

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:** 2015-2016

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 nine 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 three 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
<p>Stakeholders have been engaged in many ways across RJUHSD to develop, review, and support the implementation of the LCAP in our community. 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.</p> <p>Oct. 13, 2014 Presented overview of actions/services that were implemented for 2014-15 school year to all district office employees at monthly meeting. Received suggestions and feedback from group.</p> <p>Dec. 12, 2014 Presented an overview of LCAP, in Spanish, to District 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.</p> <p>Jan. 8, 2015 Highlighted sections of the LCAP where we wanted principals to begin gathering data We also had them reflect on what was working and what was not and what actions/services could be modified.</p> <p>January 12 & 15, 2015 Parents were given hard copy LCAP surveys during Back-to-School Nights at all 5 comprehensive sites. Surveys were collected on site and returned to Categorical Dept. to be entered into Google forms.</p> <p>Jan. 15, 2015 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 our online LCAP survey, which they did</p> <p>Jan. 26 thru Feb. 17, 2015 AN LCAP overview was presented to all sites at their monthly faculty meetings. All staff were asked to complete an online survey on how we can improve in the 8 state priority areas.</p>	<p>District Office staff was informed about LCAP and able to provide a very different perspective than from the sites. They asked about programs that were put into place and many of the services for social-emotional support such as Learning Support Specialists and the Marriage and Family Therapist Intern program. While no suggestions were made, they felt more time was need to determine if actions or services could be deemed effective or not.</p> <p>Parents gained an understanding of what had been put in place to support their students and their families. We discovered that many families and students were 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. 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.</p> <p>Based on feedback from site principals and directors, we modified some services such as late afternoon bus routes at two sites where students were not making use of the service. Sites also shared ways in which they were tracking services such as Learning Support Specialists (# of students seen and student achievement) and use of extended hours in library (# of students staying late and # meeting with tutors).</p> <p>We received over 370 surveys from parents and students at this time. 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.</p> <p>Input was received as to how to best support students in special education and ELD classes.</p> <p>School staff were informed further of the LCAP 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 2015-16 LCAP.</p>

Feb. 4, 2015 online survey sent to 4 staffs, including all classified and confidential.

Feb. 19, 2015 online survey sent to final 3 additional staffs.

District-wide distribution of digital LCAP survey to anyone who had not submitted yet

Feb. 12, 2015 Voicemail, text and email invitation sent to all families for March 9th Parent Community Forum. Messages sent in English, Russian and Spanish. USPS mail also sent to all families. Forum info and digital surveys placed on district and site websites.

Feb. 22, 2015 Sites personally invited all EL, Foster, SED and Special Education families to the March 11 and April 9 parent/Community forums.

Jan. 26 thru March 4, 2015 Provided a PowerPoint presentation and opportunity for School Site Councils (SSC) and English Learner Advisory Committees (ELAC) to give input on current LCAP and to provide suggestions for changes/modifications for following year.

March 9, 2015 RJUHSD District Leadership presented to the Latino Leadership Council (LLC) to elicit community feedback on the LCAP.

March 9, 2015 Phone, text, and email reminder sent in English, Russian & Spanish, district-wide to remind families of LCAP forum.

March 11, 2014 Parent/Student/Community Forum held at Roseville High School Cafeteria, which was advertised across the district to families to attend and to give input in person. Parents were notified using School Messenger (auto dialer), information was posted on the district and school websites, and flyers were handed out at ELAC and DELAC meetings. We had over 70 participants from across the district representing a diverse group of families who were able to give further input on the 8 state priorities. This forum included parents who were English and non-English speaking. Interpreters and translations were available as well as transportation. Child care was also provided. Students and staff from Roseville Adult School were also in attendance.

March 17, 2015 Notification sent district-wide in English, Spanish and Russian regarding the LCAP Parent Advisory Committee (PAC) on April 9th. Personal calls to EL, Foster, SED, and Special Education were made. Information was posted on district and site websites. Personal emails to 40n parents who listed emails at March 11th meeting and to parents who attended the 2014 PAC meeting.

Feb. thru March, 2015 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.

We received over 900 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 2014-15 such as after school tutoring, additional bus routes 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 ranging from safety issues, facilities request, s to counseling services, which were all considered in the new plan development.

Widespread notification in 3 home languages provided large turnout of parents, students, and staff members.

We had representation of EL, foster, and special education parents at both forums.

Parents and students received updated information and clarification on the LCAP services and actions and were able to give their input. Sites forwarded their feedback, which informed the team as to what changes or additions to make for 2015-16.

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 Intern program and the Social Work Interns.

Large turn-out at Roseville High parent forum of over 70 participants.

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. 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 counseling support, providing the PSAT to all 10th graders at no charge, providing more computers, and providing sites with a discretionary budget for unique needs.

Many parents who attended the first forum returned to view the first draft of LCAP proposal.

Made minor adjustments to previous 6 LCAP themes, which continued to surface from the input. Added a 7th theme "Whole Child--Whole Family".

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

April 6, 2015 District-wide phone, text and email reminder sent out for April 9th meeting in English, Spanish, Russian and other home languages.

April 9, 2015 At Woodcreek High Library, the Parent Advisory Committee (PAC) represented by parents across the district was invited to give further input to the 7 themes. During this meeting parents were in small groups, and discussions were held with district staff and LCAP writing team. Parents included were English and non-English speaking, Interpreters and translations were available in Spanish. Parents who provided written comments received a written response from the superintendent.

April 24, 2015 Met with RSEA and CSEA reps to provide overview of LCAP proposal and budget.

May 6, 2015 Invitation to Public Hearing at Board meeting was sent out in English and Spanish email to PAC.

May 8, 2015 ConnectEd district-wide (phone call and email in Home Language) invitation.

May 11, 2015 The LCAP was presented in a PowerPoint presentation to the DELAC (District English Learner Advisory Committee) in both English and Spanish. Parents had an opportunity to provide input.

May 12, 2015 The public hearing was held at this Board meeting for the community at large to give input. Parents who provided written comments received a written response from the superintendent.

May 13, 2015 An email was delivered to all parents who have participated in the public forums. They were provided with a DRAFT of the LCAP along with an invitation to the upcoming Board meeting on June 9th. Email was in English and Spanish.

May 14, 2015 Meeting with our Business office, Exec. Dir. C & I, the AnHS principal and 2 teachers. The teachers had concerns about how the LCAP funds were distributed to sites. They wanted to know if the services and funds were distributed equally among the five comprehensive sites or by the percentage of target students.

June 9, 2015 The final draft of the LCAP went to the Board for approval any comments or questions received during the written comment period were responded to in writing by the superintendent. The Board approved the LCAP.

Annual Update:

Dec. 12, 2014 Presented an overview of LCAP, in Spanish, to District 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.

Jan. 8, 2015 Highlighted sections of the LCAP where we wanted principals to begin gathering data We also had them reflect on what was working and what was not and what actions/services could be modified.

Jan. 15, 2015 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 our LCAP survey.

Jan. 26 thru Feb. 17, 2015 AN LCAP overview was presented to all sites at their monthly faculty meetings. All staff were asked to complete an online survey on how we can improve in the 8 state priority areas.

Jan. 26 thru March 4, 2015 Provided a PowerPoint presentation and opportunity for School Site Councils (SSC) and English Learner Advisory Committees (ELAC) to give input on current LCAP and to provide suggestions for changes/modifications for

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.

We had representation from wide variety of families, including EL, foster, and special education.

The PAC , of over 40 parents and staff members, gave district staff feedback about the initial input from all stakeholder groups and gave more suggestions 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.

RSEA and CSEA asked clarifying questions about expenditures and the budget. They were supportive of all of the plan for next year. There was a recommendation to increase custodial services at all sites for 2015-16 and to consider having our campus monitors starting earlier and staying later to increase their day by 1 hour. Those suggestion were taken back to the LCAP committee. These recommendations will be considered for 2016-17.

Notification was made district-wide in Home languages.

Parents asked for support for families who had first time college applicants. This suggestion will be forwarded to sites for workshops for students and parents. There was also concerns about undocumented students who were part of the Dream Act. We probably need to provide all counselors with additional training so they can help students who are undocumented. A few parents felt that counselors should have smaller case loads and this has been a consideration in the new plan.

A public hearing was opened and the LCAP was presented to those in attendance. Two comments from the public were made. No notecards with questions were submitted.

Continued to keep interested parents informed of the LCAP development and budget. Translated so that more parents could understand the information.

Sites were given discretionary funds of \$50,000 in next year's plan and this money was divided equally among the 5 comp. sites. There was also site discretionary funds for EL students. These funds were allocated by the % of EL students at the site. There is a consideration for allocating all discretionary funds by the % of target students at sites for 2016-17.

***An LCAP presentation was made to the Board and the final draft was approved by the Board on June 9, 2015.

Annual Update:

We discovered that many families and students were 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.

Based on feedback from site principals and directors, we modified some services such as late bussing routes since students at two sites were not making use of the service. Sites also shared ways in which they were tracking services such as Learning Support Specialists (# of students seen and student achievement) and use of extended hours in library (# of students staying late and # meeting with tutors).

Input was received as to how to best support students in special education and ELD classes.

School staff were informed further of the LCAP 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 2015-16 LCAP.

Parents and students were able to get more clarification on the LCAP services and actions and to give their input. Sites forwarded the feedback from sites which informed us as to what changes or additions to make for 2015-16.

following year.

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Feb. thru March, 2015 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 9, 2015 At Woodcreek High Library, the Parent Advisory Committee (PAC) represented by parents across the district was invited to give further input to the 7 themes. During this meeting parents were in small groups, and discussions were held with district staff and LCAP writing team. Parents included were English and non-English speaking, Interpreters and translations were available in Spanish. Parents who provided written comments received a written response from the superintendent.

April 24, 2015 Met with RSEA and CSEA reps to provide overview of LCAP proposal and budget.

May 11, 2015 The LCAP was presented in a PowerPoint presentation to the DELAC (District English Learner Advisory Committee) in both English and Spanish. Parents had an opportunity to provide input.

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.

A 7th theme was added after this forum "Whole Child-Whole Family" and 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. 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 counseling support, providing the PSAT to all 10th graders at no charge, providing more computers, and providing sites with a discretionary budget for unique needs.

Made minor adjustments to previous 6 themes, which continued to surface from the input. Added a 7th theme "Whole Child--Whole Family".

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 about the initial input from all stakeholder groups and gave more suggestions 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.

RSEA and CSEA asked clarifying questions about expenditures and the budget. They were supportive of all of actions & services in the plan for next year. One representative asked about how money was allocated by site for the discretionary money. At this time it was split evenly by \$50,000 per comp. site and \$6,000 for alternative sites. EL discretionary money is allocated by the number of EL students on site. There was a recommendation to increase custodial services at all sites for 2015-16 and to consider having our campus monitors starting earlier and staying later to increase their day by 1 hour. Those suggestion were taken back to the LCAP committee. They will be considered for 2016-17.

Parents asked for support for families who had first time college applicants. This suggestion will be forwarded to sites for college application/scholarship workshops for students and parents. There was also concerns about undocumented students

who were part of the Dream Act. We need to provide all counselors with additional training so they can help students who are undocumented. A few parents felt that counselors should have smaller case loads and this has been a consideration in the new plan.

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. Need to improve school climate.
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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, Special Education, Redesignated fluent English proficient
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Establish initial parent & student survey baselines and improve each year
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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	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
2 Continue to improve communication by visiting the home, calling home in the home language and using technology	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Expand the Home Visit Program to include more visits (007) Supplemental 20,000 2.2 Hire additional staff to translate and interpret in additional languages (014) See Goal 1, 1.1 2.3 Continue to use Language Line to help support outreach to families Title III 3,000 2.4 Continue to fund 8 bilingual Learning Support Specialists to help support outreach to families (001) Supplemental 417,118
3 Provide cultural awareness training to teachers, admin, support staff and students	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males	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
4 Use Blackboard Connect to communicate with parents about their student and their coursework, which can communicate in home languages	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 Continue using the email, text and calling functions of Blackboard in Home language to communicate with parents Base 84,000
5 Use Aeries.Net to give parents access to student information about attendance, grades, transcripts, etc.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	5.1 Continue to promote Aeries.Net to parents as a way to access student information Base 22,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6 Use district phone application for iOS and Droid to give parents access to student information about attendance, grades, transcripts, etc.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1 Promote and educate all parents on the use of the district 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)
7 Provide foster youth and guardians information about post secondary options	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 Intervention counselor will facilitate quarterly meetings on topics specific to foster youth and college/career readiness (017) Supplemental 818,352
8. Add a fall LCAP Parent Advisory Committee meeting	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	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)
9 Hire a Communications Coordinator for District and sites	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Hire a Communications coordinator to provide students and families with timely information district-wide. Base 101,655
10. Provide training to improve school culture.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1 Fund Point Break training for students and participating staff. (028) Supplemental 3,000 10.2 Provide a PBIS staff speaker for cultural sensitivity (028) Supplemental 2,000 10.3 Provide a multicultural event to increase cultural awareness (028) Supplemental 2,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	ADA Rates for subgroups will increase by .5% Increase graduation rate for subgroups by 1% Set targets using 2015-16 baseline data
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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	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	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 sites (014) See Goal 1, 1.1

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Continue to improve communication and outreach by visiting the home, calling home in the home language and using technology	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Expand the Home Visit Program to include more staff and more visits (007) Supplemental 20,000 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 Title III 3,000 2.4 Continue funding 8 Learning Support Specialist (6 are bilingual) to provide outreach to parents (001) Supplemental 417,118
3. Provide cultural awareness training to teachers, admin, support staff and students	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males	3.1 Continue to work with consultants to provide Cultural Awareness training with teachers, admin, support staff and students for 2016-17 (005) Supplemental 50,000
4. Use Blackboard Connect to communicate in Home language with parents about their student and their coursework	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 Continue using the email, text and calling functions of Blackboard to communicate with parents in Home language Base 84,000
5. Use Aeries.Net to give parents access to student information about attendance, grades, transcripts, etc.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Continue to promote Aeries.Net to parents as a way to access student information Base 22,000
6. Use district phone application for iOS and Droid to give parents access to student information about attendance, grades, transcripts, etc.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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)
7. Provide foster youth and guardians information about post secondary options	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 Intervention Counselor will continue to facilitate meetings quarterly on topics specific to foster youth and college/career readiness (017) Supplemental 818,352
8. Continue a fall LCAP Parent Advisory Committee meeting	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	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)

9. Continue with funding for Communications coordinator	All	_ 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)	9.1 Communications coordinator will continue to communicate with students and parents via a variety of social media. Base 101,655
10. Provide training to improve school culture.	OHS	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1 Fund Point Break training for students and participating staff. (028) Supplemental 3,000 10.2 Provide a PBIS staff speaker for cultural sensitivity (028) Supplemental 2,000 10.3 Provide a multicultural event to increase cultural awareness (028) Supplemental 2,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	ADA Rates for subgroups will increase by .5% Increase graduation rate for subgroups by 1% Set targets using 2016-17 baseline data
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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	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Special Education	1.1 Hire additional staff to translate and interpret in additional languages (014) Supplemental 48,239 1.2 Translate important LEA documents in the major languages of the school district (014) See Goal 1, 1.1
2. Continue to improve communication and outreach by visiting the home, calling home in the home language and using technology	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.1 Expand the Home Visit Program to include more staff and more visits (007) Supplemental 20,000 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 Title III 3,000 2.4 Maintain 8 Bilingual Learning Support Specialist to provide outreach to parents (001) Supplemental 417,118
3. Provide Cultural Awareness training to teachers, admin, support staff and students	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males	3.1 Continue to work with consultant to provide Cultural Awareness training with teachers, administrators, support staff and students (005) Supplemental 50,000
4. Use Blackboard Connect to communicate in Home Language with parents about their students and their coursework	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 Continue the use of email, text and calling functions of Blackboard to communicate with parents Base 84,000

<p>5. Use AERIES.Net to give parents access to student information about attendance, grades, transcripts, etc</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>5.1 Continue to promote AERIES.Net to parents as a way to access student information Base 22,000</p>
<p>6. Continue to use district phone application for iOS and Droid to give parents access to student information about attendance, grades, transcripts, etc.</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 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>
<p>7. Continue to provide Foster Youth and guardians information about post secondary options</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>7.1 Intervention Counselors will continue to facilitate meetings quarterly on topics specific to foster youth and college/career readiness (017) Supplemental 818,352</p>
<p>8. Continue with LCAP Parent Advisory Committee Meetings</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>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>
<p>9. Continue to improve communication with students and parents</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>9.1 Communications coordinator will continue to communicate with students and parents via a variety of social media. Base 101,655</p>
<p>10. Provide training to improve school culture.</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>10.1 Fund Point Break training for students and participating staff (028) Supplemental 3,000 10.2 Provide a PBIS staff speaker for cultural sensitivity (028) Supplemental 2,000 10.3 Provide a multicultural event to increase cultural awareness (028) Supplemental 2,000</p>

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
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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 and Special Education students
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LCAP Year 1: 2015-16

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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide devices in Special Education and English Language Development Courses for use during the school day	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	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
2. Provide Site ELD Staffing	AnHS, OHS, RHS	<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)	2.1 Maintain 2 ELD Teachers and hire 1 additional ELD teacher (026) Supplemental 283,349
3. Increase Wi-Fi access on sites so that more students have access to technology	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 Install additional access points across the district to boost Wi-Fi availability Base 100,000
4. Maintain after school library hours to give parents and students access to technology afterschool	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 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

5. Provide Special education staff with training on assistive technology	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 Provide professional training on assistive technology for special education staff Base 3,000
6. Provide BlackBoard Training to staff members	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 Coordinator of Instructional Technology will provide BlackBoard Training across the district to staff members See Goal 2, 4.2
7. Provide 1:1 computers for all students in ELD courses	OHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 Use previously purchased site funded devices for all students in ELD courses (Pilot program for 2015-16)
8. Provide Intervention to Reduce D/F rate	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8.1 Provide Freshmen Support with student materials Supplemental 5,000
9. Provide Intervention to Reduce D/F rate	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Provide teacher stipend to provide literacy training on site (028) Supplemental 2,000 9.2 Provide stipends for after school teacher tutors (5th period) (028) Supplemental 10,000 9.3 Provide stipend for PD and tech training coordinator (028) Supplemental 3,000 9.4 Provide release periods for learning walks and debriefing in order to gather data to improve instruction (028) Supplemental 5,000 9.5 Learning Support Specialist intervention and support for 5th period, breakfast club, college awareness trips (028) Supplemental 10,000
10. Hire a Literacy Coach to support all teachers in implementing CCSS literacy strategies	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1 Fund a release period for literacy coach (028) Supplemental 13,000
11. Provide Interventions to Reduce D/F rates	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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

12. Provide interventions to Reduce D/F rates	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	CAHSEE Proficiency Rates (385+) will increase by 3% EL Reclassification rate will increase by 3% 4% of ELs will move up one CELDT level on the annual test 2% of ELs will score proficient on the annual CELDT
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide devices in Special Education and English Language Development Courses for use during the school day	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	1.1 Purchases devices for the classroom as needed and maintain devices in good working condition. (006) Supplemental 307,239
2. Provide ELD Staffing	ANHS, OHS, RHS	<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)	2.1 Maintain 2 ELD Teachers and hire 1 additional ELD teacher (026) Supplemental 283,349
3. Increase Wi-Fi access on sites so that more students have access to technology	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 Install additional access points across the district to boost Wi-Fi availability Base 100,000
4. Continue after school library hours to give parents and students access to technology after school	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 Maintain 4 days per week afterschool support (008) Supplemental 75,000 4.2 Coordinator of Instructional Technology will provide technology training to parents on Naviance, Aeries.Net and district phone app Base 115,827
5. Provide Special Education staff with training on assistive technology	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 Provide professional training on assistive technology for special education staff Base 3,000

6. Provide Blackboard Training to staff members	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 Coordinator of Instructional Technology will provide Black Board Training across the district to staff members. See Goal 2, 2.4
7. Provide 1:1 computers for all students in ELD Courses	OHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 Use previously purchased site funded devices for all students in ELD courses (Pilot Program 2015-16)
8. Provide Interventions in order to Reduce D/F Rate	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8.1 Provide materials and supplies to support at-risk freshmen (028) Supplemental 5,000
9. Provide Interventions to Reduce D/F rates	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Provide Teacher stipends to provide literacy training on site (028) Supplemental 2,000 9.2 Provide stipends for afterschool teacher tutors (5th period) (028) Supplemental 10,000 9.3 Provide stipend for PD and tech training coordinator (028) Supplemental 3,000 9.4 Provide release periods for learning walks and debriefing in order to gather data to improve instruction (028) Supplemental 5,000 9.5 Learning Support Specialist Intervention and support for 5th period, breakfast club, college awareness trips (028) Supplemental 10,000
10. Hire a Literacy Coach to support all teachers in implementing CCSS literacy strategies	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1 Fund a release period for literacy coach (028) Supplemental 13,000
11. Provide Interventions to Reduce D/F Rates	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
12. Provide Interventions to Reduce D/F Rates	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	12.1 Provide extra pay for teachers to support freshman seminar program (028) Supplemental 15,000 12.2 Provide extra pay to teachers for extended PLT times to develop curriculum, assessments, and data analysis (028) Supplemental 5,000 12.3 Provide student materials and supplies to support freshmen seminar program (028) Supplemental 5,000

LCAP Year 3: 2017-2018

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expected Annual Measurable Outcomes:	CAHSEE proficiency rates (385+) will increase by 1% EL reclassification rate will increase by 2% 2% of ELS will move up one CELDT level on the annual test 2% of ELs will score proficient on annual CELDT		
1. Continue to provide devices for Special Education and ELD courses for use during the school day	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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	1.1 Continue to purchase devices in an attempt to go 1:1. Purchase replacement devices and keep devices in good repair. (006) Supplemental 453,164
2. Provide Site ELD Staffing	AnHS, OHS, RHS	<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)	2.1 Maintain 2 ELD teachers and hire 1 additional ELD teacher (026) Supplemental 283,349
3. Increase Wi-Fi access on sites so that more students have access to technology	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 Install additional access points across the district to boost Wi-Fi availability Base 100,000
4. Maintain after school library hours to give parents and students access to technology after hours	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4.1 Continue number of days open to 3 to 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
5. Provide Special Education staff with training on assistive technology	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 Provide professional training on assistive technology for special education staff Base 3,000
6. Provide Black Board Training to staff members	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 Coordinator of Instructional Technology will provide BlackBoard training across the district to staff members See Goal 2, 4.2

7. Provide 1:1 Computers for all students in ELD courses	OHS	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7.1 Use previously purchased site funded devices for all students in ELD courses (Pilot Program 2015-16)
8. Provide Interventions to reduce the D/F rate	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	8.1 Provide supplemental student materials for at-risk freshmen (028) Supplemental 5,000
9. Provide Interventions to Reduce D/F Rate	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Provide teacher stipend to provide literacy training on site (028) Supplemental 2,000 9.2 Provide stipends for the afterschool teacher tutors (5th period) (028) Supplemental 10,000 9.3 Provide stipend for PD and tech training coordinator (028) Supplemental 3,000 9.4 Provide release periods for learning walks and debriefing in order to gather data to improve instruction (028) Supplemental 5,000 9.5 Learning Support Specialist Intervention and support for 5th period, breakfast club, college awareness trips (028) Supplemental 10,000
10. Hire a Literacy Coach to support all teachers in implementing CCSS Literacy strategies	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	10.1 Fund a release period for literacy coach (028) Supplemental 13,000
11. Provide Interventions to Reduce D/F Rate	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
12. Provide Interventions for D/F Rates	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
13. Additional site discretionary funds	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	13.1 Additional discretionary funds to sites for at-risk students (028) Supplemental 88,000

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 :	
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

LCAP Year 1: 2015-16

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
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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	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 Keep Library with computer access open until 4:30pm 4 days a week (008) See Goal 2, 4.1
2. Continue to provide bus transportation home after 4:30 pm	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 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
3. Continue to provide tutoring, counseling, coaching support after regular hours so students not missing class	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 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
4. Provide more counseling services at Antelope, Oakmont and Woodcreek High Schools	AnHS, OHS, 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
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	All	<input type="checkbox"/> All OR:	5.1 Continue to fund Intervention Counselors to support Foster Youth (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)	
6. Maintain Intervention Counseling services to increase graduation rates of Foster Youth	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1 Maintain Intervention Counselors to support Foster Youth (017) See Goal 1, 7.1
7. Maintain CaHSEE Prep classes at lunch and after school	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) Students who have not passed CAHSEE	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
8. Provide student support for CAHSEE and writing across the curriculum	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	CAASPP scores to improve 1% from 2015-16 on math and ELA API targets to improve an additional 1% from 2015-16 70 % 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
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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	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. Keep Library with computer access open until 4:30 pm 4 days a week (008) See Goal 2, 4.1
2. Continue to provide transportation home after 4:30 p.m.	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 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) Supplemental 100,000
3. Continue to provide tutoring, counseling, coaching support after regular hours to support students	All	<input checked="" type="checkbox"/> All OR:	3.1 Continue to offer a comprehensive after school learning and wellness center for students (008) See Goal 2, 4.1

		<input type="checkbox"/> Low Income 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>3.2 Continue to fund 0.6 Intern Program Counselor to manage Marriage Family Therapy Interns (010) Supplemental 70,000</p> <p>3.3 Marriage and Family Therapy will be available after hours to provide counseling for students and their families (010) Supplemental 59,802</p> <p>3.4 Clinical supervision for MFT Interns (010) Supplemental 35,000</p> <p>3.5 School Social Worker to expand number of Social Work interns to 9 to help with resourcing for families in need (011) Supplemental 105,775</p>
4. Maintain counseling services at Antelope, Oakmont and Woodcreek High Schools	AnHS, OHS, 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	<p>4.1 Maintain 2.0 counselor at Oakmont and Woodcreek (022) Supplemental 213,637</p> <p>4.2 Maintain 1.0 counselor at Antelope Base 58,199</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	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)	<p>5.1 Maintain Intervention Counselors to work with Foster Youth (017) See Goal 1, 7.1</p>
6. Continue to fund Intervention Counselors to increase graduation rates of Foster Youth	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>6.1 Continue funding of Intervention Counselors to increase district wide Foster youth graduation rate (017) See Goal 1, 7.1</p>
7. Maintain CaHSEE Prep tutoring during lunch and after school	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) Students not passing CAHSEE	<p>7.1 Intervention Counselors will expand (as needed) CaHSEE Prep during lunch and after school program to provide tutorial for students who scored 349 or less on CaHSEE ELA and/or Math (018) Supplemental 68,150</p>
8. Provide student support for CAHSEE and writing across the curriculum	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>8.1 Provide 1 section of CAHSEE prep in fall (028) Supplemental 13,000</p> <p>8.2 Provide teacher stipend for after school support in Writing Lab (028) Supplemental 4,000</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	CAASPP targets to improve by 1% from 2016-17 data API targets to improve 1% from previous year 75% of Foster Youth will remain in school of origin for the school year Increase district-wide Foster youth graduation rate by additional 3%			
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	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 Maintain libraries and computer access by keeping facilities open until 4:30 pm 4 days a week(008) See Goal 2, 4.1	
2. Continue to provide transportation home after 4:30pm	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 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	
3. Continue to provide tutoring, counseling, coaching support after regular school hours to support students	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 Continue to offer a comprehensive after school learning and wellness center for students (008) See Goal 2, 4.1 3.2 Continue to fund 0.6 Intern Program Counselor to manage Marriage Family Therapy Interns (010) Supplemental 70,000 3.3 Marriage and 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 9 to help with resourcing for families in need (011) Supplemental 105,775	
4. Maintain additional counseling services at Antelope, Oakmont and Wookcreek High Schools	AnHS, 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)	4.1 Maintain 2.0 counselors at Oakmont and Woodcreek (022) Supplemental 213,637 4.2 Maintain 1.0 counselor at Antelope Base 58,199	
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	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)	5.1 Maintain funding for Intervention Counselors to improve persistence rate of Foster Youth (017) See Goal 1, 7.1	
6. Intervention Counselors will work with Foster Youth to increasing graduation rates	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	6.1 Maintain funding for Intervention Counselors in order to increase district wide Foster Youth graduation rate (017) See Goal 1, 7.1	

		_ Other Subgroups: (Specify)	
7. Maintain CaHSEE Prep tutoring during lunch and after school	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students who have not passed CAHSEE	7.1 Intervention Counselors will expand (as needed) CaHSEE Prep support during lunch and after school program to provide tutorial for students who scored 349 or less on CaHSEE ELA and/or Math (018) Supplemental 68,150
8. Provide student support for CAHSEE and writing across the curriculum	OHS	_ 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 _ Other Subgroups: (Specify)	8.1 Provide 1 section of CAHSEE prep in fall (028) Supplemental 13,000 8.2 Provide teacher stipend for after school support in Writing Lab (028) Supplemental 4,000
9. Coordinator of Assessment and Accountability	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	9.1 Coordinator of Assessment and Accountability to monitor assessments and data analysis district wide. (032) Supplemental 150,000

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

GOAL 4:	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 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Identified Need :	All students need to have access to challenging coursework in order to be college ready		
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase by 5% the # of students enrolled in AP courses Increase by 5% the # of students taking AP Exams increase by 5% the # of students passing AP Exams with a 3 or higher Increase by 3% the number of SED, EL and male students who meet UC A-G requirements Increase by 5% the # of students who are "Ready for College or Conditional" in English and math EAP 80% of all sophomores will take the PSAT test offered at no charge by District		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue support program from Equal Opportunity Schools -- Advanced Placement preparation for all 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	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
2. Expand credit recovery and A-G Recovery	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 Continue satellite campus at Antelope High and continue to offer concurrent enrollment through RAS for the purposes of graduation (019) Supplemental 40,000 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
3. Continue to offer Naviance program across the school 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)	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 3.2 Continue to provide professional development to counselors and staff using Naviance program (002) See Goal 4, 3.1 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
4. Maintain after school tutoring in the library at each school	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 Add additional subject areas as needed (008) See Goal 2, 4.1

5. Provide more opportunities for College Visits.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Organize and provide transportation and staff chaperones for a variety of college visits. (015) Supplemental 25,000
6. AVID director to organize and oversee the district wide AVID program	OHS, AnHS, 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1 Fund an AVID director to facilitate year long AVID activities district wide (004) Supplemental 31,598
7. Provide additional support for at-risk students both in the classroom and with counseling	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
8. Provide additional Counseling Support	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)	8.1 Hire two additional counselors for OHS, WHS to provide more counseling and college prep. support. (022) See Goal 3, 4.1
9. Advanced Placement Coordinators hired at 3 sites	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
10. Provide administrative assistant support for Credit Recovery and A-G Recovery programs.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
11. Offer the PSAT to all sophomores at no cost	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. Offer and encourage all sophomores to take the PSAT as a way of encouraging a mindset of preparing for college (027) Supplemental 37,500
12. Provide more opportunities and interventions to support college readiness and equity	AnHS	<input type="checkbox"/> All	12.1 Fund 1 section of AP Biology (028) Supplemental 15,000

		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
13. Provide an Advanced Placement Coordinator to recruit and to provide support to AP students	OHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	13.1 Provide a release period for an AP coordinator (028) Supplemental 13,000
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	RHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
15. Provide Support for Advanced Placement and a Summer Seminar to increase UC a-g eligibility and college/career readiness	WHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
16. Provide interventions to Reduce D/F rate	AnHS	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	16.1 Hire an Academic Literacy teacher for 1 period of an Intervention course both terms to support struggling students (028) Supplemental 15,000

LCAP Year 2: 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 3% Increase by 3% the number of SED, EL and male students who meet UC A-G requirements % of students who are "Ready for College or Conditional" in English and math EAP will increase by 3% 85% of all sophomores will take the PSAT test offered at no charge by District
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to support EOS program --Advanced Placement preparation for all students	All	_ 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	1.1 Continue to implement EOS AP Program recommendations (013) Supplemental 20,000

2. Expand credit recovery and A-G Recovery	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 Maintain satellite campus at Antelope High and continue to offer concurrent enrollment through RAS for the purposes of graduation (019) Supplemental 40,000 2.2 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) Supplemental 227,541
3. Continue to offer Naviance Program across the school 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)	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) Supplemental 70,000 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
4. Continue to offer more after school tutoring at each school	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 Continue to hire tutors to work with students after school (008) See Goal 2, 4.1
5. Provide more opportunities for College Visits.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Organize and provide transportation and staff chaperones for a variety of college visits. (015) Supplemental 25,000
6. AVID director to organize and oversee the district wide AVID program	OHS,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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1 Continue to fund an AVID director to facilitate and organize College field trips for AVID students (004) Supplemental 31,598
7. Provide additional support for at-risk students both in the classroom and with counseling	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
8. Provide additional Counseling Support	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)	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
9. Maintain additional Advanced Placement Coordinators at 3 sites	WHS, RHS,	<input type="checkbox"/> All	9.1 Continue to provide release periods for 3 Advanced Placement Coordinators to oversee

	AnHS	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	recruitment, support and intervention for additional AP students signing up for AP courses. (1.33 FTE) (024) Supplemental 105,802
10. Provide administrative assitant support for Credit Recovery and A-G Recovery programs.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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) Supplemental 30,401
11. Offer the PSAT to all sophomores at no cost	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 Offer and encourage all sophomores to take the PSAT as a way of encouraging a mindset of preparing for college (027) Supplemental 37,500
12. Provide more opportunities and interventions to support college readiness and equity	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
13. Provide an Advanced Placement Coordinator to recruit and to provide support to AP students	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	13.1 Provide a release period for an AP coordinator (028) Supplemental 13,000
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	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
15. Provide Support for Advanced Placement and a Summer Seminar to increase UC A-G eligibility and college/career readiness	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	15.1 Provide AP tutors after school (028) Supplemental 5,000
			15.2 Provide supplemental AP Materials and Supplies (028) 2,500
			15.3 Provide a summer seminar for students at Wm. Jessup College (028) Supplemental 7,500
16. Provide interventions to Reduce D/F rate	AnHS	<input type="checkbox"/> All OR:	16.1 Hire an Academic Literacy teacher for 1 period of an Intervention course both terms to support struggling students (028) Supplemental 15,000

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-2018			
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 3% Increase by 3% the number of SED, EL and male students who meet UC A-G requirements % of students who are "Ready for College or Conditional" in English and math EAP will increase by 3% 88% of all sophomores will take the PSAT test offered at no charge by District		
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	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	1.1 Continue to identify and support students identified by EOS AP Program (013) Supplemental 20,000
2. Expand credit recovery and A-G Recovery	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 Maintain Credit Recovery satellite campus at Antelope High and continue to offer concurrent enrollment through RAS for the purposes of graduation (019) Supplemental 40,000 2.2 Continue to offer credit recovery and A-G Recovery courses during the school year and develop additional subject areas for credit recovery as needed (019) Supplemental 227, 541
3. Continue to offer Naviance Program across the school 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)	3.1 Continue to train 9th, 10th, 11th and 12th grade teachers on Naviance program (002) Supplemental 70,000 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
4. Continue to offer more after school tutoring at each school	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 Maintain funding for after school tutors (008) See Goal 2, 4.1
5. Provide more opportunities for College Visits.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Organize and provide transportation and staff chaperones for a variety of college visits. (015) Supplemental 25,000

6. AVID director to organize and oversee AVID program district wide	OHS, 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6.1 Continue to fund an AVID director to facilitate AVID activities district wide (004) Supplemental 31,598
7. Provide additional support for at-risk students both in the classroom and with counseling	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
8. Additional Counseling Support	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)	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
9. Maintain Advanced Placement Coordinators at 3 sites	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	9.1 Continue to 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
10. Provide administrative assistant support for Credit Recovery and A-G Recovery programs.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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) Supplemental 30,401
11. Continue to offer the PSAT to all sophomores at no cost	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 Offer and encourage all sophomores to take the PSAT as a way of encouraging a mindset of preparing for college (027) Supplemental 37,500
12. Provide more opportunities and interventions to support college readiness and equity	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
13. Provide an Advanced Placement Coordinator to recruit and to provide support to AP	OHS	<input type="checkbox"/> All	13.1 Provide a release period for an AP coordinator (028) Supplemental 13,000

students		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 _ Other Subgroups: (Specify)	
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	RHS	_ 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 _ Other Subgroups: (Specify)	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
15. Provide Support for Advanced Placement and a Summer Seminar to increase UC a-g eligibility and college/career readiness	WHS	_ 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 _ Other Subgroups: (Specify)	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
16. Provide interventions to Reduce D/F rate	AnHS	_ 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 _ Other Subgroups: (Specify)	16.1 Hire an Academic Literacy teacher for 1 period of an Intervention course both terms to support struggling students (028) Supplemental 15,000

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>	
Identified Need :	Students need training, internships, and opportunities to be career ready.		
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase # of students concentrating in CTE programs by 3% Increase # of students completing a completer course by 3% Insure # of students passing the Introduction to Personal Finance graduation requirement is 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. 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.	All	_ 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 _ Other Subgroups: (Specify)	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 1.2 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
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.	All	_ 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 _ Other Subgroups: (Specify)	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
3. Provide tutors, independent study, online, and other support with Naviance outside school hours to help with career options	All	_ 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 _ Other Subgroups: (Specify)	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 3.2 Introduce and train parents to the Naviance program (002) See Goal 4, 3.1
4. Launch a Personal Finance course for junior and senior students in 2015-166.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 Update and add support structures (academic vocabulary, etc.) to Introduction to Personal Finance Course Base 10,000
5. Support struggling students to be able to pass a senior graduation requirement Personal Finance course in 2015-16	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	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 5.2 Counselors will create specific hotlists to monitor subgroups and to provide specific interventions (Cost included in Base program)

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase # of students concentrating in CTE programs by 3% Increase # of students completing a completer course by 3% 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.	All	_ 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 _ Other Subgroups: (Specify)	1.1 Increase staff development and externships for teachers including training on outreach to significant subgroups. 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
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	All	_ 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 _ Other Subgroups: (Specify)	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
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	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
4. Implement the updated Introduction to Personal Finance graduation requirement in 2016-17	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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. Base 10,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	# of students accessing Naviance by 3% # of students concentrating in CTE programs will increase by 3% # of students passing the Introduction to Personal Finance graduation requirement to 100% # of students completing a completer course will increase 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. Promote Career Technical Education and Programs of Study at each school	All	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	1.1 Increase staff development and awareness of options for struggling students to better prepare for job observations, Base 140,000 1.2 Identify internships, certifications, and placement in capstone experiences in local business

<p>site. Better inform struggling students, parents, and community about this option</p>		<p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>agencies (CRANE) with target student "hotlists" as a priority. California Career Pathways Trust 125,000</p>
<p>2. Offer interventions to struggling students to complete the Intro to Personal Finance Course in 2017-2018</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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</p>
<p>3. Expand the school-day to offer other alternatives to career center, library, and computer labs including online personal coaching through Naviance</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.1 Develop alternative curriculum and support structures including online and blended learning resources through Naviance Base 30,000</p>
<p>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</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>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</p>
<p>5. CTE and Grant Coordinator</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>5.1 CTE and Grant Coordinator to monitor and to implement grants programs (031) Supplemental 170,000</p>

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, NGSS, and ELD 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
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Identified Need :	Teachers need continued training on implementing common core state standards, interventions for struggling students, and technology integration.
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: All, English Learners, Special Education

LCAP Year 1: 2015-16

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 ~End of term data for all core areas (reduction of D/F rates) ~Increase # of professional development training opportunities for Common Core SS, NGSS and ELD standards
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue offering three District-wide professional development days--CCSS and technology implementation training	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 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
2. Continue to Fund District wide math coach	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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 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
3. Continue to provide release periods for Integrated 2 and 3 math curriculum and assessment development	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
4. Provide stipends for Applied Core lead teachers	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 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
5. Provide professional development on CCSS, literacy, intervention strategies, academic vocabulary, and cultural awareness	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	5.1 Provide PD on implementation of CCSS in all content areas Base 100,000 5.2 Teachers and administrators will receive professional development on literacy, intervention strategies, academic vocabulary, and cultural awareness. (005) Supplemental 20,000

		<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	
6. Provide stipends for English Language Arts Common Core Advisory Lead Teachers	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 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
7. Provide stipends for Social Science, Science, and Math Common Core Lead Teachers	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)	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
8. Provide training for Functional Skills Program curriculum	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	8.1 Trainers will train other teachers of Functional Skills Program on how to align curriculum to CCSS Base 3000
9. Provide professional development for Special Education Teachers and paraeducators that aligns with implementation of CCSS	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	9.1 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 9.2 Special Education teachers will receive coaching from ACCESS math and EDGE to implement CCSS in math and ELA Base 10,000 9.3 Paraeducators in special education departments will receive professional development on strategies to work effectively with special education students Base 5,000 9.4 Special education ELA group will meet twice to continue district-wide collaboration on EDGE training Base 3,000
10. Provide Professional Development and coaching for new teachers (BTSA New Teacher Induction)	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)	10.1 Provide BTSA training that focuses on the CA standards for the teaching profession Base 48,000
11. Provide training for English teachers on literacy skills and assessments that support the CCSS	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 Provide trainings for teachers and trainers on Expository Reading and Writing Course (ERWC) Base 16,000 11.2 Combine the District Writing Assessment with the District English Common Assessment to align with CCSS Base 30,000
12. Provide professional development and support for ELD teachers to increase English fluency with EL students	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	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

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
13. Provide Professional Development for Professional Learning Communities	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	13.1 Provide training for a team of 4 teachers and 2 admin. for a PLC 3-day summit (028) Supplemental 6,000
14. Provide professional development for staff on using Professional Learning Communities to implement CCSS and interventions to support at-risk students	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	14.1 Provide training for highly effective Professional Learning Teams, release time to align assessments, and supplemental materials (028) Supplemental 10,000 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
15. Part-time Instructional Technology coach	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	15.1 Provide a part-time Instructional Technology Coach (028) Supplemental 6,000
16. Provide Professional Development on Professional Learning Communities, Advanced Placement and Project Lead the Way.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
17. Provide Professional Development with an Instructional Coaching Model designed to provide data for PLTs.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	17.1 Provide teachers additional hourly pay for instructional coaching (028) Supplemental 5,000 17.2 Purchase equipment for instructional coaching and data collection (028) Supplemental 5,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	~Improve on survey results of teachers and staff on satisfaction and relevance of professional development training ~Improve 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 ~Improve Baseline data from SBAC tests by 3% ~Improve End of term reduction of D/F rates for all core areas by 3%
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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	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	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 Base 700,934

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Continue to fund Districtwide Math Coach	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<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 Integrated Math 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>
3. Provide release periods for Integrated Math 3 curriculum development	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>3.1 One math teacher at each site will have a release period to help design, develop, implement and assess the Integrated Math 3 to match CCSS and to devise strategies and interventions to close the achievement gap for struggling students. (023) Supplemental 132,250</p>
4. Provide stipends to Applied Core Common Core Advisory Team Lead Teachers	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)	<p>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. Base 20,000</p>
5. Provide training on CCSS, literacy, intervention strategies and cultural awareness	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Hispanic & African American Males</u>	<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 intervention strategies to use in the classroom, academic vocabulary, and cultural awareness (005) Supplemental 20,000</p>
6. Provide stipends for English Language Arts Common Core Advisory Team Lead Teachers	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)	<p>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 Base 105,000</p>
7. Provide stipends for Social Science, Science and Math Common Core Advisory Team Lead Teachers	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)	<p>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>
8. Provide training for Functional Skills Program curriculum	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	<p>8.1 Trainers will train other teachers and staff of Functional Skills Program on aligning curriculum to CCSS Base 3,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special education</u>	
9. Provide professional development for Special Education Teachers and paraeducators that aligns with implementation of CCSS	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) <u>Special Education</u>	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 9.2 Special Education teachers will receive coaching from ACCESS math and EDGE to implement CCSS in math and ELA Base 10,000 9.3 Paraeducators in special education departments will receive professional development on strategies to work effectively with special education students Base 5,000 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 Base 3,000
10. Provide Professional Development and coaching for new teachers (BTSA New Teacher Induction)	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)	10.1 Provide BTSA training that focuses on the California Standards for the Teaching Profession Base 48,000
11. Provide training for English teachers on literacy skills and assessments that support the CCSS	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 Provide trainings for teachers and trainers on Expository Reading and Writing Course (ERWC) Base 16,000 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. Base 30,000
12. Provide professional development and support for ELD teachers to increase English fluency with EL students.	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 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
13. Provide Professional Development for Professional Learning Communities	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	13.1 Provide training for a team of 4 teachers and 2 admin. for a PLC 3-day summit (028) Supplemental 6,000
14. Provide professional development for staff on using Professional Learning Communities to implement CCSS and interventions to support at-risk students	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	14.1 Provide training for highly effective Professional Learning Teams, release time to align assessments and supplemental materials (028) Supplemental 10,000 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
15. Part time instructional technology coach	IHS	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	15.1 Provide a part-time instructional technology coach (028) Supplemental 6,000

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
16. Provide training to develop highly effective Professional Learning teams, Advanced Placement and Project Lead the Way.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
17. Provide Professional Development with an Instructional Coaching Model designed to provide data for PLTs.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	17.1 Provide teachers additional hourly pay for instructional coaching (028) Supplemental 5,000 17.2 Purchase equipment for instructional coaching and data collection (028) Supplemental 5,000
18. Provide District-wide Science Coach to work with teachers on implementation of Next Gen Science Standards	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)	18.1 Science coach will work with science teachers to help implement common core state standards and provide training on best practices/instructional strategies. Continue to train on integrating writing in science courses. (029) Supplemental 118,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	~Improve on survey results of teachers and staff on satisfaction and relevance of professional development training ~Improve 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 ~Improve Baseline data from SBAC tests by 3% ~Improve End of term reduction of D/F rates for all core areas by 3%
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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	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 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 Base 700,934
2. District-wide Math Coach	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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) Supplemental 114,469 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
3. Provide release periods for science teachers who are implementing Next Gen Science Standards	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	3.1 One science teacher for each course will have a release period to help design, develop, implement and assess the new courses developed to align with NGSS and CCSS and in order to close the achievement gap for struggling students. (023) Supplemental 200,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Provide stipends to Applied Core Lead Teachers	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 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. Base 20,000
5. Provide training on literacy, intervention strategies and cultural awareness	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males	5.1 Provide PD on implementation of CCSS in all content areas Base 100,000 5.2 Teachers and administrators will receive professional development on intervention strategies to use in the classroom, academic vocabulary, and cultural awareness (005) Supplemental 200,000
6. Provide stipends for English Language Arts Common Core Advisory Lead Teachers	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 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 Base 105,000
7. Provide stipends for Social Science, Science and Math Common Core Lead Teachers	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)	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
8. Provide training for Functional Skills Program curriculum	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	8.1 Trainers will train other teachers and staff of Functional Skills Program on aligning curriculum to CCSS Base 3,000
9. Provide professional development for Special Education Teachers and paraeducators that aligns with implementation of CCSS	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	9.1 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 9.2 Special Education teachers will receive coaching from ACCESS math and EDGE to implement CCSS in math and ELA Base 10,000 9.3 Paraeducators in special education departments will receive professional development on strategies to work effectively with special education students Base 5,000 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 Base 3,000
10. Provide Professional Development and coaching for new teachers (BTSA New Teacher Induction)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	10.1 Provide BTSA training that focuses on the California Standards for the Teaching Profession Base 48,000

		<input type="checkbox"/> English Learners <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	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 Provide trainings for teachers and trainers on Expository Reading and Writing Course (ERWC) Base 16,000 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). Base 30,000
12. Provide professional development and support for ELD teachers to increase English fluency with EL students.	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 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 12.4 Supplemental material to supplement EL instruction in order for EL students to gain English fluency. (020) Supplemental 68,000
13. Provide Professional Development for Professional Learning Communities	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	13.1 Provide training for a team of 4 teachers and 2 admin. for a PLC 3-day summit (028) Supplemental 6,000
14. Provide professional development for staff on using Professional Learning Communities to implement CCSS and interventions to support at-risk students	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	14.1 Provide training for highly effective Professional Learning Teams, release time to align assessments and supplemental materials (028) Supplemental 10,000 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
15. Part-time Instructional Technology coach	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	15.1 Provide a part-time Instructional Technology Coach (028) Supplemental 6,000
16. Provide Professional Development on Professional Learning Communities, Advanced Placement and Project Lead the Way.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
17. Provide Professional Development with an Instructional Coaching Model designed to provide data for PLTs.	WHS	<input type="checkbox"/> All OR:	17.1 Provide teachers additional hourly pay for instructional coaching (028) Supplemental 5,000 17.2 Purchase equipment for instructional coaching and data collection (028) Supplemental 5,000

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
18. Provide Science coach to work with teachers on implementation of Next Gen Science Standards	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	18.1 Science coach will work with science teachers to help implement common core state standards and provide training on best practices/instructional strategies. Continue to train on integrating writing in science courses (029) Supplemental 118,000
19. Provide training to develop highly effective Professional Learning Teams	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)	19.1 Provide training for teachers who have not been trained in Professional Learning Community beliefs and structures. Base 40,000

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

GOAL 7:	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	
Identified Need :	Students need to be encouraged and supported to becoming biliterate.		
Goal Applies to:	Schools: Antelope, Granite Bay, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	# of students attaining the Seal of Biliteracy will increase by 3%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Counselors will promote and encourage students to become bi-literate and attain the Seal of Biliteracy	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 Counselors will continue to promote and encourage students to become bi-literate and attain the Seal of Biliteracy (Cost included in base program)
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	# of students attaining the Seal of Biliteracy will increase by .5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Counselors will continue to encourage students to become eligible for the Seal of Biliteracy in their senior year	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 Counselors will continue to promote and encourage students to become bi-literate and attain the Seal of Biliteracy (cost included in base program)
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	The # of students attaining the Seal of Biliteracy will increase by .5%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Counselors will continue to encourage students to become eligible for the Seal of Biliteracy in their senior year	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 Counselors will continue to promote and encourage students to become bi-literate and attain the Seal of Biliteracy Seal (cost included in base program)

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

GOAL 8:	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
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Identified Need :	Students need teachers and administrators who are qualified, in schools that are in good repair, and with standards-aligned textbooks.
Goal Applies to:	Schools: Adelante, Antelope, Granite Bay, Independence, Oakmont, Roseville, Woodcreek Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

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
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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	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 Teachers and administrators will be annually reviewed to ensure they are Highly Qualified and that they are CLAD certified. Base 43,500,000
2. Provide adequate custodial and maintenance workers to ensure that facilities at sites are 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 All sites will employ custodians and maintenance workers to ensure that schools are clean and in good repair Base 2,851,000
3. 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 Provide all students with standards aligned textbooks Base 800,000

LCAP Year 2: 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
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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	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	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

		<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	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 All sites will employ custodians and maintenance workers to ensure that schools are clean and in good repair Base 2,851,000
3. 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 Provide all students with standards aligned textbooks Base 800,000
LCAP Year 3: 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	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 Teachers and administrators will be annually reviewed to ensure they are Highly Qualified and that they are CLAD certified. Base 43,500,000
2. Provide adequate custodial and maintenance workers to ensure that facilities at sites are 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 All sites will employ custodians and maintenance workers to ensure that schools are clean and in good repair Base 2,851,000
3. 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 Provide all students with standards aligned textbooks Base 880,000

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

GOAL 9:	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 :	Need to improve attendance and graduation rates for all students, but especially target students. Students need to feel safe and engaged in school.		
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		
LCAP Year 1: 2015-16			
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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue Positive Behavior Interventions & Supports (PBIS) district wide to build student engagement and change school climate	All	_ 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	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 1.3 District will continue to implement districtwide MTSS and RtI models to help implement PBIS at district schools (009) See Goal 9, 1.1
2. Expand Home Visit Program	All	_ 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	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
3. Continue and expand Social Work Intern Program	All	_ 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) low-achieving males	3.1 School Social Worker will continue to monitor and support interns at sites (011) See Goal 3, 3.5 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 3.3 Social work interns will continue to make home visits to work with students and families (011) See Goal 3, 3.5
4. Maintain Marriage Family Intern Program	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4.1 Marriage Family Intern Program Counselor (.6 FTE) will continue to oversee MFT Interns (010) See Goal 3, 3.2 4.2 MFT Interns will be placed at school sites to continue engaging families in counseling & social services (010) See Goal 3, 3.3

5. Maintain Intervention Counselors and EL Specialists at school sites to support and guide at risk students and English Learners	All	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1 Intervention Counselors and EL Specialist will help create and develop intervention programs to support students (017) See Goal 1, 7.1
6. Maintain Summer Bridge Program to initiate school involvement for at-risk incoming 9th graders	All	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) Hispanic & African American Males	6.1 Intervention Counselors will continue to engage and support new incoming 9th graders and previous Summer Bridge students Title I 20,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Decrease expulsions by 20% Decrease suspensions by 10% % students chronically absent will decrease by 1% Dropouts will decrease by 1% Increase recognition of students positively changing behavior and attendance
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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	All	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	1.1 Schools will implement intervention programs to engage and reward students (009) Supplemental 35,000 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
2. Maintain and expand Home Visit Program	All	<input checked="" 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) Hispanic & African American Males	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
3. Continue to fund Social Work Intern Program	All	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) low-achieving males	3.1 School Social Worker will continue to monitor and support interns at sites (011) 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
4. Continue funding Marriage Family Therapist Intern 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)	4.1 Intern Program Counselor (.6 FTE) 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

5. Maintain Intervention Counselors and EL Specialists at school sites to support and guide at risk students and English Learners	All	_ 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 _ Other Subgroups: (Specify)	5.1 Intervention Counselors and EL Specialists will continue to create and develop intervention programs to support students (017) See Goal 1, 7.1
6. Maintain Summer Bridge Program to initiate active school involvement of at risk incoming 9th graders	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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males	6.1 Counselors will continue to support incoming at-risk 9th graders and previous Summer Bridge students Title I 20,000
7. MTSS/Rtl Coordinator to support PBIS implementation across all school sites.	All	_ 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 _ Other Subgroups: (Specify)	7.1 MTSS/Rtl Coordinator will continue to support implementation of PBIS framework across all school sites. (030) Supplemental 76,769

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Decrease expulsions by 20% Decrease suspensions by 10% % students chronically absent will decrease by 1% Dropouts will decrease by 1% Increase recognition of students positively changing behavior and attendance
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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	All	_ 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	1.1 Schools will continue with PBIS intervention program to engage students (009) Supplemental 35,000 1.2 Schools will continue to receive coaching and guidance to implement PBIS (009) See Goal 9, 1.1 1.3 District will continue to refine Multi-Tiered Support Systems and Response to Intervention models for the district and school sites (009) See Goal 9, 1.1
2. Expand Home Visit Program	All	_ 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	2.1 Home Visit program will expand to reach more students and families (007) See Goal 1, 2.1 2.2 Continue to 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 to support the home visit program (001) See Goal 1, 2.4
3. Continue funding Social Work Intern Program	All	_ 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) low-achieving males	3.1 School Social Worker will continue to monitor and support interns at school sites (011) See Goal 3, 3.5 3.2 Maintain 9 Social Work Interns who will be placed into school sites to support students & families with resourcing and wrap-around 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>4. Continue Marriage Family Therapist Intern Program</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 Intern Program Counselor (.6 FTE) will continue to oversee the MFT Intern Program (010) See Goal 3, 3.2 4.2 MFT Interns will be placed at school sites to continue engaging families in counseling services (010) See Goal 3, 3.3</p>
<p>5. Maintain Intervention Counselors and EL Specialist at school sites to support and guide at risk students and English Learners</p>	<p>All</p>	<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>	<p>5.1 Intervention Counselors and EL Specialist will continue to assist in the implementation of intervention programs (017) See Goal 1, 7.1</p>
<p>6. Maintain Summer Bridge Program to initiate active school involvement of at risk incoming 9th graders</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6.1 Counselors will continue to support incoming at-risk 9th graders and previous Summer Bridge students Title I 20,000</p>
<p>7. MTSS/Rtl Coordinator to support continued implementation of PBIS district wide.</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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic & African American Males</p>	<p>7.1 MTSS/Rtl Coordinator will continue to support implementation of PBIS framework across all school sites. Supplemental 121,058</p>

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: 2015-16				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2017-2018				
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:	NEED: Improve 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.	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: All Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education, Redesignated fluent English proficient		
Expected Annual Measurable Outcomes:	ADA rate for subgroups will increase by .5% Graduation rates for subgroups will increase by .5% Develop survey to measure parent involvement, engagement and satisfaction	Actual Annual Measurable Outcomes: • ADA rates : 2013-2014 = 95.86% 2014-2015 = 95.71% • Graduation rates : 2013-2014 = 93.2% 2014-2015 = ** We did not develop a parent survey--will do this for next year **2014-2015 data unavailable until Fall 2015	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Improve interpretation and translation services	1.1 Hire more bi-literate interpreters and translators to attend meetings and translate documents into the needed language for parents 2000-2999: Classified Personnel Salaries Supplemental 40,000 * 1.2 Translate important LEA documents in the major languages of the school district 2000-2999: Classified Personnel Salaries Supplemental 10,000	1.1 Hired 3 bi-literate interpreters and translators 1.2 LEA documents were translated into major languages in school district.	1.1 Hired 3 bi-literate interpreters and translators Supplemental 48,496 1.2 LEA documents were translated into major languages in school district. See Goal 1, 1.1
Scope of Service	1. All	Scope of Service	All
OR: <input type="checkbox"/> All <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> All <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Improve communication by visiting the home, calling home in the home language, and using technology	2.1 Implement the Parent/Teacher Home Visit Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000 2.2 Hire interpreters to support the diverse language needs of the district 2000-2999: Classified Personnel Salaries Supplemental 30,000 2.3 Use Language Line to help support outreach to families 5000-5999: Services And Other Operating Expenditures Supplemental 2,500 2.4 Hire 5 FTE Learning Support specialist to do outreach	2.1 Implemented Home Visit Program 2.2 Hired interpreters (Spanish, Russian, Ukraine, Punjabi) 2.3 Maintained contract with Language Line so that staff could communicate with families in all major languages in district. 2.4 Hired 5 full-time Learning Support Specialists to work with students and families 2.5 Maintained initial 3.6 full-time Learning Support Specialists to do outreach with parents.	2.1 Implemented Home Visit Program Supplemental 19,000 2.2 Hired interpreters (Spanish, Russian, Ukraine, Punjabi) See Goal 1, 1.1 Supplemental 2.3 Maintained contract with Language Line so that staff could communicate with families in all major languages in district. Title III 2,500 2.4 Hired 5 full-time Learning Support Specialists to work with students and families Supplemental 236,544

	<p>with parents 2000-2999: Classified Personnel Salaries Supplemental 235,000</p> <p>2.5 Current 3.6 FTE Learning Support Specialist to do outreach with parents 2000-2999: Classified Personnel Salaries Supplemental 174,000</p>		<p>2.5 Maintained initial 3.6 full-time Learning Support Specialists to do outreach with parents.</p> <p>Supplemental 176,000</p>
<p>Scope of Service 1. All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <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 counselors and administrators</p>	<p>3.1 Hire consultant to provide cultural awareness training with administrators and counselors for 2014-15 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000</p>	<p>3.1 Hired a consultant who worked with staff and students at 3 sites. Training was also provided to a large number of counselors and administrators.</p>	<p>3.1 Hired a Cultural Competency consultant Supplemental 20,000</p>
<p>Scope of Service 1. All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Hispanic & African American Males</p>	
<p>4. Use Blackboard Connect to communicate with parents about their student and their coursework</p>	<p>4.1 Continue using email, text and calling functions of Blackboard to communicate with parents 5000-5999: Services And Other Operating Expenditures Base 94,000</p>	<p>4.1 Blackboard Connect is used district-wide to communicate with families in Home Languages.</p>	<p>4.1 Blackboard Connect is used district-wide to communicate with families in Home Languages.</p> <p>Base 94,000</p>
<p>Scope of Service 1. 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 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>5. Use Aeries.Net to give parents access to student information about attendance, grades, transcripts, etc.</p>	<p>5.1 Continue to promote Aeries.Net to parents as a way to access student information 5000-5999: Services And Other Operating Expenditures Base 20,000</p>	<p>5.1 Aeries.Net training provided and increased use by teachers and staff to communicate with parents.</p>	<p>5.1 Aeries.Net training provided Base 20,000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income 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. Provide foster youth and parents information about post secondary options	6.1 School Social Worker and Guardian Scholars intern will facilitate meetings quarterly on topics specific to foster youth and college/career readiness 1000-1999: Certificated Personnel Salaries Supplemental 20,000 *	6.1 Did not implement Guardian Scholars Intern, but School Social Workers did work with foster youth and parents to provide information about post-secondary options, both college and career options and financing.	6.1 Did not implement Guardian Scholars Intern, but School Social Workers did work with foster youth and parents Supplemental 1,500
Scope of Service: All <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All <hr/> <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1.1 Continue to hire bilingual staff and add languages to our interpreter/translator list. Hire interpreters for district meetings that need interpreter services 2.1 The Home Visit program will continue to expand by visiting more students' homes 2.2 Did not spend estimated budget because of difficulty of finding interpreters. We plan to hire more interpreters in a wider variety of languages. 2.4 Sites will share how to best make use of Learning Support Specialists 3.1 Cultural Competency is a growing need so we will hire one more consultant to work with sites and provide training at sites that did not receive services this year 4.1 Continue to fund BlackBoard Connect to communicate with parents in home languages 5.1 District will move to Aeries.net in Aug. 2015 so all students and parents will have online access to assignments, grades, and teacher contact 24/7 6.1 For our Foster Youth, we did not implement the Guardian Scholars Intern, but our School Social Workers provided support to students and parents to help prepare for college and careers.		

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:	NEED: 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.	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: All Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth and Special Education students		
Expected Annual Measurable Outcomes:	CAHSEE Proficiency Rate (385 +) will increase by 1% EL reclassification rate will increase by 1% 2% of ELs will move up one CELDT level on the annual test 1% of ELs will score proficient on annual CELDT	Actual Annual Measurable Outcomes: • CAHSEE proficiency rates : 2013-2014 = RFEP : 73% EL : 11% Econ Disadvan. : 55% 2014-2015 = RFEP : ** EL : ** Econ Disadvan. : ** • EL reclassification rates : 2013-2014 = 111 2014-2015 = 116 • CELDT annual - EL students meeting annual progress = 2013-2014 : 69% 2014-2015 : ** • CELDT - EL students meeting proficiency= 2013-2014 (5 yrs) : 63.9 % 2014-2015 (5 yrs) : ** **2014-2015 data unavailable until Fall 2015	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide devices in all intervention and English Language Development Courses for use during the school day	1.1 Purchase devices for the classrooms 4000-4999: Books And Supplies Supplemental 300,000	1.1 Purchased Chromebooks and storage carts for all intervention, ELD, and special education classes for use during the school day.	1.1 Purchase devices and carts Supplemental \$339,239
Scope of Service 1. All X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	

<p>2. Provide teacher training on the use of technology within the instructional setting</p>	<p>2.1 Coordinator of Instructional Technology to offer professional development to teachers 1000-1999: Certificated Personnel Salaries Base 91,000</p> <p>2.2 Special Education staff to receive training on using assistive technology to enhance disabled student access to instruction, curriculum and learning 1000-1999: Certificated Personnel Salaries Base 5,000</p>	<p>2.1 Provided 3 full day Professional Development Days for technology training for staff. Coordinator of technology provided technology training at district-wide, at sites, and on an individual basis.</p> <p>2.2 Special Education staff received training on using assistive technology to support disabled students</p>	<p>2.1 Provided 3 full day Professional Development Days for technology training for staff. Coordinator of technology provided technology training at district-wide, at sites, and on an individual basis.</p> <p>Base 93,000</p> <p>2.2 Special Education staff received training</p> <p>Base 5,000</p>
<p>Scope of Service 1.All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Develop a district phone app for smart phone access</p>	<p>3.1 Director of Technology to work on creating a district app for smart phone use 1000-1999: Certificated Personnel Salaries Base 10,000</p> <p>3.2 Train parents on how to use the app to access Naviance, Aeries and other school programs to actively engage parents in their child's education 1000-1999: Certificated Personnel Salaries Base 3,000</p>	<p>3.1 Phone app was developed by technology. Available in multiple languages.</p> <p>3.2 Parent training was not provided because the phone app was not developed until April 2015. Training will be provided at beginning of 2015-16 school year.</p>	<p>3.1 Phone app developed Base 15,000</p> <p>3.2 Parent training on use of district app Base 3,000</p>
<p>Scope of Service 1. All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Expand library and career center hours to give parents and students access to technology afterschool</p>	<p>4.1 Library and Career Centers will be open afterschool until 5pm for accessing resources and technology 2000-2999: Classified Personnel Salaries Supplemental 75,000 *</p>	<p>4.1 Libraries at all sites provided extended hours for students. Multiple computers and support were available.</p> <p>Three sites had Career Centers open until 4:00 during the week.</p>	<p>4.1 Extended hours at all comp. site libraries until 4:30 and some Career Centers open until 4:00 Supplemental 75,000</p>
<p>Scope of Service 1. All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</p> <hr/> <p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Support English Learner students and ELD program so students can gain proficiency in English</p>	<p>5.1 A testing assistant will help with administration of the CELDT test Supplemental 19,000</p>	<p>5.1 The testing assistant administered CELDT testing in the fall and spring, however, the position was reduced to 5 hrs/day for</p>	<p>5.1 Testing assistant Base 38,500</p>

	<p>5.2 Language Assistant utilized as and interpreter for conferences with parents and outreach to parents Supplemental 33,500</p> <p>5.3 Tutors will be assigned to EL classes to help student in their progression of English fluency Supplemental 23,000</p> <p>5.4 Supplemental material will be made available for teachers and students as part of the EL curriculum 4000-4999: Books And Supplies Supplemental 40,031</p> <p>4000-4999: Books And Supplies Supplemental 40,031</p> <p>5.5 Extra assignment and overtime support for EL related functions Supplemental 20,000</p>	<p>next year</p> <p>5.2 The Language Assistant was utilized year-long</p> <p>5.3 Tutors were hired and they worked with students in the ELD classes</p> <p>5.4 Supplemental materials and supplies were purchased for ELD courses</p> <p>5.5 Extra assignment and overtime support was funded for EL related functions</p>	<p>5.2 Language Assistant Supplemental 33,500</p> <p>5.3 Tutors for ELD classes Supplemental 35,000</p> <p>5.4 Supplemental materials and supplies for ELD classes Supplemental 168,292</p> <p>5.5 Extra assignment and overtime support. See Goal 2, 5.4</p>
<p>Scope of Service</p> <p>All</p> <p>OR:</p> <p><input type="checkbox"/> All</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</p> <p>All</p> <p>OR:</p> <p><input type="checkbox"/> All</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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>1.1 Devices will continue to be purchased to increase and maintain availability for our target students.</p> <p>1.1 One site (OHS) will develop a pilot program for 2015-16 for 1-to-1 computers in ELD classes</p> <p>2.1 Staff will be surveyed as to technology training needs in an effort to provide more "real World" and engaging instruction for all students, but especially our target students</p> <p>3.1 Training will be provided next year for parents on the phone app</p> <p>4.1 Improved communication needed to inform students and families about resources available such as extended hours and tutoring available in all libraries</p> <p>5.1 A number of sites used their discretionary funds to provide stipends and extra pay for teachers to provide training, to tutor students after school, to support CAHSEE test prep, to fund a release period for a literacy coach, and to fund a variety of interventions designed to close the achievement gap</p> <p>5.1 Testing assistant no longer had much work to complete due to mostly online testing. Position reduced to 5 hrs/day.</p> <p>5.4 Supplemental materials and supplies was increased 100% to cover costs for site specific supplemental needs for ELs in addition to district wide needs.</p> <p>5.5 There were more evening parent involvement events which needed support at the school sites by classified staff. This also included expanding translation services</p>		

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

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

Original GOAL 3 from prior year LCAP:	NEED: Improve student achievement for all students 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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Goal Applies to:	Schools: Antelope High, Granite Bay High, Oakmont High, Roseville High, Woodcreek High Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education, Redesignated fluent English proficient
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Expected Annual Measurable Outcomes:	Establish CAASPP ELA and math baselines Establish API baselines 50% of Foster youth will remain in their school of origin for the school year 45% of district wide Foster Youth will graduate	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> CAASPP ELA and math baselines : 2013-2014 = No baseline 2014-2015 = ** API : 2013-2014 Oakmont HS = 829 Roseville HS = 792 Independence HS = 665 Woodcreek HS = 856 Granite Bay HS = 868 Adelante HS = 525 Antelope HS = 806 2014-2015 Oakmont HS = ** Roseville HS = ** Independence HS = ** Woodcreek HS = ** Granite Bay HS = ** Adelante HS = ** Antelope HS = ** 50% of Foster youth will remain in their school of origin for the school year : 2013-2014 = 100% 2014-2015 = 96% 45% of district wide Foster Youth will graduate: 2013-2014 = 80% 2014-2015 = 66% **2014-2015 data unavailable until Fall 2015
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide access to the library afterschool	1.1 Keep Library open until 5pm 3 days a week. 2000-2999: Classified Personnel Salaries Supplemental 75,000 *	1.1 Libraries extended hours at all sites. Many students did not want to stay until 5:00, so hours were shortened until 4:15.	1.1 Libraries extended hours at all sites. See Goal 2, 4.1
Scope of Service	1. LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Provide access to Career Center after hours for parents</p>	<p>2.1 Keep Career Center open until 7pm 1 day a week 2000-2999: Classified Personnel Salaries Supplemental 75,000 *</p>	<p>2.1 Sites discovered that students made use of the extended hours in library but not many used Career Center. Only 3 sites continued with keeping career center open. Students went to library instead.</p>	<p>2.1 Libraries and Career Centers extended hours. See Goal 2, 4.1</p>
<p>Scope of Service 1. LEA Wide</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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</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>3. Provide transportation home after 5 pm</p>	<p>3.1 Create late bus routes to help students who live outside the 3 miles radius to get home after activities or library use 2000-2999: Classified Personnel Salaries Supplemental 113,000</p>	<p>3.1 All sites had late bus routes for first half of year. In January there was almost no use at 2 sites, so those routes were cancelled. Students also did not want to stay after 4:15, so bus pick-up was at 4:30.</p>	<p>3.1 Late bus routes for students staying after school. Supplemental 100,000</p>
<p>Scope of Service 1. LEA Wide</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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</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. Provide tutoring, counseling, coaching support (AVID Model) after regular hours so students not missing class</p>	<p>4.1 Create a comprehensive after school learning and wellness center on each comprehensive campus</p> <p>4.2 Hire a 0.6 Intern Program Counselor to manage Marriage Family Therapy Interns 1000-1999: Certificated Personnel Salaries Supplemental 74,400</p> <p>4.3 Marriage Family Therapy will be available after hours to provide counseling for families 1000-1999: Certificated Personnel Salaries Supplemental 49,000</p> <p>4.4 Hire School Social Worker to manage 7 Social Worker Interns to help with resourcing for families in need 1000-1999: Certificated Personnel Salaries Supplemental 20,000 *</p> <p>4.5 Hire 2-3 tutors to provide help to students after school</p> <p>Supplemental 25,000</p>	<p>4.1 After School Learning included late library hours & Wellness Center including MFT Intern services after school.</p> <p>4.2 Hired a .6 Marriage Family Therapist Intern Program Counselor to oversee interns. Over 100 students and their families were provided in-depth counseling. Increased services which resulted in increased cost of \$159,451</p> <p>4.3 Over 100 students and their families received counseling services after hours</p> <p>4.4 Social Worker was hired to manage 3 social work interns.</p> <p>4.5 Tutors were hired at all sites to support students after school in the library</p>	<p>4.1 After School Learning included late library hours & Wellness Center including MFT Intern services after school. See Goal 2, 4.1</p> <p>4.2 Hired a .6 Marriage Family Therapist Intern Program Counselor to oversee interns. Over 100 students and their families were provided in-depth counseling.</p> <p>Supplemental 159,451</p> <p>4.3 Marriage Family Therapist interns served over 100 students and their families, who received counseling services after school hours. See Goal 3, 4.2</p> <p>4.4 Social Worker was hired to manage 3 social work interns. Supplemental 15,000</p> <p>4.5 Tutors were hired at all sites to support students after school in the library. See Goal 2, 4.1</p>

<p>Scope of Service: 1. LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA Wide</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>5. Provide more counseling services at Oakmont and Antelope High Schools</p>	<p>5.1 Add .5 counselor at Oakmont and Antelope 1000-1999: Certificated Personnel Salaries Base 90,000</p>	<p>5.1 Added a .5 counselor at Oakmont High and Antelope High</p>	<p>5.1 Added .5 counselor at Oakmont High and Antelope High Base 94,000</p>
<p>Scope of Service: 1. Schoolwide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide</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>6. Improve persistence rate (maintain student at "School of Origin" when in the student's best interest) of Foster Youth students across school district</p>	<p>6.1 50% of Foster youth will remain in their school of origin for the school year</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 40,000</p>	<p>6.1 School Social Worker met and guided Foster Youth to improve persistence rate</p>	<p>6.1 School Social Work interns met and guided Foster Youth. Supplemental 1, 045</p>
<p>Scope of Service: 1. LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School Wide</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. Support schools in increasing graduation rates of Foster Youth by ensuring support and guidance by Intervention Counselor</p>	<p>7.1 45% of district wide Foster Youth will graduate 1000-1999: Certificated Personnel Salaries Supplemental 747,731*</p>	<p>7.1 Intervention Counselor met with Foster Youth regularly to ensure graduation</p>	<p>7.1 Intervention Counselor met with Foster Youth regularly to ensure graduation. Supplemental 783,309</p>
<p>Scope of Service: 1. LEA Wide</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: School Wide</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>8. Maintain CaHSEE Prep classes after school</p>	<p>8.1 Counselors will create and develop a CaHSEE Prep after school program to provide tutoring for students who scored 349 or less on CaHSEE ELA and/or Math</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 150,000</p>	<p>8.1 CaHSEE prep classes were developed and offered, not only after school, but at some sites, during lunch also. One site (AdHS) created a CaHSEE prep class during the school day. \$66,152 covered CAHSEE prep courses because more students passed the CAHSEE as sophomores and fewer prep classes needed.</p>	<p>8.1 CaHSEE prep classes were developed and offered, Supplemental 66,152</p>
<p>Scope of Service</p> <p>1. LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>1.1 Most site libraries provided support for a large number of students on a daily basis. Additional communication will be provided to target students and their parents to make sure they are aware of the services and resources</p> <p>2.1 Career centers may promote services and open for one night for student and parent use</p> <p>2.1 Training on technology will be provided for parents on site after hours</p> <p>3.1 Transportation services will continue for students who access after school programs/services</p> <p>3.1 An analysis of after school transportation use needed to consider how to offer the most practical services for students</p> <p>4 Input on social services and counseling services were favorable so these services will be continued district-wide</p> <p>4.5 More tutors will be made available after school in libraries</p> <p>1,2,3,4,5 More communication needed to notify students and parents of available services and resources</p> <p>6.1 We did not have as many social work interns as we planned which resulted in a reduced cost. We plan to obtain additional social work interns for 2015-16.</p> <p>8.1 CAHSEE prep was made available but not all students who needed tutoring took advantage of tutors. More advertising will be done to encourage students to take advantage of tutors.</p>		

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

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

Original GOAL 4 from prior year LCAP:	NEED: Ensure students have course access to and enrollment in a broad course of study Encourage students to go to college and communicate better the expectations for being college ready. Inform parents about the processes and steps for college	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> % students who are enrolled in AP courses increase by 5% # of students taking AP Exam will increase by 5% % passing AP exams with a "3" or higher will increase by 5% % students who are "Ready for College or Conditional" in English and math EAP will increase by 5% UC/CSU completion rate will increase by 5% 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> % students who are enrolled in AP courses increase by 5% : 2013-2014 = 5966 2014-2015 = ** # of students taking AP Exam will increase by 5% : 2013-2014 = 69% 2014-2015 = ** % passing AP exams with a "3" or higher will increase by 5% : 2013-2014 = 75% 2014-2015 = ** % students who are "Ready for College or Conditional" in English and math EAP will increase by 5% : 2013-2014 = English -52%, Math - 67% 2014-2015 = English- 55%, Math - 65% UC/CSU completion rate will increase by 5% : 2013-2014 = Woodcreek HS - 79.5 % Granite Bay HS - 77.7 % Antelope HS - 76.5 % Oakmont HS - 74.6 % Roseville HS - 68.3 % 2014-2015 = Woodcreek HS - * Granite Bay HS - ** Antelope HS - ** Oakmont HS - ** Roseville HS - ** <p>**2014-2015 data unavailable until Fall 2015</p>	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Implement program from Equal Opportunity Schools -- Advanced Placement preparation for all students	1.1 Apply for and implement the EOS AP Program at each of the high schools 5800: Professional/Consulting Services And Operating Expenditures Supplemental 125,000	1.1 Implemented Equal Opportunity Schools at each site and significantly increased the number of target students who registered for AP/IB courses for 2015-16	1.1 Equal Opportunity Schools contract Supplemental 128,000
Scope of Service	1. LEA Wide	Scope of Service	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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Expand credit recovery and A-G Recovery</p>	<p>2.1 Create a satellite campus at Antelope High 1000-1999: Certificated Personnel Salaries Base 150,000 2.2 Offer more credit recovery and A-G recovery courses during the school year by creating new course offerings in math and English which aligns to CCSS 1000-1999: Certificated Personnel Salaries Supplemental 60,000</p>	<p>2.1 Created a satellite campus for Credit Recovery and A-G credit recovery. 2.2 New courses were created and offered for credit recovery and A-G recovery in core courses to align with CCS</p>	<p>2.1 CR Satellite campus teachers 1000-1999: Certificated Personnel Salaries Supplemental 210,000 2.2 New course development by teachers See Goal, 2.1</p>
<p>Scope of Service 1. LEA Wide</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><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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. Offer Naviance program across the school district</p>	<p>3.1 Train and implement Naviance at all schools in the district 5800: Professional/Consulting Services And Operating Expenditures Supplemental 70,000 3.2 Provide professional development to counselors and staff using Naviance program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000 3.3 Provide training to parents and students on Naviance so that they can access it 24/7 1000-1999: Certificated Personnel Salaries Supplemental 3,000 *</p>	<p>3.1 Naviance program was implemented at all sites 3.2 Training provided district-wide on Naviance to support staff and teachers 3.3 Students were trained in Naviance. However, parents were not trained in Naviance.</p>	<p>3.1 Naviance program Supplemental 93,000 3.2 Training provided district-wide on Naviance. See Goal 4, 3.1 3.3 Students trained in Naviance by Career Center, librarians and teachers. See Goal 4, 3.1</p>
<p>Scope of Service 1. LEA Wide</p>		<p>Scope of Service 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 type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Offer more after school tutoring in the library at each school and a wellness center at each site.</p>	<p>4.1 Hire more tutors in a variety of subject areas to help students with coursework 2000-2999: Classified Personnel Salaries Supplemental 25,000 *</p>	<p>4.1 Tutors were hired for after school tutoring in libraries</p>	<p>4.1 Tutors hired 2000-2999: Classified Personnel Salaries Supplemental 25,000</p>
<p>Scope of Service 1. LEA Wide</p>		<p>Scope of Service LEA Wide</p>	
<p><input type="checkbox"/> All</p>		<p><input checked="" type="checkbox"/> All</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income 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. Coordinate local college field trips to expose target students to colleges in the area.	5.1 Students will take field trips to local colleges 5000-5999: Services And Other Operating Expenditures Supplemental 15,000	5.1 Students took field trips to CSU Sacramento, UC Davis, and other Bay Area colleges.	5.1 Field trips taken Supplemental 15,000
Scope of Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1.1 Equal Opportunity Schools program was very effective in almost reaching equity at all sites for target students enrolled in AP/IB courses so that program will continue for the next three years, but will cost less yearly due to limited need for follow-up 1.1 Due to growth of AP enrollments, 3 additional AP coordinators were hired to oversee recruitment, support, and interventions for students in AP/IB programs 1.1 Many sites used their discretionary funding to provide addition support for AP tutoring, materials, and release time for teachers to work on curriculum, assessments, and interventions to support the program 2 Credit recovery and A-G recovery programs are successful so they will be supported next year 2.2 New A-G course credit recovery expanded from just English and math to all core content 3.1 Naviance is not being widely used at all sites so more training will be offered next year to staff, students and parents 4.1 There may be a need for additional tutors and teacher tutors in libraries after school ~At parent forums there was strong support for offering PSAT at no cost to students. This idea was included in new plan ~Based on input, more counselors were hired and funding continued for Intervention/EL Specialist counselors at all sites		

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Original GOAL 5 from prior year LCAP:	NEED: Increase # of students completing CTE programs of study and earning a certificate Provide more training in job and life skills to students and increase the number of high quality career pathways for students to take	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify CTE and Personal Finance	
Goal Applies to:	Schools:	LEA Wide ----- Applicable Pupil Subgroups: English Learner, Low Socioeconomic, Foster Youth, Special Education	
Expected Annual Measurable Outcomes:	# of students completing CTE programs of study will increase by 5% # of students completing a completer course will increase by 5%	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Enrollment in CTE Program of Study courses : 2013-2014 = 429 2014-2015 = 681 Students completing a completer course : 2013-2014 = 479 2014-2015 = 500 <p>CAASPP ELA and math baselines : 2013-2014 = No baseline 2014-2015 = **</p> <p>**2014-2015 data unavailable until Fall 2015</p>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Increase the number of students completing the capstone course in a Program of Study	<p>1.1 Promote Career Technical Education and Programs of Study at each school site. Better inform students and parents about this option</p> <p>1.2 Develop or supplement for POS in Construction, Medical/Health, Information Technology, Engineering (CRANE) 0000: Unrestricted Other 375,000</p> <p>1.3 Readjust the current allocation of funds to enrich and enhance all POS (Perkins) 0000: Unrestricted Other 140,000</p>	<p>1.1 CTE Programs of Study (POS) have been advertised and promoted for recruitment of students at each comprehensive school site.</p> <p>1.2 Additional Project Lead The Way (PLTW) Programs of Study have been developed through CRANE.</p> <p>1.3 Current allocation of Perkins funds have been readjusted.</p>	<p>1.1 Counselors and Teachers promote CTE Programs of Study. Classes have been advertised and students recruited at each comprehensive school site.(cost included in base program)</p> <p>1.2 POS in Construction, Medical/Health, Information Technology, Engineering (CRANE) were developed</p> <p>Governors CTE Initiative: California Partnership Academies 375,000</p> <p>1.3 The current allocation of funds to enrich and enhance all POS (Perkins) was adjusted</p> <p>Carl D. Perkins Career and Technical Education 140,000</p>
Scope of Service	1. LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>2. Implement Personal Finance course in 2014-15</p>	<p>2.1 All students will need to pass the new Personal Finance Course as a part of the local graduation requirement</p> <p>2.2 Update Personal Finance Course as needed 1000-1999: Certificated Personnel Salaries Base 10,000</p>	<p>2.1. Personal Finance course has been designed and implemented as a pilot course throughout the district. Juniors and seniors can begin to take the course in June 2015. Teachers are monitoring hot lists of significant subgroups. Personal Finance support is coordinated through Independent Studies and Adult School.</p> <p>2.2 Revisions have been made to the course</p>	<p>2.1 Personal Finance course developed Base 15,000</p> <p>2.2 Personal Finance course revised after vetting and pilot test administrations. See Goal 5, 2.1</p>
<p>Scope of Service: 1. LEA Wide</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: LEA Wide</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>3. Provide assistance after school in the career center to help with career options</p>	<p>3.1 Students will be able to access additional help after school to be more career ready through the Naviance Program</p> <p>2000-2999: Classified Personnel Salaries Supplemental 75,000 *</p>	<p>3.1 The Career Centers at three high schools have extended hours after school to help with career options and to provide support. All Comp sites have the library open late.</p> <p>3.2 Naviance training will be provided to Career Center techs and students</p>	<p>3.1 Career Center opened late at 3 sites. See Goal 2, 4.1</p> <p>3.2 Naviance training. See Goal 4, 2.1</p>
<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>1.1 Counselors and teachers will continue to recruit students, especially target students, for CTE courses and Programs of Study</p> <p>1.2 Additional CTE courses will be offered through Project Lead the Way, which will be funded, in part, by Perkins and CRANE grants</p> <p>2.1 Students will be monitored closely to make sure interventions are in place to help them successfully pass the Personal Finance Course</p> <p>3.1 Career Centers at three schools will continue to be open late in 2015-2016.</p> <p>3.2 The Naviance program is being underutilized, so more training will be provided next year for teachers, support staff, students and parents</p>		

	<ul style="list-style-type: none">~Parents will be better informed of CTE options through CTEAC's and showcase nights, which will be continued next year as a way to better communicate options for students~Input was received that students need more opportunities for career & college field trips so that was included in new plan~More opportunities for students to receive internships will be a focus for next year
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 6 from prior year LCAP:	NEED: 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 revise curriculum to be more relevant to "real world" situations.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: All, English Learners, Special Education		
Expected Annual Measurable Outcomes:	Develop an observational tool to measure CCSS implementation	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • CAASPP ELA and math baselines : 2013-2014 = No baseline 2014-2015 = ** • Local Measure: 2015-2016 Baseline: District Writing Assessment District Common Assessment • Core Content areas (English, Soc. Studies, Science, math) determined Essential Learning Outcomes and developed District Common Assessments--need to analyze data over time -- no data yet • Data for end of term grades in all core classes for reduction of D/Fs--- unavailable until June 2015 • We have not developed an observational tool to measure CCSS implementation yet 	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Add professional development days for training on implementation of CCSS and technology	<p>1.1 Teachers will be able to meet as schools and district wide subject groups to receive training and collaborate on subject specific needs 1000-1999: Certificated Personnel Salaries Base 400,000</p> <p>1.2 Special Education teachers will receive professional development in ACCESS math and EDGE training (ELA) to help support Special Education students in Academic Lab classes 1000-1999: Certificated Personnel Salaries Base 20,000 *</p> <p>1.3 Provide training for teachers and trainers on Expository Reading and Writing Course (ERWC) 1000-1999: Certificated Personnel Salaries Other 16,000</p> <p>1.4 Expand the Districtwide Writing Assessment (DWA) to align with CCSS 1000-1999: Certificated Personnel Salaries Base 25,000</p> <p>1.5 Provide BTSA training with activities that focus on the CA Standards for the teaching profession 1000-1999: Certificated Personnel Salaries Other 130,000</p> <p>1.6 Special Education teachers will receive coaching from ACCESS math and EDGE to implement CCSS in ELA and math 1000-1999: Certificated Personnel Salaries Base</p>	<p>1.1 Three district-wide Professional Development Days provided where teachers meet in subject area teams to receive training in subject areas and in technology focused sessions</p> <p>1.2 Special education teachers received training in ACCESS math and EDGE (ELA)</p> <p>1.3 Four English teachers received training on Expository Reading and Writing Course through SCOE</p> <p>1.4 The District Writing Assessment team has merged with previous English District Common Assessment Team on aligning the assessment with CCSS and SBAC</p> <p>1.5 BTSA Teacher Induction is provided to all new 1st and 2nd year teachers, focusing on the CA standards for the TEaching Profession and implementation of CCSS</p> <p>1.6 Special Education facilitators received coaching from district Math coach on ACCESS math program.</p> <p>1.7 Paraeducators received training on strategies to work effectively with special education students</p>	<p>1.1 Three full Professional Development Days Base 420,000</p> <p>1.2 Train Sped. Ed. teachers Base 20,000</p> <p>1.3 Train English teachers in ERWC Common Core Standards Implementation Funds 16,000</p> <p>1.4 District Writing Assessment team--release time for collaboration and assessment development and analysis Base 25,000</p> <p>1.5 BTSA Induction program--2 full-release coaches Base 135,000</p> <p>1.6 Math coach provides training to Spec. ed. teachers Base 10,000</p> <p>1.7 Training for paraeducators Base 5,000</p> <p>1.8 EDGE training (ELA) for Spec. ed. teachers Base 3,000</p>

	<p>10,000*</p> <p>1.7 Paraeducators in special education department will receive professional development training on strategies to work effectively with special education students 2000-2999: Classified Personnel Salaries Base 5,000</p> <p>1.8 Special Education EDGE (ELA) work group to meet twice to continue districtwide collaboration 1000-1999: Certificated Personnel Salaries Base 3,000</p>	<p>1.8 Special Education teachers met twice to collaborate on EDGE (ELA) implementation</p>	
<p>Scope of Service</p> <p>1. LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>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>2. Hire a districtwide math coach</p>	<p>2.1 Math coach will work with math teachers to help implement common core state standards and provide training on best practices/instructional strategies as it relates to Integrated Math 1000-1999: Certificated Personnel Salaries Supplemental 100,000*</p>	<p>2.1 Hired a math coach who worked with math teachers on developing new curriculum for integrated math and instructional strategies to support collaborative classrooms.</p>	<p>2.1 Math coach salary + benefits Supplemental 113,411</p>
<p>Scope of Service</p> <p>1. LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>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. Provide release periods for Integrated Math curriculum development</p>	<p>3.1 Teachers at each site will have a release period to help design, develop, implement and assess the Integrated Math series 1-3 to match CCSS. 1000-1999: Certificated Personnel Salaries Base 300,000</p>	<p>3.1 Each site provided a release period for one Integrated Math 1 and 2 teacher to work with a team on curriculum development for the newly adopted curriculum</p>	<p>3.1 Release periods Base 310,000</p>
<p>Scope of Service</p> <p>1. 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>Scope of Service</p> <p>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>4. Provide stipends for Applied Core lead teachers</p>	<p>4.1 Applied Core lead teachers will help to lead literacy through the Applied Core Content Areas 1000-1999: Certificated Personnel Salaries Base 20,000</p>	<p>4.1 Funded Applied Core teachers (6) applied for positions to work on integration of CCSS into their curriculum and to develop common assesments. Some additional teachers were paid hourly for training other teachers.</p>	<p>4.1 Stipends of \$1,000 or hourly for providing professional development training</p> <p>Base 20,000</p>

<p>Scope of Service</p> <p>1. LEA Wide</p>		<p>Scope of Service</p> <p>LEA Wide</p>	
<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. Provide training on literacy, intervention strategies and cultural awareness</p>	<p>5.1 Teachers will receive professional development on intervention strategies to use in the classroom, academic vocabulary and cultural awareness in the classroom 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000</p>	<p>5.1 Training was provided on cultural awareness, academic vocabulary development and interventions.</p>	<p>5.1 Professional development training Supplemental 10,000</p>
<p>Scope of Service</p> <p>LEA Wide</p>		<p>Scope of Service</p> <p>LEA Wide</p>	
<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6. Provide stipends for English Language Arts Lead Teachers</p>	<p>6.1 Lead Teachers for English Language Arts will design, develop, implement and assess ELA course sequence for grades 9-12. 1000-1999: Certificated Personnel Salaries Base 30,000</p>	<p>6.1 English Lead Teachers worked on a reading assessment and District Writing Assessment. These two assessments will be merged into one SBAC-like assessment for 2015-16 by the lead teachers.</p>	<p>6.1 Stipends for ELA lead teachers Base 30,000</p>
<p>Scope of Service</p> <p>1. LEA Wide</p>		<p>Scope of Service</p> <p>LEA wide</p>	
<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>7. Provide stipends for Social Science and Science Lead Teachers (CCAT)</p>	<p>7.1 CCAT Lead Teachers for Social Science and Science will design, develop, implement and assess social science and science course sequences 1000-1999: Certificated Personnel Salaries Base 50,000</p>	<p>7.1 Math lead teachers were added to the Social Science and Science teams. All teams worked on identifying Essential Learning Outcomes for each course in their department. They continued to work on development and refinement of District Common Assessments which were administered and analyzed in fall and spring. These CCAT lead teachers provided professional development on all 3 Professional Development Days.</p>	<p>7.1 Stipends for Social Science, Science and math CCAT lead teachers</p> <p>Base 50,000</p>

<p>Scope of Service: 1. 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>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>8. Provide training for Functional Skills Program curriculum</p>	<p>8.1 Two teachers will be trained to become the trainer of trainers for the Functional Skills Program to be aligned with CCSS 1000-1999: Certificated Personnel Salaries Base 1,500</p>	<p>8.1 Training was provided on Prof. Dev. Days 2 & 3 for Functional Skills teachers. They worked on aligning curriculum, establishing Essential Learning Outcomes, and developing some common assessments.</p>	<p>8.1 Functional Skills Training Base 1,500</p>
<p>Scope of Service: 1.School 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>Scope of Service: School 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><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School Wide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>9. Provide training to ELD teachers so that students gain proficiency in English</p>	<p>9.1 EL teachers will receive professional development to align Common Core State Standards with new ELD standards 5800: Professional/Consulting Services And Operating Expenditures Supplemental 34,300</p>	<p>9.1 Provided monthly full day training to all ELD teachers on curriculum, strategies and assessments to insure their students gain proficiency in English</p>	<p>9.1 Provide subs for ELD training Supplemental 20,000</p>
<p>Scope of Service: 1. LEA Wide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School Wide</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1 Positive feedback received from all professional development so training will continue and additional offerings will be available 1.5 BTSA Induction coaches will continue to train our 1st and 2nd year teachers in CCSS implementation, interventions for struggling students, and strategies for creating high functioning PLTs 1.6 & 1.8 Special education teachers will continue to receive training specific to their curriculum with EDGE (ELA) and ACCESS math 2.1 Full release math coach has had tremendous success in building a culture of collaboration with math teachers. Position will be funded in 2015-16 plan. Need to begin analyzing data from Integrated math program. 3.1 Sites will provide release periods for one Integrated 2 and Integrated 3 to work with a team on curriculum development for the newly adopted curriculum 4.1 Additional Applied Core teachers are being recruited to lead implementation of CCSS in all content areas 5.1 Additional training will be developed around academic vocabulary, implementation of CCSS, Professional Learning Teams, implementation of ELD standards across the curriculum, Next Generation Science Standards, and instructional strategies. 6.1 & 7.1 Lead teachers provided guidance for development of district common assessments and next year they will also take on an instructional leadership role at sites and district-wide 8.1 Using Professional Development days for separate Functional Skills training has been beneficial and it will continue 9.1 ELD training has focused on establishing benchmark assessments and instructional strategies and will be continued in next plan ~We have not developed an observational tool for implementation of CCSS but will investigate and develop one for walk-throughs next year ~Based on feedback, training will also be developed and offered to all administrators on creating a culture of trust, and supporting teachers by implementing an instructional coaching model		

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:	NEED: Seal of Biliteracy Candidates 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: LEA Wide Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The # of students attaining the Seal of Biliteracy will increase by 3%	Actual Annual Measurable Outcomes: • Attaining Seal of Biliteracy : 2013-2014 = 230 2014-2015 = 235	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. More students will be eligible for the Seal of Biliteracy in their senior year	1.1 Create more awareness about the seal of Biliteracy to all students and parents 5000-5999: Services And Other Operating Expenditures Supplemental 3,500	1.1 Announcements on school websites and bulletins were placed to notify students. Letters were sent home to senior parents. Counselors and World Language teachers announced to senior students.	1.1 Mailing cost for letters to parents. Supplemental 3,500
Scope of Service	1. LEA Wide	Scope of Service	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 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?	1.1 Students will continue to be encouraged by counselors and teachers to attain the Seal of Biliteracy. 1.1 More communication with parents about the value of the Seal of Biliteracy and requirements for students to attain it.		

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

Original GOAL 8 from prior year LCAP:	NEED: 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	
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: All		
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	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> Misassignment rate and 100% CLAD certified 2013-2014 = 100% certified 2014-2015 = 100% certified Maintained 100% facilities with Good/Exemplary rating 2013-2014 = 100% 2014-2015 = 100% Williams certification shows 100% of students have access to standards aligned materials 2013-2014 = 100% 2014-2015 = 100% 	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Annually review all master schedule assignments to insure correct assignments and CLAD certified.	1.1 Annually review all master schedule assignments to insure correct assignments 1000-1999: Certificated Personnel Salaries Base 33,000,000	1.1 Teachers and administrators will be annually reviewed to ensure they are Highly Qualified and that they are CLAD certified. Staff received a 5% raise in salary and benefits.	1.1 Teachers and administrators will be annually reviewed to ensure they are Highly Qualified and that they are CLAD certified. Base 35,300,000
Scope of Service	1. LEA Wide	Scope of Service	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 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)	
2. Facilities at school sites will be in good repair	2.1 Ensure schools are clean and in good repair 5000-5999: Services And Other Operating Expenditures Base 550,000	2.1 Custodians and Maintenance workers provide services so that all sites received a Good/Exemplary rating	2.1 Maintain Custodians and Maintenance workers and increase if necessary Base 858,519
Scope of Service	1. LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3. Provide 100% of students will have access to standards aligned textbooks	3.1 Provide all students will have standards aligned textbooks 4000-4999: Books And Supplies Base 880,000	3.1 All students have access to standards aligned materials. Based on teacher needs, actual textbooks were less than originally estimated therefore less textbooks were purchased. Science is waiting to purchase new textbooks until the NGSS come out and they will then purchase aligned texts.	3. All students have access to standards-aligned textbooks. Base 658,000
Scope of Service: 1. LEA Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1.1 Personnel will continue to review teachers and administrators credentials. Staff received a 5% raise in salary and benefits. 2.1 Custodians and Maintenance workers will be maintained and increased if necessary in order to maintain 100% of facilities receiving Good/Exemplary rating 3.1 All students will be provided with standards aligned textbooks. Based on teacher needs, actual textbooks were less than originally estimated therefore less textbooks were purchased. Science is waiting to purchase new textbooks until the NGSS come out and they will then purchase aligned texts.		

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Original GOAL 9 from prior year LCAP:	NEED: Improve student engagement and school climate/connectedness Ensure students feel safe and engaged with school environment	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:	LEA Wide ----- 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 20% Decrease suspensions by 20% Decrease by 1% students chronically absent Dropouts will decrease by 1%	Actual Annual Measurable Outcomes: • Expulsions : 2013-2014 = ELs - 1 (student), Low Social Econ - 7 (students) 2014-2015 = ELs- **, Low Social Econ - ** • Suspensions : 2013-2014 = ELs - 35 (students), Low Social Econ - 369 (students) 2014-2015 = ELs - **, Low Social Econ- ** • Chronic absences : 2013-2014 : Adelante HS = 78.24% Antelope HS = 27.54 % Granite Bay HS = 22.09 Independence HS = 18.26 % Oakmont HS = 13.31 % Roseville HS = 31.65 Woodcreek HS = 18.80 % 2014-2015 : Adelante HS = ** Antelope HS = ** Granite Bay HS = ** Independence HS = ** Oakmont HS = ** Roseville HS = ** Woodcreek HS = ** • Dropouts : 2013-2014 = ELs -11%, Low Social Econ - 7.2% 2014-2015 = ELs **, Low Social Econ ** ** 2014-2015 data not available until Fall 2015	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
1. Implement Positive Behavior Interventions & Support (PBIS) district-wide to build student engagement and change school climate	Budgeted Expenditures	1.1 PBIS program implemented at all sites. Monthly meetings to analyze data. 1.2 District implemented Multi-Tiered Support System and Response to Intervention models to support PBIS implementation.	Estimated Actual Annual Expenditures
	1.1 Sites will receive coaching and guidance from district staff and PCOE to fully implement PBIS Tier 1, 2, or 3 of PBIS depending upon current level 5800: Professional/Consulting Services And Operating Expenditures Supplemental 45,000 * 1.2 District will continue to implement districtwide Multi-Tiered Support System (MTSS) and Response to Intervention (Rti) models to help support PBIS at sites 5800:		1.1 PBIS program implemented at all sites. Monthly meetings to analyze data. Supplemental 45,000 1.2 District implemented MTSS and Rti models See Goal 9, 1.1

	Professional/Consulting Services And Operating Expenditures Supplemental 45,000 *		
<p>Scope of Service: 1. LEA Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Hispanic & African American Males</p>	
<p>2. Home visit program will be implemented at each site and districtwide</p>	<p>2.1 Training for home visits will occur in May 2014 and Sept 2014 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000 *</p> <p>2.2 Home visit training to build capacity with staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000 *</p> <p>2.3 Home visits will occur during the 2014-15 school year for identified families 5000-5999: Services And Other Operating Expenditures Supplemental 30,000 *</p> <p>2.4 Hire 5 more Learning Support Specialists to help with home visits 2000-2999: Classified Personnel Salaries Supplemental 235,000 *</p> <p>2.5 Current 3.6 FTE Learning Support Specialist will help with home visits 2000-2999: Classified Personnel Salaries Supplemental 174,000*</p>	<p>2.1 Training was provided for home visits.</p> <p>2.2 Training was provided to help build capacity.</p> <p>2.3 Home visits were done by site administrations, counselors, Learning Support Specialists, Intervention Counselors and Youth Resource Officers to identified families.</p> <p>2.4 Five Additional Learning Support Specialists were hired</p> <p>2.5 Current Learning Support Specialists also conducted Home visits</p>	<p>2.1 Training was provided for home visits. See Goal 1, 2.1</p> <p>2.2 Training was provided to help build capacity. See Goal 1, 2.1</p> <p>2.3 Home visits were done by site administrations, counselors, Learning Support Specialists, Intervention Counselors and Youth Resource Officers to identified families. See Goal 1, 2.1</p> <p>2.4 Five Additional Learning Support Specialists were hired. See Goal 1, 2.4</p> <p>2.5 Current Learning Support Specialists also conducted Home visits. See Goal 1, 2.4</p>
<p>Scope of Service: 1. LEA Wide</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: School 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Hispanic & African American Males</p>	
<p>3. Social Work Intern Program will be implemented at school sites</p>	<p>3.1 School Social Worker to be hired to monitor SW interns at sites 1000-1999: Certificated Personnel Salaries Supplemental 20,000*</p> <p>3.2 Seven (7) Social Work Interns will be placed at sites and will engage families in resourcing and wraparound services</p> <p>3.3 Social work interns will help with home visits</p>	<p>3.1 Social Worker was hired to monitor 3 social work interns.</p> <p>3.2 Three Social Work interns were placed at Oakmont, Granite Bay, and Woodcreek</p> <p>3.3 Social Work Interns did participate in Home Visits</p>	<p>3.1 Social Worker was hired to monitor 3 social work interns. See Goal 3, 4.4</p> <p>3.2 Three Social Work interns were placed at Oakmont, Granite Bay, and Woodcreek. See Goal 3, 4.4</p> <p>3.3 Social Work Interns did participate in Home Visits. See Goal 3, 4.4</p>

<p>Scope of Service</p> <p>1. LEA Wide</p>		<p>Scope of Service</p> <p>School Wide</p>	
<p><u> </u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>		<p><u> </u> 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>Low achieving males</p>	
<p>4. Marriage Family Therapist Intern program will be implemented at school sites</p>	<p>4.1 Hire .6 Intern Program Counselor to oversee the MFT Interns at school sites 1000-1999: Certificated Personnel Salaries Supplemental 75,000*</p> <p>4.2 Interns placed at school sites to engage families in counseling services 2000-2999: Classified Personnel Salaries Supplemental 49,000*</p>	<p>4.1 Hired a .6 Marriage Family Therapist Intern Counselor to oversee the program</p> <p>4.2 Hired MFT Interns who counseled over 100 students and their families during the 2014-15 school year</p>	<p>4.1 Hired a .6 Marriage Family Therapist Intern Counselor. See Goal 3, 4.1</p> <p>4.2 Hired MFT interns. See Goal 3, 4.1</p>
<p>Scope of Service</p> <p>1. LEA Wide</p>		<p>Scope of Service</p> <p>LEA Wide</p>	
<p><u> </u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	
<p>5. Maintain Intervention counselors and EL Specialist at school sites to support and guide at-risk students and English Learners</p>	<p>5.1 Intervention counselors and EL Specialist will provide guidance and support to students 1000-1999: Certificated Personnel Salaries Supplemental 747,731 *</p>	<p>5.1 Maintained our Intervention Counselors/EL specialists at sites</p>	<p>5.1 Maintained our Intervention Counselors/EL specialists at sites Supplemental 783,309</p>
<p>Scope of Service</p> <p>1. LEA Wide</p>		<p>Scope of Service</p> <p>School Wide</p>	
<p><u> </u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>		<p><u> </u> 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><u> </u> Other Subgroups: (Specify)</p>	
<p>6. Maintain Summer Bridge Program to initiate school involvement of at risk incoming 9th graders</p>	<p>6.1 Counselors will build and create a Summer Bridge program to actively engage students 5000-5999: Services And Other Operating Expenditures Supplemental 25,000</p>	<p>6.1 Summer Bridge program maintained for at-risk incoming freshmen.</p>	<p>6.1 Summer Bridge program maintained for at-risk incoming freshmen.</p> <p>Supplemental 25,000</p>
<p>Scope of Service</p> <p>1. LEA Wide</p>		<p>Scope of Service</p> <p>School Wide</p>	
<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>		<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	

<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"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input 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?	1.1 District office will continue to support PBIS efforts at all the school sites. 2.3 Home visits were conducted by site administrations, counselors, Learning Support Specialists, Intervention Counselors and Youth Resource Officers to identified families. 3.1 School Social Worker will continue to monitor Social Work interns. 4.1 Marriage Family Therapist intern counselor will continue to monitor MFT interns. 4.2 MFT interns counseled over 100 students and their families during the 2014-15 school year with positive results so this will be continued next year 5.1 Intervention Counselors/EL Specialists will continue to monitor at-risk students and English Learners. 6.1 Counselors will continue to support incoming at-risk 9th graders. ~Need to develop a survey to determine baseline for student engagement, school climate (safety, support, bullying, etc.), course access, student achievement to be given beginning of year and end of year for comparison		

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: 2014-15				
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?				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$4,112,670</u>
<p>Some services are districtwide, however there will be 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 stakeholders on the draft plan, their optimism and support is confirmation that these expenditures are the most effective use of these funds.</p>	
<p>1 Learning Support Specialists \$417,118 * 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- LEA-wide \$70,000 * 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 \$114,469 * LEA-wide 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>	
<p>4 Advancement Via Individual Determination Program (AVID) \$31,598 * 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.</p>	
<p>5 Professional Development \$70,000 * LEA-wide- 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.</p>	
<p>6 Technology \$217,500 * LEA-wide-Technology Training provided to staff so that they can create engaging lessons for students, but in particular students who don't always engage. In addition, funding for devices and carts for all ELD, Special Education, and ACCESS math classes.</p>	
<p>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.</p>	
<p>8 Extended Library/Career Center Hours \$75,000 *LEA-wide- 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.</p>	
<p>9 Positive Behavioral Intervention & Supports (PBIS) \$35,000 *LEA-wide- 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.</p>	
<p>10 Marriage & Family Therapist Intern Supervisor and Support \$164,802 * 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.</p>	
<p>11 Social Work Intern Supervisor and Support \$105,775 * 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.</p>	
<p>12 Transportation (Extended Hours) \$100,000 * LEA-wide- 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.</p>	
<p>13 Advanced Placement Improvement Program (EOS Program) \$20,000 * 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.</p>	
<p>14 Additional Interpreters/Translators \$48,239 *The interpreters and translators will provide documents in EL families' home languages and provide translation services at meetings.</p>	
<p>15 College Visits \$25,000 *LEA-wide, although 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.</p>	
<p>16 Additional Materials/Supplies \$10,000 *To provide Summer Bridge, Parent Outreach and Intervention Counselors with materials and supplies for students, parents, and teachers.</p>	
<p>17 Intervention Counselors / English Learner Specialists \$818,352 * 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</p>	

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 \$68,150 * Tutoring services and materials are provided to support students(especially low income students, English learners, special needs, foster youth, and homeless youth) who have not passed the CAHSEE as a 10th grader.

19 Credit Recovery \$267,541 * 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.

20 English Learner Program \$277,000 * Training, materials, supplies for the ELD program.

21 Site Intervention Teacher Staffing \$472,248 *Site specific intervention courses established. This paid for FTE's.

22 2.0 FTE Counselors (OHS, WHS) \$213,637 * LEA-wide, 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 Intergrated Math II and III Release Periods \$132,250 LEA-wide- The Integrated math lead teachers work together to develop curriculum and instructional strategies to support all students, but especially our target students. They observe math classes to provide feedback and coaching on how to support all students, providing EL strategies and intervention strategies.

24 Advanced Placement Coordinators \$105,802 LEA-wide- 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 (Credit Recovery) \$30,401 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 3.0 FTE \$283,349 * An additional 3 ELD teachers hired to support the growing ELD population at sites.

27 PSAT for All 10th Graders \$37,500 LEA-wide- 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, foster and homeless youth, and students who did not pass CAHSEE

- Adelante \$6,000
- Antelope \$50,000
- Granite Bay \$50,000
- Independence \$6,000
- Oakmont \$50,000
- Roseville \$50,000
- Woodcreek \$50,000

Total: \$4,492,731

* These budget items were partially or fully included in 2014-15 and are also part of the 2015-16 draft plan.

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.

5.20	%
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The percentage by which services for the unduplicated pupils must be increased or improved as compared to all pupils for 2015-2016 is 5.02% For 2016-2017 and 2017-2018, the percentage is 5.82% and 5.88%. Based on the extra services and programs listed in 3C, 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.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	38,169,731.00	42,504,722.00	53,497,346.00	53,779,354.00	54,136,029.00	161,412,729.00
Base	35,737,500.00	38,223,519.00	48,846,615.00	48,846,615.00	48,986,615.00	146,679,845.00
California Career Pathways Trust	0.00	0.00	125,000.00	125,000.00	125,000.00	375,000.00
Carl D. Perkins Career and Technical Education	0.00	140,000.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	0.00	16,000.00	0.00	0.00	0.00	0.00
Governors CTE Initiative: California Partnership Academies	0.00	375,000.00	0.00	0.00	0.00	0.00
Other	661,000.00	0.00	0.00	0.00	0.00	0.00
Supplemental	1,771,231.00	3,747,703.00	4,502,731.00	4,784,739.00	5,001,414.00	14,288,884.00
Title I	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
Title III	0.00	2,500.00	3,000.00	3,000.00	3,000.00	9,000.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	38,088,231.00	924,650.00	52,594,323.00	52,352,604.00	52,383,771.00	157,330,698.00
	39,000.00	689,650.00	52,594,323.00	52,352,604.00	52,383,771.00	157,330,698.00
0000: Unrestricted	515,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	34,517,900.00	210,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	567,000.00	25,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	1,220,031.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	900,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	329,300.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	38,088,231.00	924,650.00	52,594,323.00	52,352,604.00	52,383,771.00	157,330,698.00
	Base	0.00	132,500.00	48,846,615.00	48,590,788.00	48,727,788.00	146,165,191.00
	California Career Pathways Trust	0.00	0.00	125,000.00	125,000.00	0.00	250,000.00
	Common Core Standards Implementation Funds	0.00	16,000.00	0.00	0.00	0.00	0.00
	Supplemental	39,000.00	541,150.00	3,599,708.00	3,613,816.00	3,632,983.00	10,846,507.00
	Title I	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
	Title III	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
0000: Unrestricted	Other	515,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	34,188,500.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	146,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	183,400.00	210,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	5,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	562,000.00	25,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	880,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	340,031.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5000-5999: Services And Other Operating Expenditures	Base	664,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	236,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	329,300.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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