collection.</p> <p>This team discussed how successful the Equal Opportunity Schools program has been at increasing the number of underrepresented students who are now enrolled in AP/IB courses. Support for the recruiting process. Continue funding with LCAP to support new students.</p> <p>We discovered that many families and students were still not aware of many of the interventions available to them. The need for more communication was apparent and informed us how to improve our communication in home language about available services and for the plan for next year. Sites need to continue using our translators and interpreters.</p> <p>Increased our outreach to parents from 2 district-wide forums to 8 forums. Parents were able to attend their students' home school rather than travel across the district. We increased the input from families and community by doing this. Areas of concern were increased communication between parents, teachers and counselors. The parents also voiced a need for student and parent training in the areas of technology (Naviance), college applications, financial aid, and scholarships. They also would like to see students having more opportunities for college visits. These suggestions have been added to the plan, along with a list of actions that are of no cost to sites, but will greatly improve communication and relationships with families. Some additions to our LCAP are more Intervention counseling support, continuing to provide the PSAT to all 10th graders at no charge, and providing sites with a discretionary budget for unique needs, based on number of target students.</p> <p>Individualized surveys were sent out to parents, staff, and students. We received over 900 surveys. This information was used</p>

priority areas.

Feb. 24, 2016 Met with RSEA + CSEA reps to get input on first round of info from stakeholders.

April 11, 2016 Present LCAP overview and budget to Latino Leadership Council

@ Sutter Roseville Med. Center 4:30-5:30 Rm. A-B

Data specific to our EL population, primarily our Hispanic students, was provided to this group (grades, UC A-G completion, suspensions, expulsions, etc.)

Opportunity for group to provide input on plan. Included an Learning Support Specialist and Intervention Counselor/EL Specialist as presenters.

Feb. thru April 2016 District LCAP Committee reviews and synthesizes stakeholder input from Dec. through March. Begin process of analyzing the recurring themes, looking for any areas to eliminate, adjust, or add.

April 6, 2016 Parent Advisory Committee for LCAP at Oakmont, 7:00-8:30 p.m..in Library. All families invited to attend via Blackboard Connect, delivered in home languages. ELs, Foster,, SED,, SpEd families invited. Translators available for Spanish speakers. Offered child care & transportation. We had participants from across the district representing a diverse group of families who were able to give further input on the 8 state priorities and our proposed budget. This forum included parents who had foster youth, SED, EL and special education students. After presentation of budget proposal, parents were placed in small groups, and discussions were held with district staff and LCAP writing team. Parents were provided an opportunity to provide written comments, but none were received.

in the development of the 2016-17 LCAP.

RSEA & CSEA reps had some concerns about the success of our Credit Recovery program which resulted in data collection and analysis that showed it had much higher success rates than presented by the reps. Smaller class size was recommended along with increased custodial services.

The Latino Leadership Council asked questions and gave feedback on the LCAP. Their primary concern was communication in home language and more bilingual staff members so that parents had access to someone on campus for translation. We continue to hire bilingual staff members. They wanted to make sure that students had access to social services. They were supportive of the Marriage Family Therapist program, the Social Work Interns, and especially the bilingual Learning Support Specialists. They suggested that we continue to find ways to connect students and families with social services to support the Whole Family.

Made minor adjustments to previous 7 themes, which continued to surface from the input. Seven themes were identified by the initial input from parents, students, community members, employees, administrators, and other interested groups:

1. Improve Communication and Connections: Improve communication with families through on ground outreach and the use of technology, improved translations services, provide support and build relationships.
2. Access to technology: Provide technology in classrooms to make learning more engaging and make it easier for families to access technology and online programs which the district uses.
3. Expand our hours: Provide support to students outside of the school day and give better access to school resources for parents
4. More preparation for college: Encourage students to go to college and communicate better the expectations for being college ready. Inform the parents about the processes and steps for college. Offer Credit Recovery and A-G Recovery courses to keep students on track for college and A-G requirements.
5. Better preparation for careers: Provide more training in job and life skills to students and increase the number of high quality career pathways for students to take
6. Professional Development for Teachers and Staff: Provide teacher training in the effective use of technology in the classroom by students, implementation of Common Core strategies, strategies to teach integrated math, and revise curriculum to be more relevant to "real world" situations. Provide Cultural Awareness training to sites.
7. Whole Child--Whole Family: Provide social/emotional support to students and their families in order to give them a chance at being successful academically.

The PAC gave district staff feedback for each of the seven themes through discussion and note taking. Many of the suggestions were more about school culture and communication that could be implemented at no cost to sites. That list of suggestions will be provided to all site administrators and counselors. Many of the concerns from this group were focused more on special education services and counseling, not directly related to our LCAP. Feedback was provided to individual sites and departments to follow-up on concerns from individuals from this group.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Improve student/ parental involvement and engagement for all subgroups Improve communication with families through on-ground outreach and the use of technology, improved translation services, providing support and building relationships. Improve school climate.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Identified need for better and more often communication to students & families in home languages. How: Survey, interviews, group discussion What: Based on parent surveys, district meetings, Mock FPM's families want to be communicated in home language so they can understand the American school system and how to support their student. Identified need to improve school climate. How: Interviews, surveys, group discussion. What: Based on parent surveys, district meetings, Mock FPM's families want staff to understand my culture and make me feel welcomed.
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Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Student and Staff Survey will show positive improvement over time in all areas of the survey ADA rates will improve by 1% Graduation rates will improve by 1% Dropout rates will decrease by 1% Suspension rates will decrease by .5% Expulsion rates will decrease by .01%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1 Expand interpretation and translation services 1.1 Hire additional staff to translate and interpret in additional languages (014) 1.2 Translate important LEA documents in the major languages for school district and sites (014) See Goal 1, 1.1	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1, 1.2 Supplemental 20,000
2. Continue to improve communication and outreach by visiting the home, calling home in the home language and using technology 2.1 Expand the Home Visit Program to include more staff and more visits (007) 2.2 Hire additional interpreters to support the diverse language needs of the district (014) See Goal 1, 1.1 2.3 Continue to use Language Line to help support outreach to families 2.4 Continue funding 8 Learning Support Specialist (6 are bilingual) to provide outreach to parents (001)	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 Supplemental 20,000 2.2 Cost included in Goal 1, 1.1 2.3 Title III 3,000 2.4 Supplemental 464,856
3. Provide cultural awareness training to teachers, admin, support staff and students 3.1 Continue to work with consultants to provide Cultural Awareness training with teachers, admin, support staff and students for 2016-17 (005) 3.2 Districtwide Culturally Relevant Teaching (005)	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 Supplemental 55,000 3.2 Supplemental 35,000
4. Use Blackboard Connect to communicate in Home language with parents about their	All	<input checked="" type="checkbox"/> All	4.1 Base 89,000

student and their coursework 4.1 Continue using the email, text and calling functions of Blackboard to communicate with parents in Home language		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Use Aeries.Net to give parents access to student information about attendance, grades, transcripts, etc. 5.1 Continue to promote Aeries.Net to parents as a way to access student information	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 Base 56,250
6. Use district phone application for iOS and Droid to give parents access to student information about attendance, grades, transcripts, etc. 6.1 Promote and educate parents on the use of the district phone application as a way to access student information (Cost included in base program) 6.2 Provide a free computer course (Roseville Connected) to parents of the subgroup population so that they can learn how to navigate efficiently and have access to the communication tools of the district (Cost included in base program)	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.1, 6.2 Cost included in base program Base
7. Provide foster youth and guardians information about post secondary options 7.1 Intervention Counselor will continue to facilitate foster parent meetings quarterly on topics specific to foster youth and college/career readiness (017)	All	<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7.1 Supplemental 915,816
8. Implement a fall LCAP Parent Advisory Committee meeting 8.1 Provide an additional forum for parents of Foster youth, SED, EL and Special Education to voice their concerns and ideas for next LCAP. (Cost included in base program)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	8.1 Cost included in base program
9. Continue with funding for Communications Coordinator 9.1 Communications Coordinator will continue to communicate with students and parents via a variety of social media.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	9.1 Base 110,759
10. Site Discretionary Funds: Provide training to improve school culture. 10.1 Fund Point Break training for students and participating staff. (028) 10.2 Fund Keith Hawkins to speak to students and staff to increase cultural awareness (028)	OHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	10.1, 10.2 Supplemental 10,000
11 Increase parent involvement and awareness 11.1 Provide timely information to parents and students about interventions available to	ADHS	<input type="checkbox"/> All OR:	11.1 Supplemental 300

them (028)		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Student and Staff Survey will show positive improvement over time in all areas of the survey ADA rates will improve by 1% Graduation rates will improve by 1% Dropout rates will decrease by 1% Suspension rates will decrease by .5% Expulsion rates will decrease by .01%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Expand interpretation and translation services 1.1 Hire additional staff to translate and interpret in additional languages (014) 1.2 Translate important LEA documents in the major languages of the school district (014) See Goal 1, 1.1	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1, 1.2 Supplemental 20,000
2. Continue to improve communication and outreach by visiting the home, calling home in the home language and using technology 2.1 Expand the Home Visit Program to include more staff and more visits (007) 2.2 Hire additional interpreters to support the diverse language needs of the district (014) See Goal 1, 1.1 2.3 Continue to use Language Line to help support outreach to families 2.4 Maintain 8 Bilingual Learning Support Specialist to provide outreach to parents (001)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Supplemental 20,000 2.2 Cost included with Goal 1, 1.1 2.3 Title III 3,000 2.4 Supplemental 464,856
3. Provide Cultural Awareness training to teachers, admin, support staff and students 3.1 Continue to work with consultant to provide Cultural Awareness training with teachers, administrators, support staff and students (005) 3.2 Follow Up Training to Culturally Relevant Teaching (005)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Supplemental 55,000 3.2 Supplemental 35,000
4. Use Blackboard Connect to communicate in Home Language with parents about their students and their coursework 4.1 Continue the use of email, text and calling functions of Blackboard to communicate with parents	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1 Base 89,000
5. Use AERIES.Net to give parents access to student information about attendance, grades, transcripts, etc 5.1 Continue to promote AERIES.Net to parents as a way to access student information	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Base 56,250

<p>6. Continue to use district phone application for iOS and Droid to give parents access to student information about attendance, grades, transcripts, etc. 6.1 Continue to promote and educate parents to the use of the district phone application as a way to access student information (Cost included in base program) 6.2 Provide a free computer course (Roseville Connected) to parents of the subgroup population so that they can learn how to navigate efficiently and have access to the communication tools of the district (Cost included in base program)</p>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1, 6.2 Cost included in base program
<p>7. Continue to provide Foster Youth and guardians information about post secondary options 7.1 Intervention Counselors will continue to facilitate meetings quarterly on topics specific to foster youth and college/career readiness (017)</p>	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 Supplemental 915,816
<p>8. Continue with LCAP Parent Advisory Committee Meetings 8.1 Continue with forum for parents of Foster Youth, SED, EL and Special Education to voice their concerns and ideas for next LCAP (Cost included in base program)</p>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8.1 Cost included in base program Base
<p>9. Continue to improve communication with students and parents 9.1 Communications coordinator will continue to communicate with students and parents via a variety of social media.</p>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Base 110,759
<p>10. Site Discretionary Funds: Provide training to improve school culture. 10.1 Fund Point Break training for students and participating staff. (028) 10.2 Fund Keith Hawkins to speak to students and staff to increase cultural awareness (028)</p>	OHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1, 10.2 Supplemental 10,000
<p>11 Increase parent involvement and awareness 11.1 Provide timely information to parents and students about interventions available to them (028)</p>	ADHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	11.1 Supplemental 300

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Student and Staff Survey will show positive improvement over time in all areas of the survey ADA rates will improve by 1% Graduation rates will improve by 1% Dropout rates will decrease by 1% Suspension rates will decrease by .5% Expulsion rates will decrease by .01%			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Expand interpretation and translation services 1.1 Hire additional staff to translate and interpret in additional languages (014) 1.2 Translate important LEA documents in the major languages for school district and sites (014) See Goal 1, 1.1	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1, 1.2 Supplemental 20,000	
2. Continue to improve communication and outreach by visiting the home, calling home in the home language and using technology 2.1 Expand the Home Visit Program to include more staff and more visits(007) 2.2 Hire additional interpreters to support the diverse language needs of the district (014) See Goal 1, 1.1. 2.3 Continue to use Language Line to help support outreach to families 2.4 Continue funding 8 Learning Support Specialists (4 are bilingual) to provide outreach to parents (001)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Supplemental 20,000 2.2 Cost included in Goal 1, 1.1 2.3 Title III 3,000 2.4 Supplemental 464,856	
3. Provide cultural awareness training to teachers, admin, support staff, and students 3.1 Continue to work with consultants to provide Cultural Awareness training with teachers, admin, support staff and students for 2018-2019 (005) 3.2 Follow Up Training to Culturally Relevant Teaching (005)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Supplemental 55,000 3.2 Supplemental 35,000	
4. Use Blackboard Connect to communicate in home language with parents about their student and their coursework 4.1 Continue using the email, text and calling functions of Blackboard to communicate with parents in home language	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1 Base 89,000	
5. Use Aeries.Net to give parents access to student information about attendance, grades, transcripts, etc. 5.1 Continue to promote Aeries.Net to parents as a way to access student information	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Base 56,250	
6. Use district phone application for iOS and Droid to give parent access to student information about attendance, grades, transcripts, etc 6.1 Promote and educate parents on the use of the district phone application as a way to access student information (Cost included in the base program) 6.2 Provide a free computer course (Roseville Connected) to parents of the subgroup population so that they can learn how to navigate efficiently and have access to the	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	6.1, 6.2 Cost included in base program	

communication tools of the district. (Cost included in the base program)		<input type="checkbox"/> Other Subgroups: (Specify)	
7. Provide foster youth and guardians information about post secondary options 7.1 Intervention Counselor will continue to facilitate meetings quarterly on topics specific to foster youth and career/college readiness (017)	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 Supplemental 915,816
8. Continue a fall LCAP Parent Advisory Committee meeting 8.1 Provide an additional forum for parents of foster youth, SED, EL and Special Education to voice their concerns and ideas for next LCAP. (Cost included in base program)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8.1 Cost included in base program
9. Continue with funding for Communications Coordinator 9.1 Communications Coordinator will continue to communicate with students and parents via a variety of social media.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Base 110,759
10. Site Discretionary Funds: Provide training to improve school culture. 10.1 Fund Point Break training for students and participating staff. (028) 10.2 Fund Keith Hawkins to speak to students and staff to increase cultural awareness (028)	OHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1, 10.2 Supplemental 10,000
11 Increase parent involvement and awareness 11.1 Provide timely information to parents and students about interventions available to them (028)	ADHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	11.1 Supplemental 300

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

GOAL 2:	Close the achievement gap for all subgroups Provide technology in classrooms to make learning more engaging and make it easier for families to access technology and online programs which the district uses. Provide interventions to support target students and all struggling students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Close the achievement gap for all subgroups How: Data, feedback from meetings, surveys What: Based on the data from CALPADS, Data Quest 2013 % of ELs RFEP: 31% % of EL who made progress toward proficiency: 59% 2014 % of ELs RFEP: 36% % of EL who made progress toward proficiency: 69% 2015 % of ELs RFEP: 36% % of EL who made progress toward proficiency: 75%
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Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	EL Reclassification rate will increase by 1% Increase by 2% EL students who make progress toward English proficiency
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide additional ELD Staffing 1.1 Provide additional sections to OHS and ANHS. Continue to fund all sites with ELD staffing. (026)	ANHS, OHS, RHS, WHS, GBHS, ADHS, IHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Supplemental 351,000
2. Continue after school library hours to give parents and students access to technology after school 2.1 Maintain 4 days per week after school support (008) 2.2 Coordinator of Instructional Technology will provide technology training to parents on Naviance, Aeries.Net and district phone app	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Supplemental 104,000 2.2 Base 129,455
3. Increase Wi-Fi access on sites so that more students have access to technology 3.1 Install additional access points across the district to boost Wi-Fi availability	GBHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Base 50,000

<p>4. Provide Blackboard Training to staff members 4.1 Coordinator of Instructional Technology will provide Black Board Training across the district to staff members. See Goal 2, 2.2 4.2 Coordinator of Instructional Technology will provide Black Board Training across the district to staff members. See Goal 2, 2.2</p>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1, 4.2 See Goal 2, 2.2
<p>5. Provide Special Education staff with training on assistive technology</p>	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	5.1 Base 3,000
<p>6. Site Discretionary Funds: Provide interventions in order to reduce the D/F rate 6.1 Hire a Literacy Coach to support all teachers in implementing CCSS literacy strategies. Fund a release period for literacy coach (028) 6.2 Continue 5th period with the help of a coordinator, math teacher, science teacher, writing center teacher, and student tutors. Includes snacks and materials/supplies for 5th period (028)</p>	OHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1, 6.2 Supplemental 37,000
<p>7. Site Discretionary Funds: Provide interventions in order to reduce the D/F rate 7.1 Provide after school tutoring in English and Social Science to students. Extra teacher pay (028)</p>	IHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 Supplemental 8,000
<p>8. Site Discretionary Funds: Provide interventions in order to reduce D/F rate 8.1 Academic Literacy and Support (Newsela) (028) 8.2 Student Intervention Support. After school and embedded intervention help. (028) 8.3 Infuse technology into English and math classes to help support and accelerate learning for at risk students (028)</p>	AnHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8.1, 8.2, 8.3 Supplemental 23,000
<p>9. Site Discretionary Funds: Provide interventions to reduce D/F rates 9.1 Release days for Feldman Learning Walks (028) 9.2 Implement and sustain PD plan focusing on instructional strategies. PD task force, extra pay, materials and supplies (028) 9.3 Sustain and improve after school support and education program in Learning Center. Extra pay for teachers, tutors and materials/supplies. (028)</p>	GBHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1, 9.2, 9.3 Supplemental 17,000
<p>10. Site Discretionary Funds: Provide interventions to reduce D/F rates 10.1 Financial Aid Incentive Scholarships (028) 10.2 Math graphing calculators (028)</p>	RHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1, 10.2 Supplemental 5,500

<p>11. Site Discretionary Funds: Provide interventions to reduce D/F rates 11.1 Increase number of underrepresented students completing UC a-g. materials, professional development, tutorial support, extra pay for teacher help (028) 11.2 Reduce D/F's by each Professional Learning Team. Professional development, extra pay, tutorial support (028) 11.3 Implement after school support and education program for freshmen. Materials and extra pay (028)</p>	<p>WHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>11.1, 11.2, 11.3 Supplemental 30,000</p>
<p>LCAP Year 2: 2017-2018</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>EL Reclassification rate will increase by 1% Increase by 2% EL students who make progress toward English proficiency</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide additional ELD staffing 1.1 Provide additional sections to OHS and ANHS. Continue to fund all sites with ELD staffing. (026)</p>	<p>ANHS, OHS, RHS, WHS, GBHS, ADHS, IHS</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.1 Supplemental 351,000</p>
<p>2. Continue after school library hours to give parents and students access to technology after school. 2.1 Maintain 4 days per week after school support (008) 2.2 Coordinator of Instructional Technology will provide technology training to parents on Naviance, Aeries.Net, Illuminate and district phone app.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1 Supplemental 104,000 2.2 Base 129,455</p>
<p>3. Increase Wi-Fi access on sites so that more students have access to technology 3.1 Install additional access points across the district to boost Wi-Fi availability</p>	<p>GBHS</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 Base 50,000</p>
<p>4. Provide Blackboard training to staff members 4.1 Coordinator of Instructional Technology will provide Blackboard training across the district to staff members. See Goal 2, 2.2</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1, 4.2 See Goal 2, 2.2</p>
<p>5. Provide Special Education staff with training on assistive technology 5.1 Provide professional training on assistive technology for special education staff</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>5.1 Base 3,000</p>
<p>6. Site Discretionary Funds:</p>	<p>OHS</p>	<p><input type="checkbox"/> All</p>	<p>6.1, 6.2 Supplemental 37,000</p>

<p>Provide interventions in order to reduce the D/F rate</p> <p>6.1 Hire a Literacy Coach to support all teachers in implementing CCSS literacy strategies. Fund a release period for literacy coach (028)</p> <p>6.2 Continue 5th period with the help of a coordinator, math teacher, science teacher, writing center teacher, and student tutors. Includes snacks and materials/supplies for 5th period (028)</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Site Discretionary Funds:</p> <p>Provide interventions in order to reduce the D/F rate</p> <p>7.1 Provide after school tutoring in English and Social Science to students. Extra teacher pay (028)</p>	IHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	7.1 Supplemental 8,000
<p>8. Site Discretionary Funds:</p> <p>Provide interventions in order to reduce D/F rate</p> <p>8.1 Academic Literacy and Support (Newsela) (028)</p> <p>8.2 Student Intervention Support. After school and embedded intervention help. (028)</p> <p>8.3 Infuse technology into English and math classes to help support and accelerate learning for at risk students (028)</p>	AnHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	8.1, 8.2, 8.3 Supplemental 23,000
<p>9. Site Discretionary Funds:</p> <p>Provide interventions to reduce D/F rates</p> <p>9.1 Release days for Feldman Learning Walks (028)</p> <p>9.2 Implement and sustain PD plan focusing on instructional strategies. PD task force, extra pay, materials and supplies (028)</p> <p>9.3 Sustain and improve after school support and education program in Learning Center. Extra pay for teachers, tutors and materials/supplies. (028)</p>	GBHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	9.1 Supplemental 17,000
<p>10. Site Discretionary Funds:</p> <p>Provide interventions to reduce D/F rates</p> <p>10.1 Financial Aid Incentive Scholarships (028)</p> <p>10.2 Math graphing calculators (028)</p>	RHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	10.1 , 10.2 Supplemental 5,500
<p>11. Site Discretionary Funds:</p> <p>Provide interventions to reduce D/F rates</p> <p>11.1 Increase number of underrepresented students completing UC a-g. materials, professional development, tutorial support, extra pay for teacher help (028)</p> <p>11.2 Reduce D/F's by each Professional Learning Team. Professional development, extra pay, tutorial support (028)</p> <p>11.3 Implement after school support and education program for freshmen. Materials and extra pay (028)</p>	WHS	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	11.1, 11.2, 11.3 Supplemental 30,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	EL Reclassification rate will increase by 1% Increase by 2% EL students who make progress toward English proficiency		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide additional ELD staffing 1.1 Provide additional sections to OHS and ANHS. Continue to fund all sites with ELD staffing. (026)	ANHS, OHS, RHS, WHS, GBHS, ADHS, IHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Supplemental 351,000
2. Continue after school library hours to give parents and students access to technology after school. 2.1 Maintain 4 days per week after school support (008) 2.2 Coordinator of Instructional Technology will provide technology training to parents on Naviance, Aeries.Net, Illuminate and district phone app.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Supplemental 104,000 2.2 Base 129,455
3. Increase Wi-Fi access on sites so that more students have access to technology 3.1 Install additional access points across the district to boost Wi-Fi availability	GBHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Base 50,000
4. Provide Blackboard training to staff members 4.1 Coordinator of Instructional Technology will provide Blackboard training across the district to staff members. See Goal 2, 2.2	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1, 4.2 See Goal 2, 2.2
5. Provide Special Education staff with training on assistive technology 5.1 Provide professional training on assistive technology for special education staff	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	5.1 Base 3,000
6. Site Discretionary Funds: Provide interventions in order to reduce the D/F rate 6.1 Hire a Literacy Coach to support all teachers in implementing CCSS literacy strategies. Fund a release period for literacy coach (028) 6.2 Continue 5th period with the help of a coordinator, math teacher, science teacher, writing center teacher, and student tutors. Includes snacks and materials/supplies for 5th period (028)	OHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1, 6.2 Supplemental 37,000
7. Site Discretionary Funds: Provide interventions in order to reduce the D/F rate	IHS	<input type="checkbox"/> All OR:	7.1 Supplemental 8,000

<p>7.1 Provide after school tutoring in English and Social Science to students. Extra teacher pay (028)</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Site Discretionary Funds: Provide interventions in order to reduce D/F rate 8.1 Academic Literacy and Support (Newsela) (028) 8.2 Student Intervention Support. After school and embedded intervention help. (028) 8.3 Infuse technology into English and math classes to help support and accelerate learning for at risk students (028)</p>	<p>ANHS</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>8.1, 8.2, 8.3 Supplemental 23,000</p>
<p>9. Site Discretionary Funds: Provide interventions to reduce D/F rates 9.1 Release days for Feldman Learning Walks (028) 9.2 Implement and sustain PD plan focusing on instructional strategies. PD task force, extra pay, materials and supplies (028) 9.3 Sustain and improve after school support and education program in Learning Center. Extra pay for teachers, tutors and materials/supplies. (028)</p>	<p>GBHS</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>9.1, 9.2, 9.3 Supplemental 17,000</p>
<p>10. Site Discretionary Funds: Provide interventions to reduce D/F rates 10.1 Financial Aid Incentive Scholarships (028) 10.2 Math graphing calculators (028)</p>	<p>RHS</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>10.1, 10.2 Supplemental 5,500</p>
<p>11. Site Discretionary Funds: Provide interventions to reduce D/F rates 11.1 Increase number of underrepresented students completing UC a-g. materials, professional development, tutorial support, extra pay for teacher help (028) 11.2 Reduce D/F's by each Professional Learning Team. Professional development, extra pay, tutorial support (028) 11.3 Implement after school support and education program for freshmen. Materials and extra pay (028)</p>	<p>WHS</p>	<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>11.1, 11.2, 11.3 Supplemental 30,000</p>

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

GOAL 3:	Improve student achievement for all students Expand our hours to provide support to students outside of the school day and give better access to school resources for parents outside of work. Improve persistence rate (maintain student at "School of Origin" when in the students best interest) of Foster Youth students across school district Increase graduation rates of Foster Youth	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Interventions needed to support the subgroups to achieve at school. How: Surveys, feedback from parents and students, LCFF priorities snapshot data, new API criteria What: Students need additional support with academic, social/emotional and behavior in order to be successful in school. **See annual update for Goal 3 CAASPP scores to improve 1% from 2015-16 on math and ELA 70 % of Foster Youth will remain in school of origin for the school year Increase district wide Foster youth graduation rate by establishing a new baseline and growing by 1%
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Goal Applies to:	Schools: <u>Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek</u> Applicable Pupil Subgroups: <u>English Learner, Low Socioeconomic, Foster Youth</u>
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	CAASPP scores to improve 1% from 2015-16 on math and ELA 70 % of Foster Youth will remain in school of origin for the school year Increase district wide Foster youth graduation rate by 2% and establish new baseline
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide access to Library and computers after school 1.1 Keep Library with computer access open until 4:30 pm 4 days a week (008) See Goal 2, 4.1	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 See Goal 2, 2.1
2. Continue to provide transportation home after 4:30 p.m. 2.1 Continue to provide the late bus route to help students who live outside the 3 miles radius to get home after activities or library use (012)	OHS, RHS, GBHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 Supplemental 50,000
3. Continue to provide tutoring, counseling, coaching support after regular hours to support students 3.1 Continue to offer a comprehensive after school learning and wellness center for students (008) See Goal 2, 4.1 3.2 Continue to fund Marriage Family Therapy Interns and Support (010) 3.3. PBIS Coordinator/School Social Worker to expand number of Social Work interns to 12 to help with resourcing for families in need (011)	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 See Goal 2, 2.1 3.2 Supplemental 179,999 3.3 Supplemental 112,188
4. Maintain counseling services at Antelope, Oakmont and Woodcreek High Schools 4.1 Maintain additional 2.0 counselor at Oakmont and Woodcreek (022) 4.2 Maintain additional 1.0 counselor at Antelope	AnHS, OHS, WHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	4.1 Supplemental 239,776 4.2 Base 58,199

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Intervention Counselors will work with foster youth to increase persistence rate at "School of Origin" when it is in the student's best interest 5.1 Maintain Intervention Counselors to work with Foster Youth (017) See Goal 1, 7.1	All	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 See Goal 1, 7.1
6. Continue to fund Intervention Counselors to increase graduation rates of Foster Youth 6.1 Continue funding of Intervention Counselors to increase district wide Foster youth graduation rate (017) See Goal 1, 7.1	All	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6.1 See Goal 1, 7.1
7. Data Analysis and Accountability Support 7.1 Stipend position to help monitor accountability and data analysis district wide. (030)	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	7.1 Supplemental 20,000
8. Site Discretionary Funds: 8.1 Transition the Career Center to the Learning Center to continue to offer a comprehensive after school learning and wellness center for students. (028)	ANHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	8.1 Supplemental 5,000
9 Site Discretionary Funds: 9.1 Intervention for Struggling Students. 9th grade teacher Peer Mentoring training. (028)	OHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	9.1 Supplemental 3,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	70 % of Foster Youth will remain in school of origin for the school year Increase district wide Foster youth graduation rate by 2%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain access to library and computers after school 1.1 Maintain libraries and computer access by keeping facilities open until 4:30 pm 4 days a week(008) See Goal 2, 4.1	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 See Goal 2, 2.1

<p>2. Continue to provide transportation home after 4:30pm 2.1 Continue the late bus route to help students who live outside the 3 miles radius to get home after activities or library use (012)</p>	OHS, RHS, GBHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	2.1 Supplemental 50,000
<p>3. Continue to provide tutoring, counseling, coaching support after regular school hours to support students 3.1 Continue to offer a comprehensive after school learning and wellness center for students (008) See Goal 2, 4.1 3.2 Continue to fund Marriage and family Therapy Interns and Support (010) 3.3 PBIS Coach/School Social Worker to expand number of Social Work Interns to 12 to help with resourcing for families in need (011)</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 See Goal 2, 2.1 3.2 Supplemental 179,999 3.3 Supplemental 112,188</p>
<p>4. Maintain additional counseling services at Antelope, Oakmont and Wookcreek High Schools 4.1 Maintain 2.0 counselors at Oakmont and Woodcreek (022) 4.2 Maintain 1.0 counselor at Antelope</p>	AnHS, OHS, WHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1 Supplemental 239,776 4.2 Base 58,199</p>
<p>5. Intervention Counselors will work with foster youth to increase persistence rate at "School of Origin" when it is in the student's best interest 5.1 Maintain funding for Intervention Counselors to improve persistence rate of Foster Youth (017) See Goal 1, 7.1</p>	All	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	5.1 See Goal 1, 7.1
<p>6. Intervention Counselors will work with Foster Youth to increasing graduation rates 6.1 Maintain funding for Intervention Counselors in order to increase district wide Foster Youth graduation rate (017) See Goal 1, 7.1</p>	All	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	See Goal 1, 7.1
<p>7 Data Analysis and Accountability Support 7.1 Stipend position to help monitor accountability and data analysis district wide. (030)</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	7.1 Supplemental 20,000
<p>8. Site Discretionary Funds: 8.1 Transition the Career Center to the Learning Center to continue to offer a comprehensive after school learning and wellness center for students. (028)</p>	ANHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	8.1 Supplemental 5,000

<p>9 Site Discretionary Funds: 9.1 Intervention for Struggling Students. 9th grade teacher Peer Mentoring training. (028)</p>	<p>OHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>9.1 Supplemental 3,000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>70 % of Foster Youth will remain in school of origin for the school year Increase district wide Foster youth graduation rate by 2% and establish new baseline</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Maintain access to library and computers after school 1.1 Maintain libraries and computer access by keeping facilities open until 4:30 pm 4 days a week(008) See Goal 2, 4.1</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>See Goal 2, 2.1</p>
<p>2. Continue to provide transportation home after 4:30 pm 2.1 Continue the late bus route to help students who live outside the 3 miles radius to get home after activities or library use (012)</p>	<p>OHS, RHS, GBHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1 Supplemental 50,000</p>
<p>3. Continue to provide tutoring, counseling, coaching support after regular school hours to support students 3.1 Continue to offer a comprehensive after school learning and wellness center for students (008) See Goal 2, 4.1 3.2 Continue to fund Marriage and family Therapy Interns and Support (010) 3.3 PBIS Coach/School Social Worker to expand number of Social Work Interns to 12 to help with resourcing for families in need (011)</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 See Goal 2, 2.1 3.2 Supplemental 179,999 3.3 Supplemental 112,188</p>
<p>4. Maintain additional counseling services at Antelope, Oakmont and Wookcreek High Schools 4.1 Maintain 2.0 counselors at Oakmont and Woodcreek (022) 4.2 Maintain 1.0 counselor at Antelope</p>	<p>ANHS, OHS, WHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1 Supplemental 239,776 4.2 Base 58,199</p>
<p>5. Intervention Counselors will work with foster youth to increase persistence rate of "School of Origin" when it is in the student's best interest 5.1 Maintain funding for Intervention Counselors to improve persistence rate of Foster Youth (017) See Goal 1, 7.1</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5.1 See Goal 1, 7.1</p>
<p>6. Intervention Counselors will work with Foster Youth to increase graduation rates 6.1 Maintain funding for Intervention Counselors in order to increase district wide Foster</p>	<p>All</p>	<p><input type="checkbox"/> All OR:</p>	<p>6.1 See Goal 1, 7.1</p>

Youth graduation rate (017) See Goal 1, 7.1		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7 Data Analysis and Accountability Support 7.1 Stipend position to help monitor accountability and data analysis district wide. (030)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 Supplemental 20,000
8. Site Discretionary Funds: 8.1 Transition the Career Center to the Learning Center to continue to offer a comprehensive after school learning and wellness center for students.	ANHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8.1 Supplemental 5,000
9 Site Discretionary Funds: 9.1 Intervention for Struggling Students. 9th grade teacher Peer Mentoring training. (028)	OHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Supplemental 3,000

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

GOAL 4:	<p>Prepare and encourage students to attend college and clearly communicate the expectations for being college ready. Inform parents about the processes and steps for college.</p> <p>Ensure students have course access to and enrollment in a broad and challenging course of study.</p> <p>Increase the numbers of students attaining the Seal of Biliteracy</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
Identified Need :	<p>Based on parent surveys and districtwide parent meetings, parents believe that all students need to have access to challenging coursework in order to be college ready</p> <p>Based on current educational research on second language acquisition students need to be encouraged and supported to become biliterate</p> <p>How: Interviews, Surveys, Meeting Feedback, Information from CDE</p> <p>What: Close the achievement gap between LCAP subgroup students and ALL students. Achieving the Seal of Biliteracy will help to further students to continue taking advanced language courses in college therefore becoming an asset to one's future employment opportunities.</p>		
Goal Applies to:	<p>Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek</p> <p>Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth</p>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>% of students enrolled in AP courses will increase by 3%</p> <p># of students taking AP Exams will increase by 3%</p> <p>% passing AP Exams with a 3 or higher will increase by 1%</p> <p>% passing AP Exams with a 3 or higher in subgroups will increase by 1% (EL, SED, FY and SWD)</p> <p>Increase by 1% the 4 year cohort that completed "A-G" requirements</p> <p>Increase by 1% the 4 year cohort that completed "A-G" requirements by subgroups (EL, SED, SWD)</p> <p>% of students who are "Ready for College or Conditional" in English and math EAP will increase by 1%</p> <p>% of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% for the subgroups (EL, FY, SED, SWD)</p> <p>85% of all sophomores will take the PSAT test offered at no charge by District</p> <p># of students attaining the Seal of Biliteracy will increase by 1%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continue to support EOS program --Advanced Placement preparation for all students</p> <p>1.1 Continue to implement EOS AP Program recommendations (013)</p>	All	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	1.1 Supplemental 33,000
<p>2. Expand credit recovery and A-G Recovery</p> <p>2.1 Maintain satellite campus at Antelope High and offer more credit recovery and A-G recovery courses during the school year by creating new course offerings in math, science, social science and English which aligns to CCSS (019)</p> <p>2.2 Continue to offer concurrent senior program through RAS for the purposes of graduation (029)</p>	All	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1 Supplemental 270,000</p> <p>2.2 Supplemental 45,000</p>
<p>3. Continue to offer Naviance Program across the school district</p> <p>3.1 Continue to implement Naviance curriculum in 10th, 11th, and 12th grade classes and students will be able to log their activity to prepare for college and careers (002)</p> <p>3.2 Continue to provide professional development to counselors and support staff using Naviance Program (002) See Goal 4, 3.1</p> <p>3.3 Continue to train parents and students on Naviance so they can access it 24/7 (002) See Goal 4, 3.1</p> <p>3.4 Continue to train 9th, 10th, 11th and 12th grade teachers on Naviance (002) See Goal 4, 3.1</p>	LEA Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 Supplemental 55,000</p> <p>3.2, 3.3, 3.4 Cost included in Goal 4, 3.1</p>

<p>4. Continue to offer more after school tutoring at each school 4.1 Continue to hire tutors to work with students after school (008) See Goal 2, 4.1</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	4.1 See Goal 2, 2.1
<p>5. Provide more opportunities for College and Career Visits. 5.1 Organize and provide transportation and staff chaperones for a variety of college visits. (015)</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	5.1 Supplemental 50,000
<p>6. AVID director to organize and oversee the district wide AVID program 6.1 Continue to fund an AVID director to facilitate AVID National Demonstration Site and organize College field trips for AVID students (004)</p>	RHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	6.1 Supplemental 34,914
<p>7. Provide additional support for at-risk students both in the classroom and with counseling 7.1 Continue to fund Intervention/EL Specialist Counselors at all sites to support at-risk students and to encourage them to prepare for college. (017) See Goal 1, 7.1 7.2 Additional Intervention class staffing (ex. ACCESS math, Academic Literacy). (021)</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7.1 See Goal 1, 7.1 7.2 Supplemental 502,583</p>
<p>8. Provide additional Counseling Support 8.1 Continue to fund two additional counselors for OHS and WHS to provide more counseling and college prep. support to students (022) See Goal 3, 4.1</p>	OHS, WHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	8.1 See Goal 3, 4.1
<p>9. Maintain Advanced Placement Coordinators at 5 sites 9.1 Continue to provide release periods for 5 Advanced Placement Coordinators to oversee recruitment, support and intervention for additional AP students signing up for AP courses. (1.33 FTE) (024)</p>	WHS, RHS, AnHS, GBHS, OHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	9.1 Supplemental 177,400
<p>10. Provide administrative assistant support for Credit Recovery and A-G Recovery programs. 10.1 Continue to fund a .5 FTE Admin. Assistant to manage the additional enrollment for the Credit Recovery and A-G Recovery programs. (025)</p>	Ind. HS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	10.1 Supplemental 30,926

<p>11. Offer the PSAT to all sophomores at no cost 11.1 Offer and encourage all sophomores to take the PSAT as a way of encouraging a mindset of preparing for college (027)</p>	LEA Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 10th graders</p>	11.1 Supplemental 40,000
<p>12. Counselors will continue to encourage students to become eligible for the Seal of Biliteracy in their senior year 12.1 Counselors will continue to promote and encourage students to become bi-literate and attain the Seal of Biliteracy (cost included in the base program)</p>	ALL	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	12.1 Cost included in base program
<p>13. Site Discretionary Funds: 13.1 Provide more opportunities for College and Career Visits. Organize and provide transportation and staff chaperones for a variety of college visits. (028)</p>	OHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	13.1 Supplemental 10,000
<p>14. Site Discretionary Funds: Provide interventions and trainings to support AP program and increased UC A-G eligibility as a means to prepare students for college/career readiness 14.1 Provide funding for AP tutoring (028) 14.2 Provide release time for AP teacher collaboration and PD (028) 14.3 Provide supplemental materials and supplies to students (028)</p>	RHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	14.1, 14.2, 14.3 Supplemental 35,000
<p>15. Site Discretionary Funds: Provide Support for Advanced Placement and EOS Equity students to increase UC a-g eligibility and college/career readiness 15.1 Provide AP tutors after school (028) 15.2 Provide supplemental AP Materials and Supplies (028)</p>	WHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	15.1, 15.2 Supplemental 15,000
<p>16. Site Discretionary Funds: Provide interventions and trainings to support AP program and increased UC a-g eligibility as a means to prepare students for college/career readiness 16.1 AP exam prep and support (028) 16.2 AP exam payment support (028) 16.3 SAT/ACT Preparation (028)</p>	AnHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	16.1, 16.2, 16.3 Supplemental 27,000
<p>17. Site Discretionary Funds: Provide Support for Advanced Placement and EOS Equity students to increase UC a-g eligibility and college/career readiness 17.1 Materials, AP training, Tutoring</p>	GBHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	17.1 Supplemental 23,000

<p>18. Provide more opportunities for College and Career Visits. 18.1 Organize and provide transportation and staff chaperones for a variety of college visits. (028)</p>	<p>ADHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>18.1 Supplemental 1,000</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>% of students enrolled in AP courses will increase by 3% # of students taking AP Exams will increase by 3% % passing AP Exams with a 3 or higher will increase by 1% % passing AP Exams with a 3 or higher in subgroups will increase by 1% (EL, SED, FY and SWD) Increase by 1% the 4 year cohort that completed "A-G" requirements Increase by 1% the 4 year cohort that completed "A-G" requirements by subgroups (EL, SED, SWD) % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% for the subgroups (EL, FY, SED, SWD) 85% of all sophomores will take the PSAT test offered at no charge by District # of students attaining the Seal of Biliteracy will increase by 1%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continue to support program from Equal Opportunity Schools--Advanced Placement preparation for all students 1.1 Continue to identify and support students identified by EOS AP Program (013)</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.1 Supplemental 33,000</p>
<p>2. Expand credit recovery and A-G Recovery 2.1 Maintain satellite campus at Antelope High and offer more credit recovery and A-G recovery courses during the school year by creating new course offerings in math, science, social science and English which aligns to CCSS (019) 2.2 Continue to offer concurrent senior program through RAS for the purposes of graduation (029)</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1 Supplemental 270,000 2.2 Supplemental 45,000</p>
<p>3. Continue to offer Naviance Program across the school district 3.1 Continue to implement Naviance curriculum in 10th, 11th, and 12th grade classes and students will be able to log their activity to prepare for college and careers (002) 3.2 Continue to provide professional development to counselors and support staff using Naviance Program (002) See Goal 4, 3.1 3.3 Continue to train parents and students on Naviance so they can access it 24/7 (002) See Goal 4, 3.1 3.4 Continue to train 9th, 10th, 11th and 12th grade teachers on Naviance (002) See Goal 4, 3.1</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 Supplemental 55,000 3.2, 3.3, 3.4 Cost included in Goal 4, 3.1</p>
<p>4. Continue to offer more after school tutoring at each school 4.1 Maintain funding for after school tutors (008) See Goal 2, 4.1</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1 See Goal 2, 2.1</p>

<p>5. Provide more opportunities for College and Career Visits. 5.1 Organize and provide transportation and staff chaperones for a variety of college and career visits. (015)</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	5.1 Supplemental 50,000
<p>6. AVID director to organize and oversee district wide AVID program 6.1 Continue to fund an AVID director to facilitate AVID National Demonstration Site and organize activities and college field trips for AVID students (004)</p>	RHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	6.1 Supplemental 34,914
<p>7. Provide additional support for at-risk students both in the classroom and with counseling 7.1 Continue to fund Intervention/EL Specialist Counselors at all sites to support at-risk students and to encourage them to prepare for college. (017) See Goal 1, 7.1 7.2 Additional Intervention class staffing (ex. ACCESS math, Academic Literacy). (021)</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7.1 See Goal 1, 7.1 7.2 Supplemental 502,583</p>
<p>8. Additional Counseling Support 8.1 Continue to fund two additional counselors for OHS, WHS to provide more counseling and college prep. support. (022) See Goal 3, 4.1</p>	OHS, WHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	8.1 See Goal 3, 4.1
<p>9. Maintain Advanced Placement Coordinators at 5 sites 9.1 Continue to provide release periods for 5 Advanced Placement Coordinators to oversee recruitment, support and intervention for additional AP students signing up for AP courses. (1.33 FTE) (024)</p>	WHS, RHS, AnHS, OHS, GBHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	9.1 Supplemental 177,400
<p>10. Provide administrative assistant support for Credit Recovery and A-G Recovery programs. 10.1 Continue to fund a .5 FTE Admin. Assistant to manage the additional enrollment for the Credit Recovery and A-G Recovery programs. (025)</p>	Ind. HS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	10.1 Supplemental 30,926
<p>11. Continue to offer the PSAT to all sophomores at no cost 11.1 Offer and encourage all sophomores to take the PSAT as a way of encouraging a mindset of preparing for college (027)</p>	LEA Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 10th graders</p>	11.1 Supplemental 40,000
<p>12. Counselors will continue to encourage students to become eligible for the Seal of</p>	ALL	<p><input checked="" type="checkbox"/> All</p>	12.1 Cost included in the base program

<p>Biliteracy in their senior year 12.1 Counselors will continue to promote and encourage students to become bi-literate and attain the Seal of Biliteracy (cost included in the base program)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>13. Site Discretionary Funds: 13.1 Provide more opportunities for College and Career Visits. Organize and provide transportation and staff chaperones for a variety of college visits. (028)</p>	OHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	13.1 Supplemental 10,000
<p>14. Site Discretionary Funds: Provide interventions and trainings to support AP program and increased UC A-G eligibility as a means to prepare students for college/career readiness 14.1 Provide funding for AP tutoring (028) 14.2 Provide release time for AP teacher collaboration and PD (028) 14.3 Provide supplemental materials and supplies to students (028)</p>	RHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	14.1, 14.2, 14.3, Supplemental 35,000
<p>15. Site Discretionary Funds: Provide Support for Advanced Placement and EOS Equity students to increase UC a-g eligibility and college/career readiness 15.1 Provide AP tutors after school (028) 15.2 Provide supplemental AP Materials and Supplies (028)</p>	WHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	15.1, 15.2 Supplemental 15,000
<p>16. Site Discretionary Funds: Provide interventions and trainings to support AP program and increased UC a-g eligibility as a means to prepare students for college/career readiness 16.1 AP exam prep and support (028) 16.2 AP exam payment support (028) 16.3 SAT/ACT Preparation (028)</p>	AnHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	16.1, 16.2, 16.3 Supplemental 27,000
<p>17. Site Discretionary Funds: Provide Support for Advanced Placement and EOS Equity students to increase UC a-g eligibility and college/career readiness 17.1 Materials, AP training, Tutoring</p>	GBHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	17.1 Supplemental 23,000
<p>18. Provide more opportunities for College and Career Visits. 18.1 Organize and provide transportation and staff chaperones for a variety of college visits. (028)</p>	ADHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	18.1 Supplemental 1,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	% of students enrolled in AP courses will increase by 3% # of students taking AP Exams will increase by 3% % passing AP Exams with a 3 or higher will increase by 1% % passing AP Exams with a 3 or higher in subgroups will increase by 1% (EL, SED, FY and SWD) Increase by 1% the 4 year cohort that completed "A-G" requirements Increase by 1% the 4 year cohort that completed "A-G" requirements by subgroups (EL, SED, SWD) % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% for the subgroups (EL, FY, SED, SWD) 85% of all sophomores will take the PSAT test offered at no charge by District # of students attaining the Seal of Biliteracy will increase by 1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to support program from Equal Opportunity Schools--Advanced Placement preparation for all students 1.1 Continue to identify and support students identified by EOS AP Program (013)	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 Supplemental 33,000
2. Expand credit recovery and A-G Recovery 2.1 Maintain satellite campus at Antelope High and offer more credit recovery and A-G recovery courses during the school year by creating new course offerings in math, science, social science and English which aligns to CCSS (019) 2.2 Continue to offer concurrent senior program through RAS for the purposes of graduation (029)	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1 Supplemental 270,000 2.2 Supplemental 45,000
3. Continue to offer Naviance Program across the school district 3.1 Continue to train 9th, 10th, 11th and 12th grade teachers on Naviance program (002) 3.2 Continue to provide professional development to counselors and staff using Naviance Program (002) See Goal 4, 3.1 3.3 Continue to train parents and students on Naviance so they can access it 24/7 (002) See Goal 4, 3.1 3.4 Continue to train 9th, 10th, 11th and 12th grade teachers on Naviance (002) See Goal 4, 3.1	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1 Supplemental 55,000 3.2, 3.3, 3.4 Cost included in Goal 4, 3.1
4. Continue to offer more after school tutoring at each school 4.1 Maintain funding for after school tutors (008) See Goal 2, 4.1	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 See Goal 2, 2.1
5. Provide more opportunities for College and Career Visits. 5.1 Organize and provide transportation and staff chaperons for a variety of college visits. (015)	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5.1 Supplemental 50,000
6. AVID director to organize and oversee district wide AVID program 6.1 Continue to fund an AVID director to facilitate AVID National Demonstration Site and	RHS	_ All OR:	6.1 Supplemental 34,914

organize activities and college field trips for AVID students (004)		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7. Provide additional support for at-risk students both in the classroom and with counseling 7.1 Continue to fund Intervention/EL Specialist Counselors at all sites to support at-risk students and to encourage them to prepare for college. (017) See Goal 1, 7.1 7.2 Additional Intervention class staffing (ex. ACCESS math, Academic Literacy). (021)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 See Goal 1, 7.1 7.2 Supplemental 502,583
8. Additional Counseling Support 8.1 Continue to fund two additional counselors for OHS, WHS to provide more counseling and college prep. support. (022) See Goal 3, 4.1	OHS, WHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8.1 See Goal 3, 4.1
9. Maintain Advanced Placement Coordinators at 5 sites 9.1 Continue to provide release periods for 5 Advanced Placement Coordinators to oversee recruitment, support and intervention for additional AP students signing up for AP courses. (1.33 FTE) (024)	WHS, RHS, OHS, ANHS, GBHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Supplemental 177,400
10. Provide administrative assistant support for Credit Recovery and A-G Recovery programs. 10.1 Continue to fund a .5 FTE Admin. Assistant to manage the additional enrollment for the Credit Recovery and A-G Recovery programs. (025)	InHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1 Supplemental 30,926
11. Continue to offer the PSAT to all sophomores at no cost 11.1 Offer and encourage all sophomores to take the PSAT as a way of encouraging a mindset of preparing for college (027)	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 10th graders	11.1 Supplemental 40,000
12. Counselors will continue to encourage students to become eligible for the Seal of Biliteracy in their senior year 12.1 Counselors will continue to promote and encourage students to become bi-literate and attain the Seal of Biliteracy (cost included in the base program)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	12.1 Cost included in the base program
13. Site Discretionary Funds: 13.1 Provide more opportunities for College and Career Visits. Organize and provide transportation and staff chaperones for a variety of college visits.	OHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	13.1 Supplemental 10,000

(028)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>14. Site Discretionary Funds: Provide interventions and trainings to support AP program and increased UC A-G eligibility as a means to prepare students for college/career readiness</p> <p>14.1 Provide funding for AP tutoring (028) 14.2 Provide release time for AP teacher collaboration and PD (028) 14.3 Provide supplemental materials and supplies to students (028)</p>	RHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	14.1, 14.2, 14.3 Supplemental 35,000
<p>15. Site Discretionary Funds: Provide Support for Advanced Placement and EOS Equity students to increase UC a-g eligibility and college/career readiness</p> <p>15.1 Provide AP tutors after school (028) 15.2 Provide supplemental AP Materials and Supplies (028)</p>	WHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	15.1, 15.2 Supplemental 15,000
<p>16. Site Discretionary Funds: Provide interventions and trainings to support AP program and increased UC a-g eligibility as a means to prepare students for college/career readiness</p> <p>16.1 AP exam prep and support (028) 16.2 AP exam payment support (028) 16.3 SAT/ACT Preparation (028)</p>	AnHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	16.1 Supplemental 27,000
<p>17. Site Discretionary Funds: Provide Support for Advanced Placement and EOS Equity students to increase UC a-g eligibility and college/career readiness</p> <p>17.1 Materials, AP training, Tutoring</p>	GBHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	17.1 Supplemental 23,000
<p>18. Provide more opportunities for College and Career Visits. 18.1 Organize and provide transportation and staff chaperones for a variety of college visits. (028)</p>	ADHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	18.1 Supplemental 1,000

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

GOAL 5:	Increase # of students completing CTE programs and earning diplomas Provide more training, internships and opportunities in job and life skills for students in high quality career pathways by taking Programs of Study to insure students are career and college-ready . Provide Naviance program for students to identify career options, to build resumes, to prepare for college applications.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>CTE and Personal Finance</u>
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Identified Need :	Based on industry input, parent and student surveys, and CTE teacher feedback, students need training, internships, and opportunities to be career ready. How: Surveys, Interviews, Meeting Feedback What: Parents and students wanted ways to be not just be college ready, but also career ready.
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Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase by 1% the percent of 4 year cohort that completed at least 1 CTE Pathway Increase by 1% the percent of 4 year cohort that completed at least 1 CTE Pathway by subgroups (EL, SED, SWD) Insure # of students passing the Introduction to Personal Finance graduation requirement to 100% Increase # of students accessing Naviance by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase staff development and awareness of options for struggling students. Teachers and counselors will work to expand the options for students completing the capstone course in a Program of Study to include more college, business, and other post-secondary opportunities. Better inform struggling students, parents, and community about this option. 1.1 Increase staff development and externships for teachers including training on outreach to significant subgroups. 1.2 Identify internships, certifications, and placement in capstone experiences in local business agencies (CRANE) with target student "hotlists" as a priority.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Base 140,000 1.2 California Career Pathways Trust 125,000
2. Increase the number of target students in concentrating courses in a Program of Study and target for internships, campus and career visits, scholarships and certifications. Recognize Program of Study completers. (Cost included in base program) 2.1 Provide campus and career visits, scholarships and certifications. Organize and provide transportation and supervision for students to participate in career/vocational field trips (015) See Goal 4, 5.1	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 See Goal 4, 5.1
3. Reassess the kinds and levels of assistance in Naviance for EL students available after school in the career center, library, computer labs, and independent study programs to help struggling students with career options (Cost included in base program) 3.1 Provide tutors for struggling EL students to navigate the Naviance Program -- "Do what You Are", "About me", and "Prep Me" and College and Career searches. See Goal 2, 4.1 3.2 Introduce and train parents to the Naviance program (002) See Goal 4, 3.1	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1, 3.2 See Goal 2, 2.1 and Goal 4, 3.1
4. Implement the updated Introduction to Personal Finance graduation requirement in 2016-17 4.1 Provide tutors to support struggling students so they can pass the Introduction to Personal Finance Course graduation requirement See Goal 2, 4.1 4.2 Counselors will create specific hotlists to monitor subgroups and to provide specific interventions (cost included in base program) 4.3 Update Personal Finance Course as needed to support struggling learners.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.3 Base 10,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Increase by 1% the percent of 4 year cohort that completed at least 1 CTE Pathway Increase by 1% the percent of 4 year cohort that completed at least 1 CTE Pathway by subgroups (EL, SED, SWD) Insure # of students passing the Introduction to Personal Finance graduation requirement to 100% Increase # of students accessing Naviance by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase staff development and awareness of options for struggling students. Teachers and counselors will work to expand the options for students completing the capstone course in a Program of Study to include more college, business, and other post-secondary opportunities. Promote Career Technical Education and Programs of Study at each school site. Better inform struggling students, parents, and community about this option 1.1 Increase staff development and awareness of options for struggling students to better prepare for job observations, 1.2 Identify internships, certifications, and placement in capstone experiences in local business agencies (CRANE) with target student "hotlists" as a priority.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Base 140,000 1.2 California Career Pathways Trust 125,000
2. Offer interventions to struggling students to complete the Intro to Personal Finance Course in 2017-2018 2.1 Counselors and tutors will continue to provide support for struggling students that will lead to successful passing of Introduction to Personal Finance exams. See Goal 2, 4.1	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 See Goal 2, 2.1
3. Expand the school-day to offer other alternatives to career center, library, and computer labs including online personal coaching through Naviance 3.1 Develop alternative curriculum and support structures including online and blended learning resources through Naviance	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Base 30,000
4. Increase the number of target students in concentrating courses in a Program of Study and target for internships, campus and career visits, scholarships and certifications. Recognize Program of Study completers 4.1 Provide campus and career visits, scholarships and certifications. Organize and provide transportation and supervision for students to participate in career/vocational field trips (015) See Goal 4, 5.1	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1 See Goal 4, 5.1
5. CTE and Grant Coordinator 5.1 CTE and Grant Coordinator to monitor and to implement grants programs (031)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Supplemental 130,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase by 1% the percent of 4 year cohort that completed at least 1 CTE Pathway Increase by 1% the percent of 4 year cohort that completed at least 1 CTE Pathway by subgroups (EL, SED, SWD) Insure # of students passing the Introduction to Personal Finance graduation requirement to 100% Increase # of students accessing Naviance by 5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase staff development and awareness of options for struggling students. Teachers and counselors will work to expand the options for students completing the capstone course in a Program of Study to include more college, business, and other post-secondary opportunities. Promote Career Technical Education and Programs of Study at each school site. Better inform struggling students, parents, and community about this option 1.1 Increase staff development and awareness of options for struggling students to better prepare for job observations, 1.2 Identify internships, certifications, and placement in capstone experiences in local business agencies (CRANE) with target student "hotlists" as a priority.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Base 140,000 1.2 California Career Pathways Trust 125,000
2. Offer interventions to struggling students to complete the Intro to Personal Finance Course in 2018-2019 2.1 Counselors and tutors will continue to provide support for struggling students that will lead to successful passing of Introduction to Personal Finance exams. See Goal 2, 4.1	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Base 10,000
3. Expand the school-day to offer other alternatives to career center, library, and computer labs including online personal coaching through Naviance 3.1 Develop alternative curriculum and support structures including online and blended learning resources through Naviance	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Base 30,000
4. Increase the number of target students in concentrating courses in a Program of Study and target for internships, campus and career visits, scholarships and certifications. Recognize Program of Study completers 4.1 Provide campus and career visits, scholarships and certifications. Organize and provide transportation and supervision for students to participate in career/vocational field trips (015) See Goal 4, 5.1	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1 See Goal 4, 5.1
5. CTE and Grant Coordinator 5.1 CTE and Grant Coordinator to monitor and to implement grants programs (031)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Supplemental 130,000

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

GOAL 6:	Improve instructional practice through professional development and professional learning communities. Ensure implementation of Common Core for all students. Provide teacher training in the effective use of technology in the classroom by students, implementation of Common Core strategies, strategies to teach Integrated Math and the Next Generation Science Standards, and revise curriculum to be more relevant to "real world" situations.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Based on teacher surveys and LCAP input meetings from staff, teachers identified a need for continued training on implementing common core state standards, interventions for struggling students, and technology integration. How: Surveys to CCAT leads, PD Days Feedback information from staff
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Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: All, English Learners, Special Education
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	% of students enrolled in AP courses will increase by 3% # of students taking AP Exams will increase by 3% % passing AP Exams with a 3 or higher will increase by 1% % passing AP Exams with a 3 or higher in subgroups will increase by 1% (EL, SED, FY and SWD) Increase by 1% the 4 year cohort that completed "A-G" requirements Increase by 1% the 4 year cohort that completed "A-G" requirements by subgroups (EL, SED, SWD) % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% for the subgroups (EL, FY, SED, SWD) 85% of all sophomores will take the PSAT test offered at no charge by District # of students attaining the Seal of Biliteracy will increase by 1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Three Districtwide professional development days--CCSS implementation and technology training 1.1 Teachers will meet as district-wide subject area groups to receive training and collaborate on specific subject and grade level needs, in addition to receiving technology training during three Professional Development Days	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Base 730,000
2. Continue to fund Districtwide Math Coach 2.1 Math coach will continue to work with our math teachers to help implement common core state standards and provide training on best practices/instructional strategies as it relates to Integrated Math to close the achievement gap for struggling students (003) 2.2 Math coach will continue to work specifically with ACCESS math course teachers to help the most at-risk math group of students (003) See Goal 6, 2.1	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Supplemental 127,680 2.2 See Goal 6, 2.1
3. Integrated Math Support 3.1 Two math teachers districtwide will help design, develop, implement and create intervention tools for Integrated Math 1-3 students to match CCSS and to devise strategies and interventions for teachers to close the achievement gap for struggling students. (023)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Supplemental 68,429
4. Provide stipends to Applied Core Common Core Advisory Team Lead Teachers 4.1 Applied Core lead teachers will lead trainings on incorporating literacy strategies and develop common assessments within the Applied Core content areas. In addition, they will	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	4.1 Base 20,000

<p>contribute to the technology training within the district.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Provide training on CCSS, literacy, intervention strategies and cultural awareness 5.1 Provide PD on implementation of CCSS in all content areas 5.2 Teachers and administrators will receive professional development on intervention strategies to use in the classroom, academic vocabulary, and cultural awareness (005)</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5.1 Base 100,000 5.2 Supplemental 30,000</p>
<p>6. Provide stipends for English Language Arts Common Core Advisory Team Lead Teachers 6.1 Common Core Advisory Lead Teachers for English Language Arts will design, develop, implement and assess ELA course sequence for grades 9-12 and provide professional development district-wide and at the sites</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6.1 Base 105,000</p>
<p>7. Provide stipends for Social Science, Science and Math Common Core Advisory Team Lead Teachers 7.1 Lead Teachers for Social Science, Science and Math will design, develop, implement and assess course curriculum and assessments. In addition, they will lead professional development at sites and within the district to implement CCSS. See Goal 6, 6.1</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7.1 Base 72,000</p>
<p>8. Provide training for Functional Skills Program curriculum 8.1 Trainers will train other teachers and staff of Functional Skills Program on aligning curriculum to CCSS</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special education</u></p>	<p>8.1 Base 3,000</p>
<p>9. Provide professional development for Special Education Teachers and paraeducators that aligns with implementation of CCSS 9.1 Special Education teachers will receive professional development in ACCESS math and EDGE training (ELA) to help support Special Education students in Academic Lab classes. 9.2 Special Education teachers will receive coaching from ACCESS math and EDGE to implement CCSS in math and ELA 9.3 Paraeducators in special education departments will receive professional development on strategies to work effectively with special education students 9.4 Special Education ELA teachers will meet twice a year to continue district-wide collaboration on EDGE training and implementing CCSS into Academic Literacy courses</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>9.1, 9.2, 9.3, 9.4 Base 38,000</p>
<p>10. Provide Professional Development and coaching for new teachers (BTSA New Teacher Induction) 10.1 Provide BTSA training that focuses on the California Standards for the Teaching Profession</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>10.1 Base 228,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
11. Provide training for English teachers on literacy skills and assessments that support the CCSS 11.1 Provide trainings for teachers and trainers on Expository Reading and Writing Course (ERWC) 11.2 Continue to provide training for English teachers on literacy strategies that align with the CCSS that will be assessed by the English District Common Assessment.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	11.1 Base 16,000 11.2 Base 30,000
12. Provide professional development and support for ELD teachers to increase English fluency with EL students. 12.1 EL teachers will receive professional development to align new Mathematics standards (IM 1,2,3) with new ELD standards to increase students' English fluency during collaborative conversations (020) 12.2 Continue monthly training to develop benchmark assessments, data analysis, development of instructional strategies and implementation of technology (016) 12.3 EL site discretionary funds to provide supplemental material and supplies to increase EL students English fluency (020)	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	12.1 Supplemental 140,139 12.2 Supplemental 17,433 12.3 Supplemental 136,861
13. Site Discretionary Funds: Provide Professional Development for Professional Learning Communities 13.1 Provide training for teachers and admin. on CCSS and providing timely interventions 13.2 Extend PLT time for teachers	AdHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	13.1, 13.2 Supplemental 6,700
14. Site Discretionary Funds: Provide professional development for staff on using Professional Learning Communities to implement CCSS and interventions to support at-risk students 14.1 Provide training for highly effective Professional Learning Teams, student engagement and SDAIE Strategies. (028)	GBHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	14.1 Supplemental 10,000
15. Site Discretionary Funds: Provide training to develop highly effective Professional Learning teams, Advanced Placement and Project Lead the Way. 15.1 Provide summer professional development training for AP and PLTW teachers (028)	ANHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	15.1 Supplemental 20,000
16. Site Discretionary Funds: Provide training to develop highly effective Math Intervention strategies and Project Lead the Way. 16.1 Provide professional development training for math intervention and PLTW teachers (028) 16.2 Provide materials and supplies for PLTW training (028)	RHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	16.1, 16.2 Supplemental 19,500

<p>17. Site Discretionary Funds: Provide Professional Development with an Instructional Coaching Model designed to provide data for PLTs. 17.1 Provide teachers additional hourly pay for instructional coaching (028) 17.2 Purchase equipment for instructional coaching and data collection (028)</p>	<p>WHS</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>17.1, 17.2 Supplemental 5,000</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>% of students enrolled in AP courses will increase by 3% # of students taking AP Exams will increase by 3% % passing AP Exams with a 3 or higher will increase by 1% % passing AP Exams with a 3 or higher in subgroups will increase by 1% (EL, SED, FY and SWD) Increase by 1% the 4 year cohort that completed "A-G" requirements Increase by 1% the 4 year cohort that completed "A-G" requirements by subgroups (EL, SED, SWD) % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% for the subgroups (EL, FY, SED, SWD) 85% of all sophomores will take the PSAT test offered at no charge by District # of students attaining the Seal of Biliteracy will increase by 1%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Three Districtwide professional development days--CCSS implementation and technology training 1.1 Teachers will meet as district-wide subject area groups to receive training and collaborate on specific subject and grade level needs, in addition to receiving technology training during three Professional Development Days</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.1 Base 730,000</p>
<p>2. District-wide Math Coach 2.1 Math coach will continue to work with our math teachers to help implement common core state standards and provide training on best practices/instructional strategies as it relates to Integrated Math in order to close the achievement gap for struggling students. (003) 2.2 Math coach will continue to work specifically with ACCESS math course teachers to help the most at-risk math group of students (003) See Goal 6, 2.1</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1 Supplemental 127,680 2.2 See Goal 6, 2.1</p>
<p>3. Integrated Math Support 3.1 Two math teachers districtwide will help design, develop, implement and create intervention tools for Integrated Math 1-3 students to match CCSS and to devise strategies and interventions for teachers to close the achievement gap for struggling students. (023)</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 Supplemental 68,429</p>
<p>4. Provide stipends to Applied Core Lead Teachers 4.1 Applied Core lead teachers will lead trainings on incorporating literacy strategies and develop common assessments within the Applied Core content areas. In addition, they could contribute to the technology training within the district.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1 Base 20,000</p>
<p>5. Provide training on literacy, intervention strategies and cultural awareness</p>	<p>All</p>	<p><input type="checkbox"/> All</p>	<p>5.1 Base 100,000</p>

<p>5.1 Provide PD on implementation of CCSS in all content areas 5.2 Teachers and administrators will receive professional development on intervention strategies to use in the classroom, academic vocabulary, and cultural awareness (005)</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5.2 Supplemental 30,000</p>
<p>6. Provide stipends for English Language Arts Common Core Advisory Lead Teachers 6.1 Common Core Advisory Lead Teachers for English Language Arts will design, develop, implement and assess ELA course sequence for grades 9-12 and provide professional development district-wide and at the sites</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6.1 Base 105,000</p>
<p>7. Provide stipends for Social Science, Science and Math Common Core Lead Teachers 7.1 Lead Teachers for Social Science, Science and Math will design, develop, implement and assess course curriculum and assessments. In addition, they will lead professional development at sites and within the district to implement CCSS. See Goal 6, 6.1</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7.1 Base 72,000</p>
<p>8. Provide training for Functional Skills Program curriculum 8.1 Trainers will train other teachers and staff of Functional Skills Program on aligning curriculum to CCSS</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>8.1 Base 3,000</p>
<p>9. Provide professional development for Special Education Teachers and paraeducators that aligns with implementation of CCSS 9.1 Special Education teachers will receive professional development in ACCESS math and EDGE training (ELA) to help support Special Education students in Academic Lab classes. 9.2 Special Education teachers will receive coaching from ACCESS math and EDGE to implement CCSS in math and ELA 9.3 Paraeducators in special education departments will receive professional development on strategies to work effectively with special education students 9.4 Special Education ELA teachers will meet twice a year to continue district-wide collaboration on EDGE training and implementing CCSS into Academic Literacy courses</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>9.1, 9.2, 9.3, 9.4 Base 38,000</p>
<p>10. Provide Professional Development and coaching for new teachers (BTSA New Teacher Induction) 10.1 Provide BTSA training that focuses on the California Standards for the Teaching Profession</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>10.1 Base 228,000</p>
<p>11. Provide training for English teachers on literacy skills and assessments that support the CCSS</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>11.1 Base 16,000</p>

<p>11.1 Provide trainings for teachers and trainers on Expository Reading and Writing Course (ERWC)</p> <p>11.2 Provide training for English teachers on literacy strategies that align with the CCSS that will be assessed by the English District Common Assessment (Reading and writing).</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	11.2 Base 30,000
<p>12. Provide professional development and support for ELD teachers to increase English fluency with EL students.</p> <p>12.1 EL teachers will receive professional development to align new Mathematics standards (IM 1,2,3) with new ELD standards to increase students' English fluency during collaborative conversations (020)</p> <p>12.2 Continue monthly training to develop benchmark assessments, data analysis, development of instructional strategies and implementation of technology (016)</p> <p>12.3 EL site discretionary funds to provide supplemental material and supplies to increase EL students English Fluency (020)</p>	All	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>12.1 Supplemental 140,139</p> <p>12.2 Supplemental 10,000</p> <p>12.3 Supplemental 136,861</p>
<p>13. Site Discretionary Funds: Provide Professional Development for Professional Learning Communities</p> <p>13.1 Provide training for teachers and admin. on CCSS and providing timely interventions</p> <p>13.2 Extend PLT time for teachers</p>	AdHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	13.1, 13.2 Supplemental 6,700
<p>14. Site Discretionary Funds: Provide professional development for staff on using Professional Learning Communities to implement CCSS and interventions to support at-risk students</p> <p>14.1 Provide training for highly effective Professional Learning Teams, student engagement and SDAIE Strategies. (028)</p>	GBHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	14.1 Supplemental 10,000
<p>15. Site Discretionary Funds: Provide training to develop highly effective Professional Learning teams, Advanced Placement and Project Lead the Way.</p> <p>15.1 Provide summer professional development training for AP and PLTW teachers (028)</p>	ANHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	15.1 Supplemental 20,000
<p>16. Site Discretionary Funds: Provide training to develop highly effective Math Intervention strategies and Project Lead the Way.</p> <p>16.1 Provide professional development training for math intervention and PLTW teachers (028)</p> <p>16.2 Provide materials and supplies for PLTW training (028)</p>	RHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	16.1, 16.2 Supplemental 19,500
<p>17. Site Discretionary Funds: Provide Professional Development with an Instructional Coaching Model designed to provide data for PLTs.</p> <p>17.1 Provide teachers additional hourly pay for instructional coaching (028)</p> <p>17.2 Purchase equipment for instructional coaching and data collection (028)</p>	WHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	17.1, 17.2 Supplemental 5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> % of students enrolled in AP courses will increase by 3% # of students taking AP Exams will increase by 3% % passing AP Exams with a 3 or higher will increase by 1% % passing AP Exams with a 3 or higher in subgroups will increase by 1% (EL, SED, FY and SWD) Increase by 1% the 4 year cohort that completed "A-G" requirements Increase by 1% the 4 year cohort that completed "A-G" requirements by subgroups (EL, SED, SWD) % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% % of students who are "Ready for College or Conditional" in English and math EAP will increase by 1% for the subgroups (EL, FY, SED, SWD) 85% of all sophomores will take the PSAT test offered at no charge by District # of students attaining the Seal of Biliteracy will increase by 1%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Three Districtwide professional development days-- CCSS implementation and technology training 1.1 Teacher will meet as districtwide subject area groups to receive training and collaborate on specific subject and grade level needs, in addition to receiving technology training during three Professional Development days.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Base 730,000
2. Continue to fund Districtwide Math Coach 2.1 Math coach will continue to work with out math teachers to help implement common core state standards and provide training on best practices/instructional strategies as it relates to Integrated math to close the achievement gap for struggling students (003) 2.2 Math coach will continue to work specifically with ACCESS math course teachers to help the most at-risk math group of students (003) See Goal 6, 2.1	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Supplemental 127,680 2.2 See Goal 6, 2.1
3. Provide Integrated Math Support 3.1 Two math teachers districtwide will help design, develop, implement and create intervention tools for Integrated Math 1-3 students to match CCSS and to devise strategies and interventions for teachers to close the achievement gap for struggling students. (023)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Supplemental 68,429
4. Provide stipends to Applied Core Common Core Advisory Team Lead Teachers 4.1 Applied Core lead teachers will lead trainings on incorporating literacy strategies and develop common assessments within the Applied Core content areas. In addition, they will contribute to the technology training within the district.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1 Base 20,000
5. Provide training on CCSS, literacy, intervention strategies and cultural awareness 5.1 Provide PD on implementation of CCSS in a content areas 5.2 Teachers and administrators will receive professional development on intervention strategies to use in the classroom, academic vocabulary, and cultural awareness (005)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Base 100,000 5.2 Supplemental 30,000
6. Provide stipends for English Language Arts Common Core Advisory Team Lead Teachers 6.1 Common Core Advisory Team Lead Teachers for English language Arts will design,	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	6.1 Base 105,000

<p>develop, implement and assess ELA course sequence for grades 9-12 and provide professional development district wide and at the sites.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Provide stipends for Social Science, Science, and math Common Core Advisory Team Lead Teachers 7.1 Lead teachers for Social Science, Science, and Math will design, develop, implement and assess course curriculum and assessments. In addition , they will lead professional development at sites and within the district to implement CCSS. See Goal 6, 6.1</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7.1 Base 72,000</p>
<p>8. Provide training for Functional Skills Program curriculum 8.1 Trainers will train other teachers and staaff on Funstional Skills Program on aligning curriculum to CCSS</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>8.1 Base 3,000</p>
<p>9. Provide professional development for Special Education teachers and para educators that aligns with implementation of CCSS 9.1 Special Education teachers will receive professional development in ACCESS math and EDGE training (ELA) to help support Special Education students in Academic Lab classes. 9.2 Special Education teachers will receive coaching from ACCESS math and EDGE to implement CCSS in math and ELA 9.3 Paraeduactors in Special Education departments will receive professional development on strategies to work effectively with special education students 9.4 Special Education ELA teachers will meet twice a year to continue district wide collaboration on EDGE training and implementing CCSS into Academic Literacy Courses</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>9.1, 9.2, 9.3, 9.4 Base 38,000</p>
<p>10. Provide Professional Development and Coaching for new teachers (BTSA New Teacher Induction) 10.1 Provide BTSA training that focuses on the California Standards for the Teaching Profession</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>10.1 Base 228,000</p>
<p>11. Provide training for English teachers on literacy skills and assessments that support the CCSS 11.1 Provide trainings for teachers and trainers on Expository Reading and Writing Course (ERWC) 11.2 Continue to provide training for English teachers on literacy strategies that align with the CCSS that will be assessed by the English District Common Assessment.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>11.1 Base 16,000 11.2 Base 30,000</p>
<p>12. Provide professional development and support for ELD teachers to increase English fluency with EL students 12.1 EL teachers will receive professional development to align new math standards (IM 1,2,3) with new ELD standards to increase students' English fluency during collaborative conversations (020) 12.2 Continue monthly training to develop benchmark assessments, data analysis, development of instructional strategies, and implementation of technology (016) 12.3 EL site discretionary funds to provide supplemental materials and supplies to increase EL Students English Fluency (020)</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>12.1 Supplemental 140,139 12.2 Supplemental 10,000 12.3 Supplemental 136,861</p>

<p>13. Site Discretionary Funds: Provide Professional Development for Professional Learning Communities 13.1 Provide training for teachers and admin. on CCSS and providing timely interventions 13.2 Extend PLT time for teachers</p>	ADHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	13.1, 13.2 Supplemental 6,700
<p>14. Site Discretionary Funds: Provide professional development for staff on using Professional Learning Communities to implement CCSS and interventions to support at-risk students 14.1 Provide training for highly effective Professional Learning Teams, student engagement and SDAIE Strategies. (028)</p>	GBHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	14.1 Supplemental 10,000
<p>15. Site Discretionary Funds: Provide training to develop highly effective Professional Learning teams, Advanced Placement and Project Lead the Way. 15.1 Provide summer professional development training for AP and PLTW teachers (028)</p>	ANHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	15.1 Supplemental 20,000
<p>16. Site Discretionary Funds: Provide training to develop highly effective Math Intervention strategies and Project Lead the Way. 16.1 Provide professional development training for math intervention and PLTW teachers (028) 16.2 Provide materials and supplies for PLTW training (028)</p>	RHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	16.1, 16.2 Supplemental 19,500
<p>17. Site Discretionary Funds: Provide Professional Development with an Instructional Coaching Model designed to provide data for PLTs. 17.1 Provide teachers additional hourly pay for instructional coaching (028) 17.2 Purchase equipment for instructional coaching and data collection (028)</p>	WHS	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	17.1, 17.2 Supplemental 5,000

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

GOAL 7:	Williams Act Requirement Provide basic services to all students Insure that all teachers are Highly Qualified and CLAD Certified Provide facilities in good repair Provide all students with standards aligned textbooks	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Identified Need :	Students need teachers and administrators who are qualified, schools that are in good repair; standards-aligned textbooks How: Interviews, surveys, meeting feedback What: All stakeholders would like to have the minimum requirements of the Williams Act met. **See annual update Goal #8		
Goal Applies to:	Schools: Antelope, Granite Bay, Oakmont, Roseville, Woodcreek, Independence, Adelante, Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Ensure 0% misassignment rate and 100% CLAD certified Maintain 100% facilities with good/exemplary rating Ensure Williams certification shows 100% of students have access to standards aligned materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Annually review all master schedule assignments to insure correct assignments and CLAD certified 1.1 Teachers and administrators will be annually reviewed to ensure they are Highly Qualified and that they are CLAD certified	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Base 47,300,000
2. Provide adequate custodial and maintenance workers to ensure that facilities at sites are in good repair 2.1 All sites will employ custodians and maintenance workers to ensure that schools are clean and in good repair.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Base 4,900,000
3. Provide all students with standards aligned textbooks 3.1 Provide all students with standards aligned textbooks	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Base 760,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Ensure 0% misassignment rate and 100% CLAD certified Maintain 100% facilities with good/exemplary rating Ensure Williams certification shows 100% of students have access to standards aligned materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Annually review all master schedule assignments to insure correct assignments and CLAD certified 1.1 Teachers and administrators will be annually reviewed to ensure they are Highly Qualified and that they are CLAD certified	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Base 47,300,000
2. Provide adequate custodial and maintenance workers to ensure that facilities at sites are in good repair 2.1 All sites will employ custodians and maintenance workers to ensure that schools are clean and in good repair.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Base 4,900,000
3. Provide all students with standards aligned textbooks 3.1 Provide all students with standards aligned textbooks	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Base 760,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Ensure 0% misassignment rate and 100% CLAD certified Maintain 100% facilities with good/exemplary rating Ensure Williams certification shows 100% of students have access to standards aligned materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Annually review all master schedule assignments to insure correct assignments and CLAD certified 1.1 Teachers and administrators will be annually reviewed to ensure they are Highly Qualified and that they are CLAD certified	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Base 47,300,000
2. Provide adequate custodial and maintenance workers to ensure that facilities at sites are in good repair 2.1 All sites will employ custodians and maintenance workers to ensure that schools are clean and in good repair.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Base 4,900,000
3. Provide all students with standards aligned textbooks 3.1 Provide all students with standards aligned textbooks	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1 Base 760,000

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	Improve student engagement and school climate/connectedness, with a focus on "Whole Child--Whole Family" Ensure students feel safe and engaged with school environment by providing site and social services.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	Based on current educational research and district parent and student surveys, there is a need to improve attendance and graduation rates for all students, but especially target students. How: Interviews, surveys, meeting feedback What: Subgroup students are more affected by expulsions, suspensions, absence and drop out rates than other students Based on parent, student and staff surveys students need to feel safe and engaged in school. How: Interviews, surveys and meeting feedback What: Subgroup students are more affected by expulsions, suspensions, absence and drop out rates than other students and therefore not feeling safe and engaged in school		
Goal Applies to:	Schools: <u>Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek</u> Applicable Pupil Subgroups: <u>SED students, foster youth, EL and special education students</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Student and Staff Survey will show positive improvement over time in all areas of the survey ADA rates will improve by 1% Graduation rates will improve by 1% Dropout rates will decrease by 1% Suspension rates will decrease by .5% Expulsion rates will decrease by .01%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain Positive Behavior Interventions & Support (PBIS) district wide to build student engagement and change school climate 1.1 Schools will implement intervention programs to engage and reward students (009) 1.2 Sites will continue to receive coaching and guidance to implement PBIS Tier 2 and 3 (009) See Goal 9, 1.1 1.3 District will continue to refine MTSS and RtI models to help implement PBIS at district schools (009) See Goal 9, 1.1	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.1 Supplemental 42,000 1.2, 1.3 See Goal
2. Maintain and expand Home Visit Program 2.1 Home visit program will expand to reach more students and families (007) See Goal 1, 2.1 2.2 Incorporate cultural competency training as a part of the home visit program (007) See Goal 1, 2.1 2.3 Learning Support Specialist will continue home visit program (007) See Goal 1, 2.1	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.1, 2.1, 2.3 See Goal 1, 2.1
3. Continue to fund Social Work Intern Program 3.1 School Social Worker Supervisor will continue to monitor and support interns at sites See Goal 3, 3.5 3.2 Nine interns will be placed at school sites to support students and families with resourcing and wraparound services See Goal 3, 3.3 3.3 Social Work Interns will continue to make home visits See Goal 3, 3.3	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1, 3.2, 3.3 Title I 112,188
4. Continue funding Marriage Family Therapist Intern Program 4.1 Intern Program Counselor will continue to oversee the Marriage Family Therapist Intern Program (010) See Goal 3, 3.2	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils	4.1, 4.2 See Goal 3, 3.2

4.2 Marriage Family Therapist Interns will be placed at school sites to continue engaging students and families in counseling and social services (010) See Goal 3, 3.2		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Maintain Intervention Counselors and EL Specialists at school sites to support and guide at risk students and English Learners 5.1 Intervention Counselors and EL Specialists will continue to create and develop intervention programs to support students (017) See Goal 1, 7.1	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 See Goal 1, 7.1
6. Maintain Summer Bridge Program to initiate active school involvement of at risk incoming 9th graders 6.1 Counselors will continue to support incoming at-risk 9th graders and previous Summer Bridge students	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1 Title I 25,000
7. PBIS Coordinator/School Social Worker to support PBIS implementation across all school sites. 7.1 PBIS Coordinator/School Social Worker will continue to support implementation of PBIS framework across all school sites. See Goal 3, 3.3 (011)	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 See Goal 3, 3.3

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Student and Staff Survey will show positive improvement over time in all areas of the survey ADA rates will improve by 1% Graduation rates will improve by 1% Dropout rates will decrease by 1% Suspension rates will decrease by .5% Expulsion rates will decrease by .01%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain Positive Behavior Interventions & Support (PBIS) district wide to build student engagement and change school climate 1.1 Schools will implement intervention programs to engage and reward students (009) 1.2 Sites will continue to receive coaching and guidance to implement PBIS Tier 2 and 3 (009) See Goal 9, 1.1 1.3 District will continue to refine MTSS and RtI models to help implement PBIS at district schools (009) See Goal 9, 1.1	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1 Supplemental 42,000
2. Maintain and expand Home Visit Program 2.1 Home visit program will expand to reach more students and families (007) See Goal 1, 2.1 2.2 Incorporate cultural competency training as a part of the home visit program (007) See Goal 1, 2.1 2.3 Learning Support Specialist will continue home visit program (007) See Goal 1, 2.1	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1, 2.2, 2.3 See Goal 1, 2.1
3. Continue to fund Social Work Intern Program	All	<input type="checkbox"/> All	3.1, 3.2, 3.3 Title I 112,188

<p>3.1 School Social Worker Supervisor will continue to monitor and support interns at sites See Goal 3, 3.5 3.2 Nine interns will be placed at school sites to support students and families with resourcing and wraparound services See Goal 3, 3.5 3.3 Social Work Interns will continue to make home visits See Goal 3, 3.5</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Continue funding Marriage Family Therapist Intern Program 4.1 Intern Program Counselor will continue to oversee the Marriage Family Therapist Intern Program (010) See Goal 3, 3.2 4.2 Marriage Family Therapist Interns will be placed at school sites to continue engaging students and families in counseling and social services (010) See Goal 3, 3.2</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	4.1, 4.2 See Goal 3, 3.2
<p>5. Maintain Intervention Counselors and EL Specialists at school sites to support and guide at risk students and English Learners 5.1 Intervention Counselors and EL Specialists will continue to create and develop intervention programs to support students (017) See Goal 1, 7.1</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	5.1 See Goal 1, 7.1
<p>6. Maintain Summer Bridge Program to initiate active school involvement of at risk incoming 9th graders 6.1 Counselors will continue to support incoming at-risk 9th graders and previous Summer Bridge students</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	6.1 Title I 25,000
<p>7. PBIS Coordinator/School Social Worker to support PBIS implementation across all school sites. 7.1 PBIS Coordinator/School Social Worker will continue to support implementation of PBIS framework across all school sites. See Goal 3, 3.3 (011)</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	7.1 See Goal 3, 3.3

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Student and Staff Survey will show positive improvement over time in all areas of the survey ADA rates will improve by 1% Graduation rates will improve by 1% Dropout rates will decrease by 1% Suspension rates will decrease by .5% Expulsion rates will decrease by .01%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Maintain Positive Behavior Interventions & Support (PBIS) district wide to build student engagement and change school climate 1.1 Schools will implement intervention programs to engage and reward students (009) 1.2 Sites will continue to receive coaching and guidance to implement PBIS Tier 2 and 3 (009) See Goal 9, 1.1 1.3 District will continue to refine MTSS and RtI models to help implement PBIS at district schools (009) See Goal 9, 1.1</p>	All	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	1.1 Supplemental 42,000

<p>2. Maintain and expand Home Visit Program 2.1 Home visit program will expand to reach more students and families (007) See Goal 1, 2.1 2.2 Incorporate cultural competency training as a part of the home visit program (007) See Goal 1, 2.1 2.3 Learning Support Specialist will continue home visit program (007) See Goal 1, 2.1</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1, 2.2, 2.3 See Goal 1, 2.1</p>
<p>3. Continue to fund Social Work Intern Program 3.1 School Social Worker Supervisor will continue to monitor and support interns at sites See Goal 3, 3.5 3.2 Nine interns will be placed at school sites to support students and families with resourcing and wraparound services (011) See Goal 3, 3.5 3.3 Social Work Interns will continue to make home visits (011) See Goal 3, 3.5</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1,3.2, 3.3 Title I 112,188</p>
<p>4. Continue funding Marriage Family Therapist Intern Program 4.1 Intern Program Counselor will continue to oversee the Marriage Family Therapist Intern Program (010) See Goal 3, 3.2 4.2 Marriage Family Therapist Interns will be placed at school sites to continue engaging students and families in counseling and social services (010) See Goal 3, 3.2</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1, 4.2 See Goal 3, 3.2</p>
<p>5. Maintain Intervention Counselors and EL Specialists at school sites to support and guide at risk students and English Learners 5.1 Intervention Counselors and EL Specialists will continue to create and develop intervention programs to support students (017) See Goal 1, 7.1</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5.1 See Goal 1, 7.1</p>
<p>6. Maintain Summer Bridge Program to initiate active school involvement of at risk incoming 9th graders 6.1 Counselors will continue to support incoming at-risk 9th graders and previous Summer Bridge students</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6.1 Title I 25,000</p>
<p>7. PBIS Coordinator/School Social Worker to support PBIS implementation across all school sites. 7.1 PBIS Coordinator/School Social Worker will continue to support implementation of PBIS framework across all school sites. See Goal 3, 3.3 (011)</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7.1 See Goal 3, 3.3</p>

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

GOAL 9:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	
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Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		_ All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		_ All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Improve student/ parental involvement and engagement for all subgroups Improve communication with families through on-ground outreach and the use of technology, improved translation services, providing support and building relationships. Improve school climate.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education (SWD)		
Expected Annual Measurable Outcomes:	Establish initial parent & student survey baselines and improve each year	Actual Annual Measurable Outcomes: ADA rates 2013-14 = 95.86% 2014-15 = 95.7% 2015-16 = not available yet Graduation rates 2012-13 = 92% (All) 80% (EL) 85% (SED) 100 (Foster) 61(SWD) 2013-14 = 94% (All) 80% (EL) 87% (SED) 90 (Foster) 65 (SWD) 2014-15 = unable to determine at this time 2015-16 = unable to determine at this time Dropout Rate for 4-year cohort 2012-13 = 4 13 (EL) 8 (SED) *** (Foster) 7 (SWD) 2013-14 = 3 9 (EL) 7 (SED) *** (Foster) 7 (SWD) 2014-15 = unable to determine at this time 2015-16 = unable to determine at this time Survey developed in spring 2016 Parent responses (633) 82% agree the school provides high quality education for all students 89.2 % believe school's academic program is good/outstanding 56.6% agree that teachers, counselors and/or administrators contact them to discuss student's successes, progress, grades and/or concerns 91.5% parents feel students are safe on campus 90% feel the school climate is Good/Outstanding 84.7% agree that the school contacts families in preferred language while 2.2% disagree 66.7% agree that school staff respects and values the diversity of the families in community while 4.1% disagreed and 29.2 % did not know 80.3% agree that their student feels connected to school 12% disagree Parent Involvement self-reported Very involved 22.9% Moderately involved 38.7% Somewhat involved 23.1% Not much 15.3%	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Expand interpretation and translation services	1.1 Hire additional staff to translate and interpret in additional languages (014) Supplemental 48,239 1.2 Translate important LEA documents in the major languages for school district and for sites (014) See Goal 1, 1.1	1.1 Hired 5 bilingual interpreters and translators 1.2 Important LEA documents were translated into major languages for the school district and for individual sites	1.1, 1.2 Supplemental 48,239

<p>Scope of Service LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2 Continue to improve communication by visiting the home, calling home in the home language and using technology</p>	<p>2.1 Expand the Home Visit Program to include more visits (007) Supplemental 20,000</p> <p>2.2 Hire additional staff to translate and interpret in additional languages (014) See Goal 1, 1.1</p> <p>2.3 Continue to use Language Line to help support outreach to families Title III 3,000</p> <p>2.4 Continue to fund 8 Learning Support Specialists (most bilingual) to help support outreach to students/families (001) Supplemental 417,118</p>	<p>2.1 Implemented Home Visit Program</p> <p>2.2 Hired interpreters (Spanish, Russian, Ukraine, Punjabi)</p> <p>2.3 Maintained contract with Language Line so that staff could communicate with families in all major languages in district</p> <p>2.4 Increased Learning Support Specialists to 2 each at 3 sites, and one at 2 other sites, plus a district-wide LSS, for a total of 9 full-time.</p>	<p>2.1 Supplemental 20,000</p> <p>2.2 See Goal 1, 1.1</p> <p>2.3 Title III 3,000</p> <p>2.4 Supplemental 417,118</p>
<p>Scope of Service LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3 Provide cultural awareness training to teachers, admin, support staff and students</p>	<p>3.1 Continue to work with consultant and add an additional consultant to present cultural awareness training with teachers, admin, support staff and students for 2015-16 (005) Supplemental 50,000</p>	<p>3.1 Hired a consultant who worked with staff and students at 3 sites. Training also provided to a large number of counselors and administrators.</p>	<p>3.1 Supplemental 50,000</p>
<p>Scope of Service LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Hispanic & African American Males</p>		<p>Scope of Service LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Hispanic & African American</p>	
<p>4 Use Blackboard Connect to communicate with parents about their student and their coursework, which can communicate in home languages</p>	<p>4.1 Continue using the email, text and calling functions of Blackboard in Home language to communicate with parents Base 84,000</p>	<p>4.1 BlackBoard Connect is used district-wide to communicate with families in Home Languages</p>	<p>4.1 Base 84,000</p>
<p>Scope of Service All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5 Use Aeries.Net to give parents access to student information about attendance, grades, transcripts, etc.	5.1 Continue to promote Aeries.Net to parents as a way to access student information Base 22,000	5.1 Aeries.Net training provided and increased use by teachers and staff to communicate with parents. Additionally, admin. and support staff using the "dashboard" to identify at-risk students.	5.1 Base 22,000
Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6 Use district phone application for iOS and Droid to give parents access to student information about attendance, grades, transcripts, etc.	6.1 Promote and educate all parents on the use of the district application as a way to access student information Base 0 6.2 Provide a free computer course (Roseville Connected) to parents of the subgroup population so that they can learn how to navigate efficiently and have access to the communication tools of the district Base 0	6.1 Provided training at Site Councils, Back-to-School Night and DELAC for parents on the district phone application as a way to access student information	6.1 See Goal 4.1 6.2 Other 2,000
Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: ALL <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7 Provide foster youth and guardians information about post secondary options	7.1 Intervention counselor will facilitate quarterly meetings on topics specific to foster youth and college/career readiness (017) Supplemental 818,352	7.1 Intervention Counselors met with foster parents at Quarterly meetings on college and career readiness	7.1 Supplemental 818,352
Scope of Service: All <hr/> _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide <hr/> _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8. Add a fall LCAP Parent Advisory Committee meeting	8.1 Provide an additional forum for parents of Foster youth, SED, EL and Special Education to voice their concerns and ideas for next LCAP.	8.1 We did not add a fall forum, but IC/ELs met quarterly with Foster Parents and we had monthly meetings with EL parents. These parents were specifically notified about all spring LCAP forums.	8.1 Cost included in Base Salary

<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>		<p>Scope of Service: ALL</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>	
<p>9 Hire a Communications Coordinator for District and sites</p>	<p>9.1 Hire a Communications coordinator to provide students and families with timely information district-wide. Base 101,655</p>	<p>9.1 Continue to fund a Communications Coordinator to reach out to families and community.</p>	<p>9.1 Base 101,655</p>
<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: ALL</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>10. Provide training to improve school culture.</p>	<p>10.1 Fund Point Break training for students and participating staff. (028) Supplemental 3,000</p> <p>10.2 Provide a PBIS staff speaker for cultural sensitivity (028) Supplemental 2,000</p> <p>10.3 Provide a multicultural event to increase cultural awareness--Keith Hawkins(028) Supplemental 2,000</p>	<p>10.1 Funded Point Break training for students and staff.</p> <p>10.2 Did not provide a PBIS staff speaker</p> <p>10.3 Did not provide a Multi-cultural/ Cultural event at Oakmont High.</p>	<p>10.1 Supplemental 3,000</p> <p>10.2 Base 0</p> <p>10.3 Title III 0</p>
<p>Scope of Service: OHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> 1. Continue to hire bilingual staff . Hire more interpreters/translators for wider variety of languages, especially Punjabi and Russian/Ukraine. Hire interpreters for district meetings that require interpreter services. Cost was reduced because we hired and maintain a group of district translators rather than hiring outside services. Parents were very pleased with interpreter services. Need to increase translated documents sent home from sites. 2. Home visit training will continue and visits will expand. We will train staff at beginning of next school year on Language Line and variety of translator/interpreter services within the district. The Learning Support Services ranked high on the list of supports to maintain. 3. Cultural Competency training cost increased. In addition, monthly meetings with outside speakers from Sac State were held, increasing the cost for this training. 4. BlackBoard Connect services will continue since all communication with families can be done in home languages 5. Aeries.Net training was provided with more sophisticated training for data analysis of sub-groups and creation of "hot lists" 6. Training will continue for staff and parents re: the district phone application as a way to access student information 24/7. We will continue to provide technology for parents, on site and through ELACs and DELAC. 7. Quarterly meetings with Foster Parents provided an opportunity to share information about students being prepared for career and college. 8. We did not have a fall PAC, but we greatly expanded our outreach to parents and the community in the spring with 8 PACs plus additional forums at Site Councils, ELACs, DELACs, Parents Clubs and community groups. 9. Our Communications Coordinator has expanded our communication with students and families 		

	10. Did not provide a PBIS staff speaker for cultural sensitivity , however, a number of evening trainings were added on Multi-cultural/Cultural Sensitivity. Did not provide a Multi-cultural/ Cultural event at Oakmont High. We will continue to provide sessions and trainings next year and expand this program.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Close the achievement gap for all subgroups Provide technology in classrooms to make learning more engaging and make it easier for families to access technology and online programs which the district uses. Provide interventions to support target students and all struggling students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth and Special Education students		
Expected Annual Measurable Outcomes:	CAHSEE Proficiency rates (385+) will increase by 2% EL Reclassification rate will increase by 2% 3% of ELs will move up one CELDT Level on the annual test 2% of ELs will score proficient on annual CELDT Increase # of devices and usage in all ELD courses	Actual Annual Measurable Outcomes:	CAHSEE-- suspended by state--no results EL reclassification rate 2012-13 = 31% 2013-14 = 36% 2014-15 = 36% CELDT annual-EL students meeting annual progress 2012-13 = 69% 2013-14 = 69% 2014-15 = 76% 2015-16 = Not available yet EL students meeting Proficient Scores (Adv. or Early Adv.) on annual CELDT 2013-14 = 62 % 2014-15 = 42% 2015-16 = not available yet ALL ELD classrooms are 1 to 1 with devices
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide devices in Special Education and English Language Development Courses for use during the school day	1.1 Purchase additional or replacement devices for the classrooms as needed and maintain them to insure they are in good working condition. (006) Supplemental 217,500	1.1 Devices purchased for all ELD and Special Education classrooms. Currently a 1 to 1 ratio.	1.1 . Supplemental 217,500
Scope of Service: All _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education		Scope of Service: LEA Wide _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
2. Provide Site ELD Staffing	2.1 Maintain 2 additional ELD Teachers and hire 1 additional ELD teacher (026) Supplemental 283,349	2.1 Maintained 2 additional ELD teachers and hired 1 additional ELD teacher	2.1 Supplemental 283,349
Scope of Service: AnHS, OHS, RHS _ All		Scope of Service: Schoolwide: AnHS, OHS, RHS _ All	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Increase Wi-Fi access on sites so that more students have access to technology</p>	<p>3.1 Install additional access points across the district to boost Wi-Fi availability Base 100,000</p>	<p>3.1 Installed access points to boost Wi-Fi</p>	<p>3.1 Base 100,000</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Maintain after school library hours to give parents and students access to technology afterschool</p>	<p>4.1 Continue number of days Library is open to 3 or 4 days a week (008) Supplemental 75,000 4.2 Coordinator of Instructional Technology will provide technology training for parents on Naviance, Aeries.net, and district phone app Base 115,827</p>	<p>4.1 All Libraries and some Career Centers open 4 days/week for students & parents 4.2 Coordinator of Instructional Technology provided technology training for parents on Naviance, Aeries.net, and district phone app</p>	<p>4.1 Supplemental 75,000 4.2 Base 115,827</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Provide Special education staff with training on assistive technology</p>	<p>5.1 Provide professional training on assistive technology for special education staff Base 3,000</p>	<p>5.1 Training provided for spec. education staff</p>	<p>5.1 Base 3,000</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>		<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	
<p>6. Provide BlackBoard Training to staff members</p>	<p>6.1 Coordinator of Instructional Technology will provide BlackBoard Training across the district to staff members See Goal 2, 4.2</p>	<p>6.1 Blackboard Training provided to staff</p>	<p>6.1 Goal 2, 4.2 0</p>

<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Provide 1:1 computers for all students in ELD courses</p>	<p>7.1 Use previously purchased site funded devices for all students in ELD courses (Pilot program for 2015-16)</p>	<p>7.1 Provided 1:1 computers for all students in ELD courses</p>	<p>7.1 Cost incurred in 2014-15 Supplemental</p>
<p>Scope of Service: OHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide: Oakmont</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Provide Intervention to Reduce D/F rate</p>	<p>8.1 Provide Freshmen Support with student materials Supplemental 5,000</p>	<p>8.1 Did not provide materials for Freshman Support out of supplemental</p>	<p>8.1 Supplemental 0</p>
<p>Scope of Service: AnHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide: AnHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9. Provide Intervention to Reduce D/F rate</p>	<p>9.1 Provide teacher stipend to provide literacy training on site (028) Supplemental 2,000</p> <p>9.2 Provide stipends for after school teacher tutors (5th period) (028) Supplemental 10,000</p> <p>9.3 Provide stipend for PD and tech training coordinator (028) Supplemental 3,000</p> <p>9.4 Provide release periods for learning walks and debriefing in order to gather data to improve instruction (028) Supplemental 5,000</p> <p>9.5 Learning Support Specialist intervention and support for 5th period, breakfast club, college awareness trips (028) Supplemental 10,000</p>	<p>9.1 Teacher opted out of literacy training for staff</p> <p>9.2 Paid stipends for after school teacher tutors during 5th period</p> <p>9.3 Provide stipend for PD and tech training coordinator (028)</p> <p>9.4 Provided release periods for learning walks and debriefing in order to gather data to improve instruction (028)</p> <p>9.5 The Learning Support Specialist moved to another site (028)</p> <p>9.6 Added Algebra 2 section for students who previously received D or F. Reduced class size and added support.</p> <p>9.7 Hired facilitators for Learning for Living for Breaking Down the Walls and Motivational Kick-off Rally</p>	<p>9.1 Supplemental 0</p> <p>9.2 Supplemental 10,000</p> <p>9.3 Supplemental 3,000</p> <p>9.4 (028) Supplemental 5,000</p> <p>9.5 (028) Supplemental 0</p> <p>9.6 (028) Supplemental 17,000</p> <p>9.7 (028) Supplemental 7,000</p>
<p>Scope of Service: GBHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service: Schoolwide: GBHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
10. Hire a Literacy Coach to support all teachers in implementing CCSS literacy strategies	10.1 Fund a release period for literacy coach (028) Supplemental 13,000	10.1 Funded a release period for literacy coach (028)	10.1 Supplemental 13,000
Scope of Service: OHS <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Schoolwide: OHS <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
11. Provide Interventions to Reduce D/F rates	11.1 Provide ELD professional development (028) Supplemental 5,000 11.2 Provide CAHSEE Test Prep support (028) Supplemental 4,000 11.3 Provide Materials and supplies (028) Supplemental 4,000	11.1 District supplied ELD professional development for ELD teachers so not a site cost 11.2 Did NOT provide CAHSEE Test Prep support due to suspension of test 11.3 Provide Materials and supplies --bought graphing calculators for SED students to use in math courses(028) 11.4	11.1 (020) District initiative. No cost to the site 11.2 (028) 0 11.3 (028) Supplemental 11,000
Scope of Service: RHS <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Schoolwide: RHS <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
12. Provide interventions to Reduce D/F rates	12.1 Provide extra pay to teachers for support of freshman Seminar program (028) Supplemental 15,000 12.2 Provide extra pay to teachers for extended PLT time to develop curriculum, assessments and data analysis (028) Supplemental 5,000 12.3 Provide student materials and supplies to support freshman seminar program (028) Supplemental 5,000	12.1 Provided stipends to teachers for their work with freshman Seminar program (028) 12.2 Provided extra pay to teachers for extended PLT time to develop curriculum, assessments and data analysis (028) 12.3 Provided student materials and supplies to support freshman seminar program (028)	12.1 (028) Less support needed than originally anticipated. Supplemental 10,000 12.2 (028) More support needed than anticipated Supplemental 6,100 12.3 (028) More support needed than anticipated Supplemental 6,100
Scope of Service: WHS <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Schoolwide: WHS <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none">1. Devices for ELD courses will continue to be purchased. Consideration for possible "check out" program for SED students, foster and homeless youth.2. Add more sections of ELD at 2 sites based on need.3. WiFi access points continue to be added to boost availability. Reduced cost for next yer.4. Career Centers and Libraries will remain open. Some sites will add refreshments for students who stay late. Training for parents will be more widely available. More tutoring will be available.5. Special Education staff will continue to receive training on assistive technology.6. Blackboard training will be available across the district.7. ELD courses at Oakmont HS will continue to provide 1 to 1 computers.8. Antelope HS used Title I for student materials (planners) for Freshmen Support instead of LCAP funds.9. Interventions for struggling students will continue. With a new Learning Support Specialist there will be an increase needed to fund interventions.10. A literacy coach will continue to be funded at Oakmont HS but at a slightly higher cost due to raises.11. Due to CaHSEE suspension these funds were not used. The money was used to support other intervention programs on site.12. The Freshman Seminar will continue with funding for stipends and student materials based on data that supports the program is successful. Cost came in a little lower than expected for teacher hourly pay after contract hours. Spent a little more on supplies and materials.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	Improve student achievement for all students Expand our hours to provide support to students outside of the school day and give better access to school resources for parents outside of work. Improve persistence rate (maintain student at "School of Origin" when in the students best interest) of Foster Youth students across school district Increase graduation rates of Foster Youth	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education, Redesignated fluent English proficient	
Expected Annual Measurable Outcomes:	CAASPP scores to improve 2% from baseline data API targets to increase 1% from baseline data 60% of Foster youth will remain in school of origin for the school year Increase district wide Foster Youth graduation rate by 5% and establish new baseline	Actual Annual Measurable Outcomes: CAASPP ELA % Standard Exceeded or Met 2014-15 = 77% 2015-16 = 75% CAASPP Math %Standard Exceeded or Met 2014-15 = 48% 2015-16 = 49% API 2013-14 Oakmont HS = 829 Roseville HS = 792 Independence HS = 665 Woodcreek HS = 856 Granite Bay HS = 868 Adelante HS = 525 Antelope HS = 806 API 2014-15 (Stayed static per CDE) Oakmont HS = 823 Roseville HS = 797 Independence HS = 653 Woodcreek HS = 853 Granite Bay HS = 868 Adelante HS = 570 Antelope HS = 810 API 2015-16 (Stayed static per CDE) Oakmont HS = 823 Roseville HS = 797 Independence HS = 653 Woodcreek HS = 853 Granite Bay HS = 868 Adelante HS = 570 Antelope HS = 810 Foster Youth remaining in school of origin 2013-14 = 100% 2014-15 = 100% 2015-16 = 100% Foster Youth grad. rate 2013-14 = 80% 2014-15 = 90% 2015-16 = 90%

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Provide access to Library and computers after school	1.1 Keep Library with computer access open until 4:30pm 4 days a week (008) See Goal 2, 4.1	1.1 Kept Library and some Career Centers with computer access open until 4:15 pm 4 days a week (008) See Goal 2, 4.1	1.1 See Goal 2, 4.1
Scope of Service: All		Scope of Service: Schoolwide: WHS, ANHS, RHS, GBHS, OHS	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Continue to provide bus transportation home after 4:30 pm	2.1 Continue the late bus route to help students who live outside the 3 miles radius to get home after activities or library use (012) Supplemental 100,000	2.1 Continued the late bus route to help students who live outside the 3 miles radius to get home after activities or library use (012)	2.1 Supplemental 100,000
Scope of Service: LEA Wide		Scope of Service: LEA Wide	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Continue to provide tutoring, counseling, coaching support after regular hours so students not missing class	3.1 Continue to offer a comprehensive after school tutoring center for students (008) See Goal 2, 4.1. 3.2 Continue to fund a 0.6 Intern Program Counselor to manage Marriage Family Therapy Interns (010) Supplemental 70,000 3.3 Marriage Family Therapy will be available after hours to provide counseling for students and their families (010) Supplemental 59,802 3.4 Clinical Supervision for MFT Interns (010) Supplemental 35,000 3.5 School Social Worker to expand number of Social Work interns to 8 to help with resourcing for families in need (011) Supplemental 105,775	3.1 Continued to provide tutoring, counseling, coaching support after regular hours so students don't miss class 3.2 Funded a 0.6 Intern Program Counselor to manage Marriage Family Therapy Interns (010) 3.3 Funded Marriage Family Therapist Interns who were available after hours to provide counseling for students and their families (010) 3.4 Funded Clinical Supervision for MFT Interns (010) 3.5 School Social Worker to expand number of Social Work interns to 8 to help with resourcing for families in need (011)	3.1 See Goal 2, 4.1. 0 3.2 Supplemental 70,000 3.3 Supplemental 59,802 3.4 Supplemental 35,000 3.5 Supplemental 105,775
Scope of Service: Schoolwide: OHS, WHS, ANHS		Scope of Service: Schoolwide: OHS, WHS, ANHS	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>4. Provide more counseling services at Antelope, Oakmont and Woodcreek High Schools</p>	<p>4.1 Hire 2.0 counselors at Oakmont and Woodcreek (022) Supplemental 213,637 4.2 Maintain 1.0 counselor at Antelope Base 58,199</p>	<p>4.1 Hired 2.0 counselors--one additional at Oakmont and Woodcreek (022) 4.2 Maintained additional 1.0 counselor at Antelope</p>	<p>4.1 (022) Supplemental 213,637 4.2 Base 58,199</p>
<p>Scope of Service: Schoolwide: AnHS, OHS, WHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide: AnHS, OHS, WHS</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Intervention Counselors will work with foster youth to increase persistence rate at "School of Origin" when it is in the student's best interest</p>	<p>5.1 Continue to fund Intervention Counselors to support Foster Youth (017) See Goal 1, 7.1</p>	<p>5.1 Funded Intervention Counselors at each site to support Foster Youth (017) See Goal 1, 7.1</p>	<p>5.1 (017) See Goal 1, 7.1</p>
<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Maintain Intervention Counseling services to increase graduation rates of Foster Youth</p>	<p>6.1 Maintain Intervention Counselors to support Foster Youth (017) See Goal 1, 7.1</p>	<p>6.1 Maintained Intervention Counselors to support Foster Youth (017) See Goal 1, 7.1</p>	<p>6.1 (017) See Goal 1, 7.1</p>
<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Maintain CaHSEE Prep classes at lunch and after school</p>	<p>7.1 Intervention Counselors will offer (as needed) CaHSEE Prep during lunch and after school program to provide tutoring for students who scored 349 or less on CaHSEE ELA and/or Math (018) Supplemental 68,150</p>	<p>7.1 Intervention Counselors did not offer CaHSEE Prep since the test was suspended by the State</p>	<p>7.1</p>
<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service: All</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students who have not passed CAHSEE		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students who have not passed CAHSEE	
8. Provide student support for CAHSEE and writing across the curriculum	8.1 Provide 1 section of CAHSEE prep in fall Supplemental 13,000 8.2 Provide teacher stipend for after school support in Writing Lab Supplemental 4,000	8.1 Did NOT provide 1 section of CAHSEE prep in fall due to suspension of test but changed this to a CASSP math support class 8.2 Provided teacher stipend for after school support in Writing Lab	8.1 8.2 Supplemental 4,000
Scope of Service: OHS		Scope of Service: Schoolwide: OHS	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. One of our high schools had a dramatic drop in ELA scores. The site is investigating student scores. 2. Increase to funding for after school tutoring/interventions. Large number of students are being served by student and teacher tutors in libraries, learning centers and individual classrooms. Strong support from parents for this intervention. 3. Late busses will continue to take students home who stay late to receive tutoring. Parents appreciated this service. 4. Besides tutoring after school, if appropriate, students can meet with Marriage Family Therapy interns. Social Work interns are also available after school to meet with students and their families. Based on very favorable input, this service will be expanded next year. 5. Based on site input and surveys we will maintain the increased counseling services. 6. Foster youth are specifically served by Intervention Counselors at each site. Increased funding for 2016-17 to Antelope High school to hire one more full time IC/EL in order to increase persistence rates. 7. Goal of 45% of foster youth will graduate has been exceeded past 2 years. IC/EL will continue to support students so that they can graduate. 8. Due to suspension of CaHSEE, prep classes were not offered. Should the exit exam be reinstated, this funding would continue. 9. CaHSEE prep not offered, however, the funding was used for a CASSP math support class. The teacher stipend to run the writing lab at OHS was maintained. Due to strong support by teachers and students, this service will continue next year.		

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

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

Original GOAL 4 from prior year LCAP:	Prepare and encourage students to attend college and clearly communicate the expectations for being college ready. Inform parents about the processes and steps for college. Ensure students have course access to and enrollment in a broad and challenging course of study.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education	
Expected Annual Measurable Outcomes:	<p>Increase by 5% the # of students enrolled in AP courses</p> <p>Increase by 5% the # of students taking AP Exams</p> <p>increase by 5% the # of students passing AP Exams with a 3 or higher</p> <p>Increase by 5% the # of students who are "Ready for College or Conditional" in English and math EAP</p> <p>Increase by 3% the number of SED, EL, and male students who meet UC A-G requirements</p> <p>80% of all sophomores will take the PSAT test offered at no charge by District</p>	<p>Actual Annual Measurable Outcomes:</p> <p># of students enrolled in AP courses</p> <p>2013-14 = 5966</p> <p>2014-15 = 5954</p> <p>2015-16 = 7702</p> <p>% of students taking at least 1 AP Exams will increase by 5%</p> <p>2012-2013 = 28.1%</p> <p>2013-2014 = 29.2%</p> <p>2014-2015 = 31.4%</p> <p>2015-2016 = (not calculated yet)</p> <p>% of students passing AP Exams with a 3 or higher will increase by 5%</p> <p>2012-2013 = 73%</p> <p>2013-2014 = 69%</p> <p>2014-2015 = 71%</p> <p>2015-2016 = 68%</p> <p># of Underrepresented Students taking AP/IB</p> <p>2014-15 = 1753</p> <p>2015-16 = 2560</p> <p>% of students who are "Ready for College or Conditional" in English and math EAP</p> <p>2012-2013 = English 52% Math 67%</p> <p>2013-2014 = English 55% Math 65%</p> <p>2014-2015 = English 77% Math 47%</p> <p>2015-2016 = English *** Math *** (Information not available yet)</p> <p>Grade 11 Enrollment and % of students who Took the EAP ELA</p> <p>2012-2013 = 2,525 (94.3%)</p> <p>2013-2014= 1,526 (93.4%)</p> <p>2014-2015 = 2,480 (98.3%)</p> <p>2015-2016 (information not available yet)</p> <p>Grade 11 Enrollment and % of students who Took the EAP Math</p> <p>2012-2013 = 2,525 (67.4%)</p> <p>2013-2014= 2,526 (70%)</p> <p>2014-2015 = 2,480 (98.2%)</p> <p>2015-2016 = (information not available yet)</p> <p>Increase by 5% the number of EL, SED, and male students who meet UC A-G requirements</p> <p>2013-2014 = 38% (EL) 58.4% (SED) 67.5 (Male)</p> <p>2014-2015 = 33% (EL) 57.9% (SED) 68.3 (Male)</p> <p>2015-2016 = (information not available yet)</p> <p>95% of all sophomores took the PSAT test offered at no charge by District</p>

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
<p>1. Continue support program from Equal Opportunity Schools -- Advanced Placement preparation for all students</p>	<p>1.1 Hire services of Equal Opportunity Schools to continue supporting and surveying future AP students in order to recruit target students to the AP & IB programs (013) Supplemental 20,000</p>	<p>1.1 Continued contract with Equal Opportunity Schools to support and survey future AP students in order to recruit underrepresented target students to the AP & IB programs (013)</p>	<p>1.1 Increased expenditure due to on ground training needed for coordinators. Supplemental 30,000</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic, African-American</p>	
<p>2. Expand credit recovery and A-G Recovery</p>	<p>2.1 Continue satellite campus at Antelope High and continue to offer concurrent enrollment through RAS for the purposes of graduation (019) Supplemental 40,000</p> <p>2.2 Offer more credit recovery and A-G recovery courses during the school year by creating new course offerings in math, science and English which align to CCSS (019) Supplemental 227,541</p>	<p>2.1 Continued to offer Credit Recovery and A-G Recovery at satellite campus at Antelope High and continue to offer concurrent enrollment through RAS for the purposes of graduation (019)</p> <p>2.2 Offer more credit recovery and A-G recovery courses during the school year by creating new course offerings in math, science and English which align to CCSS (019)</p>	<p>2.1 (019) Supplemental 40,000</p> <p>2.2 (019) Supplemental 267,541</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Continue to offer Naviance program across the school district</p>	<p>3.1 Specific curriculum related to Naviance will be implemented in 10th, 11th, and 12th grade classes and students will be able to log their activity (002) Supplemental 70,000</p> <p>3.2 Continue to provide professional development to counselors and staff using Naviance program (002) See Goal 4, 3.1</p> <p>3.3 Continue to provide training to parents and students on Naviance so they can access it 24/7 (002) See Goal 4, 3.1</p>	<p>3.1 Naviance training created by to share with staffs</p> <p>3.2 Provide professional development to counselors and staff using Naviance program (002) See Goal 4, 3.1</p> <p>3.3 Provided training to parents and students (002) See Goal 4, 3.1</p>	<p>3.1 (002) Supplemental 70,000</p> <p>3.2 (002) See Goal 4, 3.1</p> <p>3.3 (002) See Goal 4, 3.1</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Maintain after school tutoring in the library at each school	4.1 Add additional subject area tutors as needed (008) See Goal 2, 4.1	4.1 Funded after school tutoring in the library/Career Center at each school (008) See Goal 2, 4.1	4.1 (008) See Goal 2, 4.1
Scope of Service: All <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide <hr/> _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) ***	
5. Provide more opportunities for College Visits.	5.1 Organize and provide transportation and staff chaperones for a variety of college visits. (015) Supplemental 25,000	5.1 Funded multiple college visits. (015)	5.1 (015) Supplemental 25,000
Scope of Service: All <hr/> _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide <hr/> _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. AVID director to organize and oversee the district wide AVID program	6.1 Fund an AVID director to facilitate year long AVID activities district wide (004) Supplemental 31,598	6.1 Funded a district-wide AVID director (004)	6.1 (004) Supplemental 31,598
Scope of Service: OHS, AnHS, RHS <hr/> _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Schoolwide: OHS, AnHS, RHS <hr/> _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Provide additional support for at-risk students both in the classroom and with counseling	7.1 Continue to fund Intervention/EL Specialist Counselors at all sites to support at-risk students and to encourage them to prepare for college. (017) See Goal 1, 7.1 7.2 Additional Intervention class staffing (ex. ACCESS math, Academic Literacy). (021) Supplemental 472,248	7.1 Funded Intervention/EL Specialist Counselors at all sites to support at-risk students (017) See Goal 1, 7.1 7.2 Funded additional Intervention class staffing (ex. ACCESS math, Academic Literacy). (021)	7.1 (017) See Goal 1, 7.1 0 7.2 (021) Supplemental 472,248
Scope of Service: All <hr/> _ All OR:		Scope of Service: LEA Wide <hr/> _ All OR:	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
8. Provide additional Counseling Support	8.1 Hire two additional counselors for OHS, WHS to provide more counseling and college prep. support. (022) See Goal 3, 4.1	8.1 Hired two additional counselors for OHS, WHS to provide more counseling and college prep. support. (022) See Goal 3, 4.1	8.1 (022) See Goal 3, 4.1 0
Scope of Service: OHS, WHS <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Schoolwide: OHS, WHS <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic and African-American	
9. Advanced Placement Coordinators hired at 3 sites	9.1 Provide release periods for 3 Advanced Placement Coordinators to oversee recruitment, support and intervention for additional AP students signing up for AP courses. (1.33 FTE) (024) Supplemental 105,802	9.1 Provided release periods for 3 Advanced Placement Coordinators to oversee recruitment, support and intervention for additional AP students signing up for AP courses. (1.33 FTE) (024)	9.1 (024) Supplemental 105,802
Scope of Service: WHS, RHS, AnHS <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Schoolwide: WHS, RHS, AnHS <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Underrepresented students	
10. Provide administrative assistant support for Credit Recovery and A-G Recovery programs.	10.1 Hire a .5 FTE Admin. Assistant to manage additional enrollment and monitoring of the expanded Credit Recovery and A-G Recovery programs. (025) Supplemental 30,401	10.1 Hired a .5 FTE Admin. Assistant to manage additional enrollment and monitoring of the expanded Credit Recovery and A-G Recovery programs. (025)	10.1 (025) Supplemental 30,401
Scope of Service: InHS <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Schoolwide: Ind. HS <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
11. Offer the PSAT to all sophomores at no cost	11. Offer and encourage all sophomores to take the PSAT as a way of encouraging a mindset of preparing for college (027) Supplemental 37,500	11. Encouraged and funded all sophomores to take the PSAT(027)	11. (027) Supplemental 37,500
Scope of Service: LEA Wide		Scope of Service: LEA Wide	

<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>12. Provide more opportunities and interventions to support college readiness and equity</p>	<p>12.1 Fund 1 section of AP Biology (028) Supplemental 15,000 12.2 Provide AP tutoring by teachers and tutors after school (028) Supplemental 5,000 12.3 Provide AP materials and supplies (028) Supplemental 5,000 12.4 Provide financial support to students taking AP exams (028) Supplemental 5,000</p>	<p>12.1 Funded 1 section of AP Biology (028) 12.2 Provided AP tutoring by teachers and tutors after school (028) 12.3 Provided AP materials and supplies (028) 12.4 Provide financial support to students taking AP exams (028)</p>	<p>12.1 (028) Supplemental 15,000 12.2 (028) Supplemental 5,000 12.3 (028) More students took AP Classes due to EOS outreach therefore more supplies needed Supplemental 10,848 12.4 (028) Supplemental 2,500</p>
<p>Scope of Service: AnHS</p>		<p>Scope of Service: Schoolwide: AnHS</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>13. Provide an Advanced Placement Coordinator to recruit and to provide support to AP students</p>	<p>13.1 Provide a release period for an AP coordinator (028) Supplemental 13,000</p>	<p>13.1 Provided a release period for an AP coordinator (028)</p>	<p>13.1 (028) Supplemental 13,000</p>
<p>Scope of Service: OHS</p>		<p>Scope of Service: Schoolwide: OHS</p>	
<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>14. Provide interventions and trainings to support AP program and increased UC a-g eligibility as a means to prepare students for college/career readiness</p>	<p>14.1 Provide funding for AP tutoring (028) Supplemental 6,000 14.2 Provide release time for AP teacher collaboration and PD (028) Supplemental 4,000 14.3 Provide SAT Prep. courses (028) Supplemental 6,000 14.4 Provide supplemental materials and supplies to students (028) Supplemental 4,000</p>	<p>14.1 Provided funding for AP tutoring after school (028) 14.2 Provided release time for AP teacher collaboration and PD (028) 14.3 Provided AP Instructional materials for students instead of SAT prep (028) 14.4 Provide Financial Aid Incentive Scholarships to SED students (028)</p>	<p>14.1 (028) Supplemental 3,000 14.2 (028) Supplemental 4,000 14.3 (028) More students enrolled in AP classes due to the EOS outreach program. More materials needed to support the students. Supplemental 15,000</p>

			14.4 (028) Supplemental 1,000
Scope of Service: RHS		Scope of Service: Schoolwide: RHS	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
15. Provide Support for Advanced Placement and a Summer Seminar to increase UC a-g eligibility and college/career readiness	15.1 Provide AP tutors after school (028) Supplemental 5,000 15.2 Provide supplemental AP Materials and Supplies (028) Supplemental 2,500 15.3 Provide a summer seminar for students at Wm. Jessup College (028) Supplemental 7,500	15.1 Provided AP tutors after school (028) 15.2 Provided supplemental AP Materials and Supplies (028) 15.3 Paid for upcoming summer seminar for students at Wm. Jessup College (028)	15.1 (028) Supplemental 8,000 15.2 (028) Supplemental 1,000 15.3 (028) More students attended the summer seminar at Wm Jessup. Supplemental 15,000
Scope of Service: WHS		Scope of Service: Schoolwide: WHS	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
16. Provide interventions to Reduce D/F rate	16.1 Hire an Academic Literacy teacher for 1 period of an Intervention course both terms to support struggling students (028) Supplemental 15,000	16.1 The Academic Literacy teacher period was paid for by site budget instead of LCAP funds.	16.1 (028) Costs paid for by site budget. Not LCAP supplemental.
Scope of Service: AnHS		Scope of Service: Schoolwide: AnHS	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Equal Opportunity Schools increased budget due to bringing in consultants and also 1 school did not make "equity" so district was charged additional cost. 2. Continue to fund Credit Recovery and A-G recovery, plus fund the satellite site at Antelope HS. In addition, we added a line item for our Concurrent Senior Program at Roseville Adult School. after strong support from PAC forums. 3. We will continue Naviance training and expand to more students and parents since it was requested by parents and students. 4. Substantially increased spending for extended library hours and tutoring since feedback on surveys was very favorable with this intervention. 5. Strong feedback on college visits from community and PAC forums, so the funding was doubled for next year. 6. Continue to fund AVID program coordinator and increase funding due to raises for stipends based on strong support from sites and parents. 7. Strong support from PACs and surveys for Intervention/EI Specialists at all sites. Added an additional IC/EL at Antelope due to large number of target students. 8. Continue to fund additional counselors after receiving strong feedback on counseling services. 9. Will continue to support efforts and funding of AP Coordinators who oversee recruiting and supporting the additional AP students who were identified by EOS.		

	<ul style="list-style-type: none">10. With the growth of the Credit Recovery and A-G recovery, funding will continue for the additional .5FTE Admin. Assistant who oversees the assessment and reporting of these programs.11. Strong support on surveys and PAC forums of all sophomores taking the PSAT during school hours at no cost. The cost was higher than originally estimated.12. Based on increased number of target students, primarily EL and SED, Antelope HS funding was increased from \$50,000 to 75,000 for next year. More money spent on AP materials and resources and less on AP exam support. Site will increase allocation to AP supports for 16-17.13. Release period for Advanced Placement Coordinator to support in recruitment and retention of "underrepresented students" in AP/IB courses.14. AP tutors cost less than expected. Provided AP Instructional materials for students and Financial Aid Incentive Scholarships to SED students.15. Spent more on AP Tutors and less on supplies and materials.16. The Academic Literacy teacher period was paid for by site budget when 2 sections of French were collapsed.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 5 from prior year LCAP:	Increase # of students completing CTE programs and earning diplomas Provide more training, internships and opportunities in job and life skills for students in high quality career pathways by taking Programs of Study to insure students are career and college-ready . Provide Naviance program for students to identify career options, to build resumes, to prepare for college applications.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>CTE</u> and Personal Finance																																
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education																																	
Expected Annual Measurable Outcomes:	Insure # of students passing the Introduction to Personal Finance graduation requirement is 100% Increase # of students accessing Naviance by 5%	Actual Annual Measurable Outcomes: Percent of 4-year Cohort completing at least 1 CTE Pathway 2013-2014 = 32% (All) 20% (EL) 28% (SED) 14% (SWD) 2014-2015 = 30% (All) 15% (EL) 29% (SED) 13% (SWD) 2015-2016 = unavailable 2015-16 = 100 % of students passed the Introduction to Personal Finance graduation requirement Increase # of students accessing Naviance by 5% 2015-16 baseline = <table border="1" data-bbox="1818 782 2573 1018"> <thead> <tr> <th>School</th> <th>Students</th> <th>Total Visits</th> <th>Avg. Visits per Student</th> </tr> </thead> <tbody> <tr> <td>Adelante High</td> <td>162</td> <td>660</td> <td>4.1</td> </tr> <tr> <td>Antelope HS</td> <td>1793</td> <td>6284</td> <td>3.5</td> </tr> <tr> <td>Granite Bay High</td> <td>2023</td> <td>38784</td> <td>19.2</td> </tr> <tr> <td>Independence High</td> <td>271</td> <td>1589</td> <td>5.9</td> </tr> <tr> <td>Oakmont High</td> <td>1821</td> <td>29106</td> <td>16</td> </tr> <tr> <td>Roseville High</td> <td>1914</td> <td>8878</td> <td>4.6</td> </tr> <tr> <td>Woodcreek High</td> <td>2173</td> <td>13621</td> <td>6.3</td> </tr> </tbody> </table>	School	Students	Total Visits	Avg. Visits per Student	Adelante High	162	660	4.1	Antelope HS	1793	6284	3.5	Granite Bay High	2023	38784	19.2	Independence High	271	1589	5.9	Oakmont High	1821	29106	16	Roseville High	1914	8878	4.6	Woodcreek High	2173	13621	6.3
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LCAP Year: 2015-16																																		
Planned Actions/Services		Actual Actions/Services																																
1. Teachers and Counselors will work with students to increase the number of students completing the capstone course in a Program of Study. Better inform struggling students, parents, and community about this option.	<table border="1"> <tr> <td data-bbox="814 1124 1526 1292"> 1.1 Increase staff development and awareness of options for struggling students to better prepare for job observations, internships, externships, and job placement Base 140,000 </td> <td data-bbox="1526 1124 2265 1292"> 1.1 Increased staff development and awareness of options for struggling students to better prepare for job observations, internships, externships, and job placement </td> <td data-bbox="2265 1124 3008 1292"> 1.1 Base 140,000 </td> </tr> <tr> <td data-bbox="814 1292 1526 1427"> 1.2 Identify internships, certifications, and placement in capstone experiences in local business agencies (CRANE) with target student "hotlists" as a priority. California Career Pathways Trust 125,000 </td> <td data-bbox="1526 1292 2265 1427"> 1.2 Identified internships, certifications, and placement in capstone experiences in local business agencies (CRANE) with target student "hotlists" as a priority. </td> <td data-bbox="2265 1292 3008 1427"> 1.2 California Career Pathways Trust 125,000 </td> </tr> </table>	1.1 Increase staff development and awareness of options for struggling students to better prepare for job observations, internships, externships, and job placement Base 140,000	1.1 Increased staff development and awareness of options for struggling students to better prepare for job observations, internships, externships, and job placement	1.1 Base 140,000	1.2 Identify internships, certifications, and placement in capstone experiences in local business agencies (CRANE) with target student "hotlists" as a priority. California Career Pathways Trust 125,000	1.2 Identified internships, certifications, and placement in capstone experiences in local business agencies (CRANE) with target student "hotlists" as a priority.	1.2 California Career Pathways Trust 125,000																											
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2. Increase the number of target students in concentrating courses in a Program of Study and target for internships, campus and career visits, scholarships and certifications.	2.1 Provide campus and career visits, scholarships and certifications. Organize and provide transportation and supervision for students to participate in career/vocational	2.1 Provided campus and career visits, scholarships and certifications. (015) See Goal 4, 5.1	2.1 (015) See Goal 4, 5.1																															

Recognize Program of Study completers.	field trips (015) See Goal 4, 5.1																																		
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3. Provide tutors, independent study, online, and other support with Naviance outside school hours to help with career options	<p>3.1 Provide tutors for students, in particular EL students, to navigate the Naviance Program -- "Do what You Are", "About me", and "Prep Me" and College and Career searches. See Goal 2, 4.1</p> <p>3.2 Introduce and train parents to the Naviance program (002) See Goal 4, 3.1</p>	<p>3.1 Did not provide tutors for students, in particular EL students, to navigate the Naviance Program</p> <p>3.2 Provided multiple training opportunities to parents on the Naviance program (002) See Goal 4, 3.1</p>	<p>3.1 0</p> <p>3.2 (002) See Goal 4, 3.1 0</p>																																
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4. Launch a Personal Finance course for junior and senior students in 2015-166.	4.1 Update and add support structures (academic vocabulary, etc.) to Introduction to Personal Finance Course Base 10,000	4.1 Personal Finance course launched and required for all seniors.	4.1 Base 10,000																																
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_ Foster Youth																																			
_ Redesignated fluent English proficient																																			
_ Other Subgroups: (Specify)																																			
5. Support struggling students to be able to pass a senior graduation requirement Personal Finance course in 2015-16	<p>5.1 Provide tutors to support struggling students so they can pass the Introduction to Personal Finance Course graduation requirement. See Goal 2, 4.1</p> <p>5.2 Counselors will create specific hotlists to monitor subgroups and to provide specific interventions (Cost included in Base program)</p>	<p>5.1 Provided tutors to support struggling students so they can pass the Introduction to Personal Finance Course graduation requirement. See Goal 2, 4.1</p> <p>5.2 Counselors created specific hotlists to monitor subgroups and to provide specific interventions</p> <p>5.3 Additional interventions were put in place at Ind. HS, Adelante and comp sites. Tutors provided and a separate Personal Finance Course during the school day at Adelante.</p>	<p>5.1 See Goal 2, 4.1 Supplemental 0</p> <p>5.2 Base 0</p> <p>5.3 Supplemental 0</p>																																

Scope of Service		Scope of Service	
All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education		All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Community and business strongly voiced need for students to be not only college ready but Career-REady. Continue to encourage target students to complete Programs of Study in CTE. 2. Increased college visits this year, and doubled funding for next year based on input from students, parents and staff. 3. Did not have tutors working to train students in Naviance. Multiple training opportunities were provided to parents, especially our EL parents on Naviance, along with other technology training that they requested. Plans for next year for all sites to train parents. 4. Personal finance course was launched. Continued support for modifying and editing the course and providing needed support to struggling students for 16-17. 5. Personal Finance course launched and interventions put in place at all sites. "Hotlists" were created and students closely monitored. Tutors provided and at one site a class for seniors provided with a teacher to support them daily.		

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

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

Original GOAL 6 from prior year LCAP:	Improve instructional practice through professional development and professional learning communities. Ensure implementation of Common Core, Next Generation Science Standards, and English Language Development Standards for all students. Provide teacher training in the effective use of technology in the classroom by students, implementation of Common Core strategies, strategies to teach Integrated Math and the Next Generation Science Standards, and revise curriculum to be more relevant to "real world" situations.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify															
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: All, English Learners, Special Education																
Expected Annual Measurable Outcomes:	~Establish baseline data from survey of teachers and staff on satisfaction and relevance of professional development training ~***Establish baseline data from walk-throughs by peers and administrators on use of instructional strategies and integration of technology in the classroom. ~Core Content areas (English, Soc. Studies, Science, math) determined Essential Learning Outcomes and developed District Common Assessments--need to analyze data over time ~Baseline data from SBAC tests ~Increase # of professional development training opportunities for Common Core SS, NGSS and ELD standards	Actual Annual Measurable Outcomes: Established baseline data from survey of teachers and staff on satisfaction and relevance of Professional Development training Days survey of staff in Core content areas (district-wide rated) % Rating of Very Good/Excellent 2015-16 <table border="1" data-bbox="1827 633 2418 782"> <thead> <tr> <th>PD #1</th> <th>PD #2</th> <th>PD #3</th> </tr> </thead> <tbody> <tr> <td>English 90.8</td> <td>88.4</td> <td>86.3</td> </tr> <tr> <td>Math 91</td> <td>74.3</td> <td>97.6</td> </tr> <tr> <td>Science 80.8</td> <td>97.8</td> <td>84.6</td> </tr> <tr> <td>Soc. Sc. 75</td> <td>60</td> <td>67.4</td> </tr> </tbody> </table> ~Observation tool has not been established for walk-throughs by peers and administrators on use of instructional strategies and integration of technology in the classroom. ~Core Content areas (English, Soc. Studies, Science, math) determined Essential Learning Outcomes and developed District Common Assessments CAASPP ELA and math baselines % of students who Standards Exceeded or Met 2013-14 no baseline 2014-15 English = 77% Math = 48% 2015-16 English = 75% Math = 49% ~Increase # of professional development training opportunities for Common Core SS, NGSS and ELD standards The District has met the Professional development goals based on District Objectives: Acad. vocabulary/Discourse., PLT's, NGSS, Math Practices, ELD, Transformational Coaching, Literacy, CCSS, and many others.	PD #1	PD #2	PD #3	English 90.8	88.4	86.3	Math 91	74.3	97.6	Science 80.8	97.8	84.6	Soc. Sc. 75	60	67.4
PD #1	PD #2	PD #3															
English 90.8	88.4	86.3															
Math 91	74.3	97.6															
Science 80.8	97.8	84.6															
Soc. Sc. 75	60	67.4															
LCAP Year: 2015-16																	
Planned Actions/Services		Actual Actions/Services															
1. Continue offering three Distict-wide professional development days--CCSS and technology implementation training	Budgeted Expenditures 1.1 Teachers will meet as districtwide subject area groups to receive training and collaborate on specific subject and grade level needs, in addition to receiving technology training during three Professional Development Days Base 700,934	1.1 Offered three full day Professional Development Days for all staff	Estimated Actual Annual Expenditures 1.1 Base 700,934														
Scope of Service: All <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		Scope of Service: All <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners															

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Continue to Fund District wide math coach</p>	<p>2.1 Math coach will continue to work with our math teachers to help implement common core state standards and provide training on best practices/instructional strategies as it relates to all 3 levels of Integrated Math. The goal is to close the achievement gap for struggling students. (003) Supplemental 114,469</p> <p>2.2 Math coach will continue to work specifically with ACCESS math course teachers to help the most at-risk math group of students (003) See Goal 6, 2.1</p>	<p>2.1 Continued to Fund District-wide math coach for all 3 levels of Integrated Math</p> <p>2.2 Math coach continued to work specifically with ACCESS math course teachers to help the most at-risk math group of students (003) See Goal 6, 2.1</p>	<p>2.1 Supplemental 114,469 2.2 (003) See Goal 6, 2.1</p>
<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	
<p>3. Continue to provide release periods for Integrated 2 and 3 math curriculum and assessment development</p>	<p>3.1 Two math teachers at each site will have a release period to help design, develop, implement and assess the Integrated Math 2 and 3 and align with CCSS and to close the achievement gap for struggling students. (023) Supplemental 132,250</p>	<p>3.1 Two math teachers at each site had a release period to help design, develop, implement and assess the Integrated Math 2 and 3 and to design interventions to support struggling students (023)</p>	<p>3.1 (023) Supplemental 132,250</p>
<p>Scope of Service: LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) special education</p>	
<p>4. Provide stipends for Applied Core lead teachers</p>	<p>4.1 Applied Core lead teachers will design curriculum and assessments that integrate literacy and align with CCSS within the Applied Core content areas. They will also analyze District Common Assessments to determine how to improve instruction and what interventions need to be in place to support struggling students. Base 20,000</p>	<p>4.1 Applied Core lead teachers designed curriculum and assessments that integrate literacy and align with CCSS within the Applied Core content areas. Provided stipends for Applied Core lead teachers (14 teachers)</p>	<p>4.1 Reduced expenditure as a couple of teacher leads decided not to participate. Base 14,000</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>5. Provide professional development on CCSS, literacy, intervention strategies, academic vocabulary, and cultural awareness</p>	<p>5.1 Provide PD on implementation of CCSS in all content areas Base 100,000</p> <p>5.2 Teachers and administrators will receive professional development on literacy, intervention strategies, academic vocabulary, and cultural awareness. (005) Supplemental 20,000</p>	<p>5.1 Provided PD on implementation of CCSS in all content areas</p> <p>5.2 Teachers and administrators received professional development on literacy, intervention strategies, academic vocabulary, and cultural awareness. (005)</p>	<p>5.1 Base 100,000</p> <p>5.2 (005) Supplemental 20,000</p>
<p>Scope of Service: All</p> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males</p>		<p>Scope of Service: LEA Wide</p> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American</p>	
<p>6. Provide stipends for English Language Arts Common Core Advisory Lead Teachers</p>	<p>6.1 Common Core Advisory Lead Teachers for English Language Arts will design, develop, implement and assess ELA course for grades 9-12 and provide professional development district-wide and at sites. Base 105,000</p>	<p>6.1 Provided stipends for Common Core Advisory Teachers (CCAT) for English Language Arts who designed, developed, implemented and assessed ELA course for grades 9-12 and provided professional development district-wide and at sites. Additional costs reported in Goal 6, 7.1</p>	<p>6.1 Base 30,000</p>
<p>Scope of Service: All</p> <p>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> All</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Provide stipends for Social Science, Science, and Math Common Core Lead Teachers</p>	<p>7.1 Lead Teachers for Social Science, Math, and Science will design, develop, implement and assess social science and science course sequences. They will also lead professional development at sites and within the district. See Goal 6, 6.1</p>	<p>7.1 Provided stipends for Lead Teachers (CCAT) for Social Science, Math, and Science See Goal 6, 6.1</p>	<p>7..1 See Goal 6, 6.1</p>
<p>Scope of Service: All</p> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> All</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> All</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>8. Provide training for Functional Skills Program curriculum</p>	<p>8.1 Trainers will train other teachers of Functional Skills Program on how to align curriculum to CCSS Base 3000</p>	<p>8.1 Provided training for Functional Skills Program to align curriculum to CCSS</p>	<p>8.1 Base 3,000</p>
<p>Scope of Service: All</p>		<p>Scope of Service: All</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>	
<p>9. Provide professional development for Special Education Teachers and paraeducators that aligns with implementation of CCSS</p>	<p>9.1 Special Education teachers will receive professional development in ACCESS math and EDGE training (ELA) to help support Special Education students in Academic Lab classes Base 20,000</p> <p>9.2 Special Education teachers will receive coaching from ACCESS math and EDGE to implement CCSS in math and ELA Base 10,000</p> <p>9.3 Paraeducators in special education departments will receive professional development on strategies to work effectively with special education students Base 5,000</p> <p>9.4 Special education ELA group will meet twice to continue district-wide collaboration on EDGE training Base 3,000</p>	<p>9.1 Special Education teachers received professional development in ACCESS math and EDGE training (ELA) to help support Special Education students in Academic Lab classes</p> <p>9.2 Special Education teachers received coaching from ACCESS math and EDGE to implement CCSS in math and ELA</p> <p>9.3 Paraeducators in special education departments received professional development on strategies to work effectively with special education students</p> <p>9.4 Special education ELA group met twice to continue district-wide collaboration on EDGE training</p>	<p>9.1 Base 20,000</p> <p>9.2 10,000</p> <p>9.3 5,000</p> <p>9.4 3,000</p>
<p>Scope of Service: All</p>		<p>Scope of Service: All</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education</p>	
<p>10. Provide Professional Development and coaching for new teachers (BTSA New Teacher Induction)</p>	<p>10.1 Provide BTSA training that focuses on the CA standards for the teaching profession Base 48,000</p>	<p>10.1 Provided BTSA training (New Teacher Induction) that focused on the CA standards for the teaching profession and specifically on special needs, EL students, and students of poverty.</p>	<p>10.1 Base 48,000</p>
<p>Scope of Service: All</p>		<p>Scope of Service: All</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>special Education</p>	
<p>11. Provide training for English teachers on literacy skills and assessments that support the CCSS</p>	<p>11.1 Provide trainings for teachers and trainers on Expository Reading and Writing Course (ERWC) Base 16,000</p> <p>11.2 Combine the District Writing Assessment with the District English Common Assessment to align with CCSS Base 30,000</p>	<p>11.1 Provided funding for PD on Expository Reading and Writing Course (ERWC)</p> <p>11.2 Combined the District Writing Assessment with the District English Common Assessment to align with CCSS. Funded 5 additional stipends for DWA/DCA integration</p>	<p>11.1 Supplemental 16,000</p> <p>11.2 Supplemental 30,000</p>

<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>12. Provide professional development and support for ELD teachers to increase English fluency with EL students</p>	<p>12.1 EL teachers will receive professional development to align new Mathematics standards (IM 1,2,3) with new ELD standards to increase students' English fluency during collaborative conversations (020) Supplemental 157,000 12.2 Continue monthly training to develop benchmark assessments, data analysis, development of instructional strategies and implementation of technology (016) Supplemental 10,000 12.3 EL site discretionary funds to provide supplemental material and supplies to increase EL students English Fluency (020) Supplemental 120,000</p>	<p>12.1 Provided monthly professional development and support for ELD teachers to increase English fluency with EL students 12.2 Continued monthly training to develop benchmark assessments, data analysis, development of instructional strategies and implementation of technology (016) 12.3 EL site discretionary funds provided supplemental material and supplies to increase EL students English Fluency (020)</p>	<p>12.1 Supplemental 157,000 12.2 Supplemental 10,000 12.3 Supplemental 120,000</p>
<p>Scope of Service: All</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>13. Provide Professional Development for Professional Learning Communities</p>	<p>13.1 Provide training for a team of 4 teachers and 2 admin. for a PLC 3-day summit (028) Supplemental 6,000</p>	<p>13.1 Training NOT provided due to conflict with training dates so following actions were taken: 13.2 Mike Mattos, Response to Intervention Training 13.3 Meet the Experts Training 13.4 Postage for sending communications home to families without computers of internet 13.5 PLT Soc. Science Curriculum writing 13.6 Teacher intervention</p>	<p>13.1 Supplemental 0 13.2 Supplemental 650.00 13.3 Supplemental 361.00 13.4 Supplemental 500.00 13.5 Supplemental 1,300 13.6 Supplemental 3,585</p>
<p>Scope of Service: AdHS</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide: AdHS</p> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>14. Provide professional development for staff on using Professional Learning Communities to implement CCSS and interventions to support at-risk students</p>	<p>14.1 Provide training for highly effective Professional Learning Teams, release time to align assessments, and supplemental materials (028) Supplemental 10,000</p>	<p>14.1 Provided training for highly effective Professional Learning Teams, release time to align assessments, and supplemental materials (028)</p>	<p>14.1 Supplemental 8,844 14.2 (028) 0</p>

	14.2 Provide training on Response to Intervention and resources and release days for 9th grade core teachers to plan and develop interventions (028) Supplemental 10,000	14.2 Did NOT provide training on Response to Intervention and resources and release days for 9th grade core teachers to plan and develop interventions (028)	
Scope of Service: GBHS		Scope of Service: Schoolwide: GBHS	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
15. Part-time Instructional Technology coach	15.1 Provide a part-time Instructional Technology Coach (028) Supplemental 6,000	15.1 Provided a part-time Instructional Technology Coach (028)	15.1 (028) Supplemental 6,000
Scope of Service: Ind. HS		Scope of Service: Schoolwide: Ind. HS	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
16. Provide Professional Development on Professional Learning Communities, Advanced Placement and Project Lead the Way.	16.1 Provide summer professional development training for AP and PLTW teachers (028) Supplemental 11,000 16.2 Provide release time for subject area Professional Learning Teams (028) Supplemental 12,000 16.3 Provide materials and supplies for PLT training (028) Supplemental 4,000	16.1 Provided summer professional development training for AP teachers but not PLTW (028) 16.2 Did not fund additional release time for subject area Professional Learning Teams (028) 16.3 Did not provide materials and supplies for PLT training (028) 16.4 Provided Advanced Placement Training for teachers over the summer 16.5 Provided math professional dev.	16.1 (028) Supplemental 14,254 16.2 (028) 0 16.3 (028) 0 16.4 Supplemental 14,250 16.5 Supplemental 5,540
Scope of Service: RHS		Scope of Service: Schoolwide: RHS	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
17. Provide Professional Development with an Instructional Coaching Model designed to provide data for PLTs.	17.1 Provide teachers additional hourly pay for instructional coaching (028) Supplemental 5,000 17.2 Purchase equipment for instructional coaching and	17.1 Provided teachers additional hourly pay for instructional coaching (028)	17.1 (028) Supplemental 10,000 17.2 (028) Supplemental 2,500

	data collection (028) Supplemental 5,000	17.2 Purchased equipment for instructional coaching and data collection (028)																																	
<table border="1"> <tr> <td data-bbox="80 211 310 292">Scope of Service</td> <td data-bbox="310 211 811 292">WHS</td> </tr> <tr> <td colspan="2" data-bbox="80 292 811 352">_ All</td> </tr> <tr> <td colspan="2" data-bbox="80 352 811 383">OR:</td> </tr> <tr> <td colspan="2" data-bbox="80 383 811 413"><input checked="" type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="80 413 811 443"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" data-bbox="80 443 811 473"><input checked="" type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="80 473 811 504">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="80 504 811 560">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	WHS	_ All		OR:		<input checked="" type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1522 211 1752 292">Scope of Service</td> <td data-bbox="1752 211 2265 292">Schoolwide: WHS</td> </tr> <tr> <td colspan="2" data-bbox="1522 292 2265 352">_ All</td> </tr> <tr> <td colspan="2" data-bbox="1522 352 2265 383">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1522 383 2265 413"><input checked="" type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="1522 413 2265 443"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2" data-bbox="1522 443 2265 473"><input checked="" type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="1522 473 2265 504">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="1522 504 2265 560">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	Schoolwide: WHS	_ All		OR:		<input checked="" type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> English Learners		<input checked="" type="checkbox"/> Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)		
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> 1. Will continue offering 3 Full release professional development days for teachers to incorporate CCSS into their curriculums, including Applied Core (PE, Health, CTE, VA, PA, World Languages) and Special Education. Strong feedback in favor of training offered on these days. 2. Continuation of funding for math coach. Wish we could clone her. 3. The math teachers recommended that the release periods be eliminated for next year since the curriculum and assessments have been developed. 4. Strong support by our Applied Core teachers to maintain the lead teachers to lead curriculum development, instructional strategies, academic vocabulary and discourse training and technology training to accelerate learning in ALL subject areas. 5. Based on surveys and public forums, professional development on CCSS, literacy, interventions, academic vocabulary/discourse and cultural awareness will continue for next year. 6. Stipends will be reduced to one per site since the English District Common Assessment was developed by the two teams and administered twice this year. 7. Stipends for lead teachers in Social Science, Math and Science will be funded next year based on favorable feedback from sites, surveys and forums. 8. Training will continue for Functional Skills teachers to implement CCSS. Very favorable response from surveys of these teachers. 9. Strong support of Sped. Ed. training so district will continue to train Special Education teachers in Access math and EDGE (ELA) training. 10. BTSA (NTI) coaches received strong support so funding will continue to provide 2 full release TOSAs to provide training for new teachers. 11. ERWC funding will continue for next year. In addition, special education teachers are interested in this training for next year. Reduction in stipends down to 6 for next year's English CCAT team to be equitable with other Core content areas. 12. ELD teachers voiced strong support for monthly training which has resulted in increased reclassification of EL students. Monthly trainings will continue next year. 13. This professional development was not provided due to a date conflict. Teachers will be sent to this training next year with LCAP funds. The following actions were taken: Mike Mattos, Response to Intervention Training, Meet the Experts Training, Postage for sending communications home to families without computers or internet, PLT Soc. Science Curriculum writing, and Teacher intervention 14. Did not send teachers to PLT training but will do so next year with LCAP funding. Did NOT provide training on Response to Intervention and resources and release days for 9th grade core teachers to plan and develop interventions but will consider for next year. 15. The part-time Instructional tech coach was received positively so funding will continue for next year. 16. Professional Development for AP teachers, but not Project Lead the Way which was funded through grants. Cost was higher than initially anticipated due to more teachers being sent. Did not fund release time or materials for PLT training. 17. Cost for instructional coaching doubled due to increased number of teachers involved. This will be considered for district-wide implementation and funding through the EEP grant for next year. 																																		

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

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Original GOAL 7 from prior year LCAP:	Increase numbers of students attaining the Seal of Biliteracy	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Antelope, Granite Bay, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	# of students attaining the Seal of Biliteracy will increase by 3%	Actual Annual Measurable Outcomes:	Students attaining Seal of Biliteracy 2013-14 = 230 2014-15 = 232 2015-16 = 366
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Counselors will promote and encourage students to become bi-literate and attain the Seal of Biliteracy	1.1 Counselors will continue to promote and encourage students to become bi-literate and attain the Seal of Biliteracy (Cost included in base program)	1.1 Counselors promoted the Seal of Biliteracy	1.1 Base
Scope of Service: All		Scope of Service: ALL	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. The Seal of Biliteracy will continue to be promoted to bilingual students. This goal will be added to Goal 4 and removed as Goal 7.		

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

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

Original GOAL 8 from prior year LCAP:	Williams Act Requirements Provide basic services to all students. Insure that all teachers are Highly Qualified and CLAD certified. Provide facilities in good repair. Provide all students with standards aligned textbooks	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Ensure 0% misassignment rate (Highly Qualified Teachers) and 100% CLAD certified Maintain 100% facilities with good/exemplary rating Ensure Williams certification shows 100% of students have access to standards aligned materials	Actual Annual Measurable Outcomes: Misassignment rate and 100 % CLAD certified 2013-14 = 100% certified 2014-15 = 100% certified 105-16 = 100% certified Maintained 100% facilities with Good/Exemplary rating 2013-14 = 100% 2014-15 = 100% 2015-16 = 100% Williams Certification shows 100 % of students have access to standards-aligned materials 2013-14 = 100% 2014-15 = 100% 2015-16 = 100%	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Estimated Actual Annual Expenditures	
1. Annually review all master schedule assignments to insure correct assignments and CLAD certified	1.1 Teachers and administrators will be annually reviewed to ensure they are Highly Qualified and that they are CLAD certified. Base 43,500,000	1.1 Certified all teachers and administrators	1.1 Base 43,500,000
Scope of Service: All <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Provide adequate custodial and maintenance workers to ensure that facilities at sites are in good repair	2.1 All sites will employ custodians and maintenance workers to ensure that schools are clean and in good repair Base 2,851,000	2.1 Maintained sufficient custodians and maintenance workers to receive good/exemplary rating on all facilities	2.1 Base 2,851,000
Scope of Service: All <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		Scope of Service: All <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
3. Provide all students with standards aligned textbooks	3.1 Provide all students with standards aligned textbooks Base 800,000	3.1 Provided all students with standards-aligned textbooks	3.1 Based on teacher needs, actual textbooks were less than originally estimated. Base 650,000				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td style="width: 85%;">All</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td style="width: 85%;">All</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All	
Scope of Service	All						
Scope of Service	All						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ol style="list-style-type: none"> 1. Personnel will continue to review teachers and administrators credentials. Staff received a 4.9% raise in salary and benefits. 2. Custodians and Maintenance workers will be maintained in order to maintain 100% of facilities receiving Good/Exemplary rating. Surveys from parents and students rated condition of facilities high. 3. All students will be provided with standards aligned textbooks. Based on teacher needs, actual textbooks were less than originally estimated. Large adoptions for English and Science will be addressed next year to align with the new ELA/ELD standards and NGSS. 						

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Original GOAL 9 from prior year LCAP:	Improve student engagement and school climate/connectedness, with a focus on "Whole Child--Whole Family" Ensure students feel safe and engaged with school environment by providing site and social services.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: All, Hispanic and African American Males, SED students, foster youth, EL and special education students			
Expected Annual Measurable Outcomes:	Decrease expulsions by 1% Decrease suspensions by 2% % students chronically absent will decrease by 1% Dropouts will decrease by 1% Increase recognition of students positively changing behavior and attendance thru PBIS rewards distributed	<table border="0"> <tr> <td data-bbox="1609 516 1821 606">Actual Annual Measurable Outcomes:</td> <td data-bbox="1821 516 3002 1725"> <p>Expulsions</p> <p>2013-14 ELs Low SES (there were only 7 total in this year per CP)</p> <p>2014-15 0 ELs 0 Low SES (there was only 1 expulsion in this year per CP)</p> <p>2015-16 ** ELs ** Low SES (Not available yet)</p> <p>Chronic Absences</p> <p>2013-14</p> <p>Adelante HS = 78.24%</p> <p>Antelope HS = 27.54%</p> <p>Granite Bay HS =</p> <p>Independence HS =</p> <p>Oakmont HS =</p> <p>Roseville HS =</p> <p>Woodcreek HS =</p> <p>2014-15</p> <p>Adelante HS =</p> <p>Antelope HS =</p> <p>Granite Bay HS =</p> <p>Independence HS =</p> <p>Oakmont HS =</p> <p>Roseville HS =</p> <p>Woodcreek HS =</p> <p>2015-16</p> <p>Adelante HS =</p> <p>Antelope HS =</p> <p>Granite Bay HS =</p> <p>Independence HS =</p> <p>Oakmont HS =</p> <p>Roseville HS =</p> <p>Woodcreek HS =</p> <p>Dropouts (4-year cohort by student groups)</p> <p>2012-13 ELs = 13% Low SES = 8%</p> <p>2013-14 ELs = 9% Low SES = 7%</p> <p>2014-15 ELs = *** Low SES = ***</p> <p>2015-16 ELs =*** Low SES = ***</p> <p>Increased the # of students recognized for behavior and attendance through PBIS by increasing the site budgets for rewarding students.</p> </td> </tr> </table>	Actual Annual Measurable Outcomes:	<p>Expulsions</p> <p>2013-14 ELs Low SES (there were only 7 total in this year per CP)</p> <p>2014-15 0 ELs 0 Low SES (there was only 1 expulsion in this year per CP)</p> <p>2015-16 ** ELs ** Low SES (Not available yet)</p> <p>Chronic Absences</p> <p>2013-14</p> <p>Adelante HS = 78.24%</p> <p>Antelope HS = 27.54%</p> <p>Granite Bay HS =</p> <p>Independence HS =</p> <p>Oakmont HS =</p> <p>Roseville HS =</p> <p>Woodcreek HS =</p> <p>2014-15</p> <p>Adelante HS =</p> <p>Antelope HS =</p> <p>Granite Bay HS =</p> <p>Independence HS =</p> <p>Oakmont HS =</p> <p>Roseville HS =</p> <p>Woodcreek HS =</p> <p>2015-16</p> <p>Adelante HS =</p> <p>Antelope HS =</p> <p>Granite Bay HS =</p> <p>Independence HS =</p> <p>Oakmont HS =</p> <p>Roseville HS =</p> <p>Woodcreek HS =</p> <p>Dropouts (4-year cohort by student groups)</p> <p>2012-13 ELs = 13% Low SES = 8%</p> <p>2013-14 ELs = 9% Low SES = 7%</p> <p>2014-15 ELs = *** Low SES = ***</p> <p>2015-16 ELs =*** Low SES = ***</p> <p>Increased the # of students recognized for behavior and attendance through PBIS by increasing the site budgets for rewarding students.</p>
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LCAP Year: 2015-16				
	Planned Actions/Services	Actual Actions/Services		
	Budgeted Expenditures	Estimated Actual Annual Expenditures		

<p>1. Continue Positive Behavior Interventions & Supports (PBIS) district wide to build student engagement and change school climate</p>	<p>1.1 Schools will implement PBIS intervention program to engage and reward students (009) Supplemental 35,000 1.2 Schools will continue to receive coaching and guidance to implement PBIS Tier 1, 2 and 3 (009) See Goal 9, 1.1 0 1.3 District will continue to implement districtwide MTSS and Rtl models to help implement PBIS at district schools (009) See Goal 9, 1.1 0</p>	<p>1.1 PBIS implemented at all sites and students rewarded. 1.2 Training provided to sites to implement PBIS Tier 1,2, and 3 1.3 Implemented MTSS and Rtl district-wide,</p>	<p>1.1 Supplemental 35,000 1.2 See Goal 9, 1.1 1.3 See Goal 9, 1.1</p>
<p>Scope of Service LEA Wide</p> <p>__ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males</p>		<p>Scope of Service LEA Wide</p> <p>__ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African-American males</p>	
<p>2. Expand Home Visit Program</p>	<p>2.1 Home Visit program will continue to be implemented at sites and districtwide (007) See Goal 1, 2.1 2.2 Continue home visits training to build capacity with staff (007) See Goal 1, 2.1 2.3 Expand the number of families to support with outreach services (007) See Goal 1, 2.1 2.4 Learning Support Specialist will continue to support home visit program (001) See 1, 2.4</p>	<p>2.1 Implemented home visits 2.2 Continued home visit training with staff 2.3 Increased the number of families served with outreach services 2.4 Learning Support Specialists made home visits to support students and their families.</p>	<p>2.1 see Goal 1, 2.1 2.2 See Goal 1, 2.1 2.3 See Goal 1, 2.1 2.4 See Goal 1, 2.1</p>
<p>Scope of Service LEA Wide</p> <p>__ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males</p>		<p>Scope of Service LEA Wide</p> <p>__ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic and African American males</p>	
<p>3. Continue and expand Social Work Intern Program</p>	<p>3.1 School Social Worker will continue to monitor and support interns at sites (011) See Goal 3, 3.5 Supplemental 0 3.2 Eight Social Work Interns will be placed at school sites to support students and families with resources and wraparound services (011) See Goal 3, 3.5 0 3.3 Social work interns will continue to make home visits to work with students and families (011) See Goal 3, 3.5 0</p>	<p>3.1 School Social Worker monitored and supported Social Work interns 3.2 Four (4) Social workers were placed at sites to support students and their families 3.3 SW interns made home visits</p>	<p>3.1 See Goal 3, 3.5 3.2 See Goal 3, 3.5 3.3 See Goal 3, 3.5</p>
<p>Scope of Service LEA Wide</p> <p>__ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service LEA Wide</p> <p>__ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	

<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) low-achieving males		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) low-achieving students	
4. Maintain Marriage Family Intern Program	4.1 Marriage Family Intern Program Counselor (.6 FTE) will continue to oversee MFT Interns (010) See Goal 3, 3.2 Supplemental 0 4.2 MFT Interns will be placed at school sites to continue engaging families in counseling & social services (010) See Goal 3, 3.3 0	4.1 Marriage Family Intern Counselor oversaw interns 4.2 MFT interns worked district-wide to support students and their families, often meeting them after school at their homes	4.1 See Goal 3, 3.2 4.2 See Goal 3, 3.3
Scope of Service: LEA Wide _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA wide _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Maintain Intervention Counselors and EL Specialists at school sites to support and guide at risk students and English Learners	5.1 Intervention Counselors and EL Specialist will help create and develop intervention programs to support students (017) See Goal 1, 7.1 Supplemental 0	5.1 Intervention Counselors/EL specialists supported students and ELD teachers at each site.	5.1 See Goal 1, 7.1
Scope of Service: LEA Wide _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Maintain Summer Bridge Program to initiate school involvement for at-risk incoming 9th graders	6.1 Intervention Counselors will continue to engage and support new incoming 9th graders and previous Summer Bridge students Title I 20,000	6.1 Intervention counselors oversaw Summer Bridge program for incoming 9th graders	6.1 Title I 20,000
Scope of Service: LEA Wide _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males		Scope of Service: LEA Wide _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. District will continue to support PBIS efforts at all school sites. Strong support for the program on surveys of staff and students. 2. Home visits will be continued for next year. Plans to expand the program with more training and more visits for next year. 3. School Social Worker will expand Social Work intern program to 10 interns from 6 this year for next year due to very favorable responses from site parent/community forums and surveys. 4. Marriage Family Therapist interns counseled over 150 students this year, almost double from last year. Funding will be provided for additional MFT interns for next year based on overwhelming support at PAC, site forums and surveys. 5. An additional Intervention /EL counselor will be added to Antelope HS due to increase in target students.		

	6. Intervention Counselors will continue to run the Summer Bridge program for incoming 9th graders due to strong support and evidence that this program supported these at-risk students..
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$4,676,541</u>
<p>The LCAP in the Roseville Joint Union High School District seeks to serve students in four main areas: English Learners, College and Career Readiness for all Students, Intervention for Struggling Students, and Districtwide Actions. Within each of the four main areas there are a couple of services for LEA Wide, however, there is stronger emphasis given to monitoring and utilization of the districtwide programs in the school by the unduplicated students. The district believes that each of the programs and service enhancements are the most effective ways to close the achievement gap and meet the district's goals. Based on our experience, research, and most importantly , extensive time spent with parents and various stakeholders throughout the community, we believe these services will have a significant impact. The district is committed to continually evaluating what is working and what may not be working and is ready to adjust the plan as needed. Based on the feedback received from our stakeholder surveys of the draft plan, their optimism and support is confirmation that these expenditures are the most effective use of these funds.</p> <p>The district has two items using supplemental funds in a districtwide manner to help all students meet college and career readiness. The two items are Naviance, a college and career readiness web based tool, and PSAT testing for all sophomores. The district believes that these services will help to meet the district's goal of encouraging and supporting unduplicated and all students in envisioning college as a possibility in their future. Both Naviance and PSAT testing encourage and support the district and state's goal of meeting a-g requirements, supporting students to be confident in taking an AP/IB course while in high school (EOS Program), and becoming well prepared for post secondary options.</p> <p>Some key findings in recent research shows the impact of students taking AP or IB courses: Students from all races and levels of income are 10-20 percent more likely to complete college if they have ever taken an AP course, regardless of whether or not they took or passed an exam. Additionally, students who have taken and passed an exam are 26-34 percent more likely to graduate than their non-AP taking counterparts.(Dougherty, C, Mellor, L, Jian, S. The relationship between Advanced Placement and college graduation. 2006. Austin, Texas, National Center for Educational Accountability. 2005 AP Study Series). Also, students who enroll into AP and IB classes are often more engaged in instruction, which has the potential to boost their attendance and seems to impact high school completion rates (http://eoschools.org/equityexcellence).</p> <p>Naviance and PSAT work together to create a proactive approach to attaining college as a goal. Studies reveal that student engagement hits its lowest point in high school, jeopardizing students’ long-term success (Alliance for Excellent Education). Districts and schools need concrete strategies to keep high school students involved in their own education. Naviance improves student outcomes by helping students connect their strengths and interests to long-term goals today. Naviance is the "online college and career coach" that has inventories and surveys the students can take to determine their strengths which in turn can guide them to a career or college options. Test prep for the ACT, SAT and PSAT are also part of the program. "A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly" (https://www.naviance.com). In addition, for students who are applying for college, Naviance provides organizational tools for applications, letters of recommendations, college essays, scholarships and etc. For students whose parents did not attend college themselves, this is an incredible resource to utilize.</p>	

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

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

5.65	%	<p>The percentage by which services for the unduplicated pupils must be increased or improved as compared to all pupils for 2016-2017 is 5.65% For 2017-2018 and 2018-2019, the percentage is 5.43% and 5.47%. Based on the extra services and programs listed in 3B, the district has well exceeded these minimums and expects to continue to do so with the hope of making significant positive impact on the achievement gap.</p> <p>1 Learning Support Specialists \$464,856* To serve low income students, ELL, students with multiple D's and F's, foster youth and homeless youth.</p> <p>2 Naviance College Preparatory Program \$55,000* All schools will have access to a service that provides college and career planning for EL, low income students, foster youth, and homeless youth. A dynamic online program designed to support first time college goers with SAT/ACT prep, career planning, college applications and scholarship and much more. Other students will also have access to Naviance, however, based on parent and student feedback, the district is confident this tool is the best way to encourage and prepare low income, EL and foster youth for success in college and career.</p> <p>3 Districtwide Math Coach \$127,680* Coach will provide early identification of students not meeting standards in math; supports and trains teachers in meeting diverse needs of our target students. This service will benefit all students, but is specifically targeted to close the achievement gap. Research clearly shows that teachers who identify learning gaps early and intervene with specific, targeted strategies, are able to close the achievement gap for at risk students.</p>
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- 4 Advancement Via Individual Determination Program (AVID) \$34,914* AVID is a research-based, proven program that accelerates learning. Although AVID will primarily serve low income, EL and Foster students, other first time college goers will also be served.
- 5 Professional Development \$120,000* Training for teachers and staff on Cultural Competency, EL Language Development, Academic Vocabulary Acquisition, Math Practices, Common Core State Standards (reading, writing, research), Next Generation Science Standards, Interventions, Professional Learning Teams so that teachers can better support ALL students, but especially our target students. District determined, based on the research of Linda Darling Hammond, that the best way to serve our low income, EL and foster students is to improve teachers' ability to teach to high levels and differentiate instruction and intervention according to student need.
- 6 Technology \$0 This goal has been met.
- 7 Home Visit Program \$20,000 * To serve low income students, low-achieving students, foster and homeless youth and students who are struggling with grades, discipline, and attendance. Services provided for students and their families and outreach to engage parents.
- 8 Extended Library/Career Center Hours \$104,000* All sites provide after school tutoring in their libraries for low income students, students with multiple D's and F's, English learners, foster youth, and homeless youth. Transportation is also provided at sites that need it for students to catch a 2nd after-school bus at 4:30.
- 9 Positive Behavioral Intervention & Supports (PBIS) \$42,000* This program is designed to provide positive counseling and supports for low income students, students with multiple D's and F's, English learners, foster youth, and homeless youth, and students who jeopardize their academic achievement due to absences or discipline issues.
- 10 Marriage & Family Therapist Intern Supervisor and Support \$179,999* Counseling provided for students (low income students, students with multiple D's and F's, English learners, foster youth, and homeless youth) and their families after school or even in their homes.
- 11 PBIS Coordinator/Social Work Intern Supervisor and Support \$112,188* To provide training and support to social work interns who support low income students, ELD, low-achieving students, foster and homeless youth and students who are struggling with discipline and attendance.
- 12 Transportation (Extended Hours) \$50,000* This service is for students who need a ride home from tutoring sessions after school in the library. Designed to to serve low income students, students with multiple D's and F's, EL, foster, and homeless youth.
- 13 Advanced Placement Improvement Program (EOS Program) \$33,000* Equal Opportunity Schools work to provide equity in the enrollment and success rates of students in AP and IB classes. The program will survey students, analyze data and provide counseling and recruitment for students who do not traditionally enroll in AP/IB courses such as low income students, English learners, foster youth, and homeless youth.
- 14 Additional Interpreters/Translators \$20,000* The interpreters and translators will provide documents in EL families' home languages and provide interpretation services at meetings.
- 15 College Visits \$50,000* These field trips are geared to getting our low income students, English learners, foster youth, and homeless youth on college campuses so they feel encouraged to attend college.
- 16 Additional Materials/Supplies \$17,433* To provide Summer Bridge, Parent Outreach and Intervention Counselors with materials and supplies for students that are homeless or foster youth.
- 17 Intervention Counselors / English Learner Specialists \$915,816* IC/English Learner Specialists are responsible for providing support and services to our neediest and most at-risk students. They are given "hot lists" of students as soon as they begin to struggle (low income students, ELD, low-achieving students, foster and homeless youth and students who are struggling with discipline and attendance.)
- 18 California High School Exit Exam Support \$0 The CAHSEE has been suspended by the state of California.
- 19 Credit Recovery \$270,000* Both on-ground and on-line courses for students who have failed a course. This is immediate credit recovery is available to students on a year-round basis. Especially supportive of academically struggling students (multiple D's and F's). There is also A-G credit recovery for students to raise a grade in order to become A-G eligible for college and career.
- 20 English Learner Program \$277,000* Training, materials, and supplies for the ELD program.
- 21 Site Intervention Teacher Staffing \$502,583* Site specific intervention courses established. This paid for FTE's.
- 22 2.0 FTE Counselors (OHS, WHS) \$239,776* Counselors have added responsibility of monitoring "hot lists" which are lists of our target students and students with multiple D's and F's. In order to reduce the counselor-to-student ratio, two additional counselors were added to sites with higher ratios. The case loads are Title I (SED) students.
- 23 Integrated Math Support \$68,429* Two key Integrated math lead teachers will work together to develop curriculum and instructional intervention strategies to support all students, but especially our target students. The math teachers will create materials for IM 2 and 3 to support student learning in addition to the classroom.
- 24 Advanced Placement Coordinators \$177,400* These coordinators manage the recruitment, testing, and support of students in AP/IB courses. The target students are underrepresented students in AP/IB courses (minority, EL, SED students). With a large increase in enrollment by our target students, the focus this next year will be on supporting those students.
- 25 IHS 0.5 FTE Admin Asst. (Credit Recovery) \$30,926* This Admin.Assistant is responsible for managing the growing Credit Recovery program for the district and for monitoring students and referring to counseling if they struggle.
- 26 Site ELD Staffing \$351,000* An additional 3 ELD teachers hired and 3 additional sections added to ANHS and OHS to support the growing and diversified ELD population at sites.

27 PSAT for All 10th Graders \$40,000* As a way to promote "college for all" the district is providing the PSAT, during school hours, for all 10th graders at no charge. The data from the test will be used to encourage students to pursue UC A-G courses and AP/IB courses.

28 Site Specific Plans--Discretionary* All sites were given discretionary funds with the guidelines that the money had to support low income students, English learners, struggling students, special needs, and foster and homeless youth to help supplement their academic achievement

- Adelante \$8,000
- Antelope \$75,000
- Granite Bay \$50,000
- Independence \$8,000
- Oakmont \$60,000
- Roseville \$60,000
- Woodcreek \$50,000

29. Adult Ed Concurrent 12th grade program \$45,000 Allows 12th grade students to recover credits in core classes in order to graduate on time.

30. Data and Assessment Support \$20,000 A stipend created to help with data analysis and support.

Total: \$4,680,000

* These budget items were partially or fully included in 2015-16 and are also part of the 2016-17 plan.

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).