

**Introduction:**

LEA: Academy of Arts & Sciences Sonoma    Contact: Julie Troletti, Director of Information Services    LCAP Year: 2016-2017  
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***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p><b>Starting in November, 2015, AAS began sending out surveys to scholars, parents, community members, board members, and staff members regarding current programs and priorities. Using Survey Monkey, these surveys were sent in November 2015, February 2016, and May 2016. The surveys were used to both evaluate current programs and help determine programs and priorities for the 2016-17 year.</b></p> <p><b>Links to family suggestion boxes and staff suggestion boxes were put on our website to allow for input and suggestions throughout the year. These links were also in our newsletters and other communications that were utilized by teachers, families, and administration.</b></p> <p><b>Through the use of multiple surveys sent via a user friendly website, we have increased the number of stakeholders that have participated. Additionally, by sending our survey several times, we have allowed for multiple opportunities to complete it.</b></p> <p><b>Stakeholders are an integral part of this process and have been very willing to share ideas and opinions. This year's LCAP is truly a collaborative effort amongst all stakeholders.</b></p>	<p><b><i>The 2015-16 year saw three times as many stakeholder surveys go out to all stakeholders. In addition, Open Houses were held at the learning center to allow for more face to face discussions regarding the programs currently offered as indicated in the LCAP. The surveys went out quarterly rather than just at the end of the year. By doing so, we have been able to track information and adjust accordingly.</i></b></p> <p><b><i>The information gathered from the surveys and the in-person meetings was beneficial in creating and revising our 2016-17 goals. By allowing for stakeholders to share thoughts and ideas, we are hoping to increase participation and support of our LCAP goals.</i></b></p> <p><b><i>By asking for stakeholder input on the state's priorities, we are able to see where we as a school are, and where we need to be to increase family participation and support. This gap analysis is necessary if we want to include all stakeholders and use the information that they are sharing with us appropriately.</i></b></p> <p><b><i>These various methods of gathering information from all stakeholders was very impactful because it gave the</i></b></p>

	<i>school administration a well rounded look at our programs. From here we are able to measure which programs are successful and which need to be refined.</i>
<b>Annual Update:</b> Surveys were sent to all staff and families, as well as posted on social media. The goal was to hear as many voices as possible when updating last year's goals and editing and creating this year's.	<b>Annual Update:</b> <i>Our rate of return for completed surveys is close to 30%. This is a huge increase over last year's rate. With our families participating more, we are able to use the information gathered to update last year's goal so that they are still relevant and important.</i>

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

**Instructions:**

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory

groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

**Goal:** Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs

must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

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

GOAL:	<p>Goal #1- Increase pupil engagement by offering more scholar specific activities, workshops, and live lessons and by tracking attendance and truancy rates.</p> <p>Subgroups: Increase engagement for all scholars, including Socioeconomically Disadvantaged (SED), English Language Learners (ELL), and Foster youth.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5_x 6_x 7__ 8_x</p> <p>COE only: 9__ 10__</p> <p>Local : Specify: Increase opportunities for more robust engagement and accountability for attendance and progression.</p>
Identified Need:	<p>Scholar Engagement Need:</p> <p>Research shows that scholar engagement has a positive effect on academic achievement (Heng, 2013; Leithwood &amp; Jantzi, 2000; Skinner, Wellborn, &amp; Connell, 1990). Because of the impact of scholar engagement on scholar achievement, scholars need to have additional opportunities in which to participate, be held accountable for their own progress, and offered activities in their areas of interest.</p> <p>Metrics:</p> <ol style="list-style-type: none"> <li>1. Attendance Rates</li> <li>2. Truancy rates</li> <li>3. Graduation rates</li> <li>4. Attendance in school sponsored events.</li> </ol>	



Goal Applies to:		Schools: Sonoma	
		Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2016-2017</b>			
Expected Annual Measurable Outcomes:		<ol style="list-style-type: none"> <li>1. Our attendance will be 94.5% or greater.</li> <li>2. The number of trancies will decrease by 5% from 2015-2016 rates.</li> <li>3. 60% of seniors will be eligible for graduation.</li> <li>4. Participation in school events will increase by 13%</li> </ol>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information. These sessions will be developed by teachers, advisors, and counselors in a collaborative effort to increase scholar engagement.	High School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies 4200-4300 \$10,000 Classified Staff 2900 \$7000 Certificated Staff 1100 \$25,000
1.2 Advisors will monitor weekly attendance and follow up with scholars marked absent. Logs will be kept to track habitually absent scholars. Scholars will be counseled in the important of attendance and the rules of independent study. Reviews will take	School 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)_____	Classified staff 2900 \$6000 Certificated staff 1100 \$30,000

place to ensure that independent study is the right fit for the habitually absent scholar.

1.3 Plan all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish. Use information from surveys to determine destinations and activities.

School Wide

ALL  
OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify)\_\_\_\_\_

Classified  
2900  
\$5000  
Books and Supplies  
4300  
\$5000  
Certificated Staff  
1100  
\$26,000  
Transportation  
5505  
\$4500

1.4 Truancy audits will be conducted weekly. Truancy letters will be mailed to those scholars not meeting attendance or progression requirements, by certified mail and mandatory meetings will be required for scholars with 3 or more truancy notifications per semester. Letters will be in language according to Home Language Survey.

School wide

ALL  
OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups:(Specify)\_\_\_\_\_

Books and Supplies  
4200-4300  
\$6000  
Classified Staff  
2900  
\$3000  
Certificated Staff  
1100  
\$18,000

<p>1.5 Provide SAT information and prep classes for low performing scholars in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade through Class Connect and 3<sup>rd</sup> party online Prep Courses. Counselors, advisors, and teachers will collaborate to identify scholars that qualify.</p>	<p>9<sup>th</sup>-12<sup>th</sup> graders</p>	<p><input type="checkbox"/> ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Staff  1100-1300  \$16,000  Books and Supplies  4200-4300,  4315  \$11,000</p>
<p>1.6 Have scholar run clubs and organizations based off of scholar interests as identified in survey results.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books and Supplies  4200-4300  \$3500  Classified Staff  2900  \$2000  Certificated Staff  1100  \$17,000</p>
<p>1.7 Hire a Scholar Engagement Coordinator to oversee all scholar activities and engagement initiatives. Responsible for working with all grades and teachers and advisors.</p>	<p>School wide</p>	<p>X All</p>	<p>Certificated Staff  1100  \$9000  Books &amp; Supplies  4200-4300  \$3500</p>

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:

1. Our attendance will be 96% or greater.
2. The number of trancies will decrease by 5% from 2016-2017 rates.
3. 65% of seniors will be eligible for graduation.
4. Participation in school events will increase by 10% over 2016-2017 rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information.	High School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Books and Supplies 4200-4300 \$10,000 Classified Staff 2900 \$6000 Certificated staff 1100-1200 \$25,000
1.2 Continue to have Advisors monitor weekly attendance and follow up with scholars marked absent.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Certificated Staff 1100 \$19,000 Classified Staff 2900 \$6000

1.3 Continue to plan and provide all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish

School wide

ALL  
OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups: (Specify) \_\_\_\_\_

Classified Staff  
2900  
\$3000  
Certificated Staff  
1100  
\$22,000  
Books and Supplies  
4200-4300  
\$5000  
Transportation  
5505  
\$5000

1.4 Truancy Letters will continue to be mailed via certified mail to parents and parent/scholar meetings will be required for habitually truant scholars.

School wide

ALL  
OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups: (Specify) \_\_\_\_\_

Classified Staff  
2900  
\$4000  
Books and Supplies  
4200-4300  
\$3000  
Certificated Staff  
1100  
\$17,000

1.5 Offer SAT or ACT prep classes to all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders who qualify for intervention. Advisors and teachers will collaborate to identify qualifying scholars.

10-12<sup>th</sup> grade

ALL  
OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other Subgroups: (Specify) \_\_\_\_\_

Classified Staff 1100  
\$4000  
Certificated Staff  
1100

			\$15,000 Books and Supplies 4200-4300 \$17,000
1.6 Increase number of clubs and organizations based off of scholar interests as identified in the Planning Survey.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Books and supplies 4200-4300 \$5500 Certificated Staff 1100 \$9500

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Our attendance will be 96.5% or greater.</li> <li>2. The number of truanancies will decrease by 5% from 2017-2018 rates.</li> <li>3. 70% of seniors will be eligible for graduation.</li> <li>4. Participation in school events will increase by 10% over 2017-2018 rates.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Continue with informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information	High School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Books and Supplies 4200-4300 \$10,000 Classified Staff 2900 \$5000 Certificated Staff 1100

<p>1.2 Continue to have Advisors monitor weekly attendance and follow up with scholars marked absent and require meetings with Learning Coaches for those with 3 or more absences.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$25,000</p>
<p>1.3 Continue to plan and provide all field trips and activities at the beginning of the school year and publish to school calendar in both English and Spanish</p>	<p>School wide</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><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Classified staff 2900 \$6000 Certificated staff 1100 \$20,000</p> <p>Books and Supplies 4200-4300 \$5000 Classified Staff 2900 \$3000 Transportation 5505 \$6000 Certificated Staff 1100 \$20,000</p>
<p>1.4 Truancy Letters will continue to be mailed via certified mail to parents and parent/scholar meetings will be required for habitually truant scholars.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Books and Supplies 4200-4300</p>

<p>1.5 Offer SAT or ACT prep classes to all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders who qualify for intervention.</p>	<p>10-12<sup>th</sup> graders</p>	<p><input checked="" type="checkbox"/> ALL  OR:  ___Low Income pupils ___English Learners  ___Foster Youth ___Redesignated fluent English proficient  ___Other Subgroups: (Specify)_____</p>	<p>\$6000  Classified Staff 2900  \$3000  Certificated Staff 1100  \$22,000    Books and Supplies 4200-4300  \$14,000  Certificated Staff 1100  \$15,000</p>
<p>1.6 Increase number of clubs and organizations based off of scholar interests as identified in the Planning Survey. Scholar Engagement Coordinator will oversee.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  ___Low Income pupils ___English Learners  ___Foster Youth ___Redesignated fluent English proficient  ___Other Subgroups: (Specify)_____</p>	<p>Books and supplies 4200-4300  \$8000  Certificated Staff 1100  \$16,500</p>

<p>GOAL:</p>	<p>Goal #2- Increase academic achievement by offering a variety of classes taught by credentialed teachers.</p>	<p>1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ ___ 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ ___ 7_ <input checked="" type="checkbox"/>  8_ <input checked="" type="checkbox"/>  COE only: 9_ ___ 10_ ___  Local : Specify <u>Highly qualified teachers</u> in every core course.</p>
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Identified Need:	Scholar Achievement Need: Scholars are not completing courses in a timely manner and course progression is behind pacing plans, thus leading to lower test scores and standard mastery. Metrics: <ol style="list-style-type: none"> <li>1. Course Progression Reports</li> <li>2. Course Completion Reports</li> <li>3. Performance on State Mandated tests</li> <li>4. Percentage of scholars that have a grade point average of 3.5 and above</li> </ol>		
Goal Applies to:	Schools:	Sonoma	
	Applicable Pupil Subgroups:	ALL	

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test.</li> <li>2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test</li> <li>3. 73% of our scholars will complete classes according to the pacing plan.</li> <li>4. 25% of scholars will qualify for Academic Honor Roll.</li> <li>5. 73% of scholars will be on task according to curriculum provider's reports.</li> <li>6. 100% of our teachers will be appropriately credentialed.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Professional Development 5210 \$7000 Certificated Staff 1100 \$25,000
2.2 Final semester grades will be audited to	School wide	<input checked="" type="checkbox"/> ALL	

<p>identify scholars with grade point averages of 3.5 and above for Honor Roll.</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>Books and Supplies  4200-4300  \$5000  Classified Staff  2900  \$5000</p>
<p>2.3 Teachers will grade and return work within 72 hours with constructive feedback.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Staff  1100  \$20000</p>
<p>2.4 Scholars will be universally assessed one time per semester.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books &amp; Supplies  4200-4300  \$14,000  Certificated Staff  1100  \$23,000</p>
<p>2.5 Study skills /intervention classes and workshops will be offered to those scholars identified as both “performance risk” and “pacing risk” by our weekly scholar performance reports.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books and Supplies  4200-4300  \$10,000  Certificated Staff  1100  \$29,000</p>

<p>2.6 Scholars that qualify for FRLP will be able to borrow a laptop for the length of enrollment if needed.</p>	<p>School wide</p>	<p><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)_____</p>	<p>Computers  4430  \$15,000</p>
<p>2.7 Special programs will increase staffing to allow for smaller case loads.</p>	<p>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>Certificated Staff  1100  \$55,000</p>
<p>2.8 National Honor Society will be available to those that qualify.</p>	<p>9-12<sup>th</sup> grade</p>	<p><input checked="" 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>Dues &amp; Subscription  s  \$300  Books &amp; Supplies  4200-4300  \$1200</p>
<p>2.9 Intervention specialist will be hired to create an intervention program for all scholars.</p>	<p>School wide</p>	<p><input checked="" 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>Certificated staff  1100  \$15,000</p>

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:

1. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test
2. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test
3. 78% of scholars will be completing courses in the assigned time period.
4. 33% of scholars will qualify for Academic Honor Roll.
5. 75% of scholars will be on task according to curriculum provider's reports.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Professional Development 5210 \$10,000 Certificated Staff 1100 \$25,000
2.2 Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Books and Supplies 4200-4300 \$1000 Classified Staff 2900 \$5000
2.3 Teachers will offer intervention classes at least once a week.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Certificated Staff 1100 \$20,000 Books and

<p>2.4 Scholars with a grade point average of 2.0 or below will need to meet with teachers 2 times a month in individual or small group settings.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Supplies  4200-4300  \$10,000</p> <p>Certificated  Staff 1100  \$18000  Books and  Supplies  4200-4300  \$14,500</p>
<p>2.5 Collaborative planning time will be provided at least 2 times a month.</p>	<p>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 type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Books and  Supplies  4200-4300  \$3000  Certificated  Staff  1100  \$10,000</p>
<p>2.6 ELD curriculum will be provided for scholars identified as English Language Learners.</p>	<p>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>Books &amp;  Supplies  4200-4300  \$5500</p>

**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<p>6. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC ELA test</p> <p>7. There will be 5% increase in scholars that have scored met or exceeded standards from last year on the SBAC Math test</p> <p>8. 80% of scholars will be completing courses in the assigned time period.</p>
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9. 35% of scholars will qualify for Academic Honor Roll.  
 10.77% of scholars will be on task according to curriculum provider's reports.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Teachers will continue to participate in ongoing professional development on online instructional strategies and best practices.	School wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Professional Development 5210 \$8000 Certificated Staff 1100 \$25,000
2.2 Final semester grades will be audited to identify scholars with grade point averages of 3.5 and above for Honor Roll.	School wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Books and Supplies 4200-4300 \$1500 Classified Staff 2900 \$5000
2.3 Teachers will offer intervention classes at least twice a week.	School wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Certificated Staff 1100 \$35,000 Books and Supplies 4200-4300 \$10,000
2.4 Scholars with a grade point average of 2.0 or below will need to meet with teachers 3 times a month in individual or small group	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Certificated Staff

settings.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	1100 \$29,000 Books and Supplies 4200-4300 \$8200
2.5 Collaborative planning time will be provided at least 2 times a month.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Books and Supplies 4200-4300 \$3500 Certificated Staff 1100 \$15,000
2.6 Special programs will hold daily check in meetings with scholars that will be overseen by teachers.	School wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Certificated Staff 1100 \$25,000

GOAL:	Goal #3- Increase parent participation and involvement by communicating with greater frequency, offering activities that appeal to a variety of people and collecting feedback in a safe environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Parent Participation Need: Parent involvement can greatly impact a scholar's academic success (Henderson & Mapp, 2002; Herrold & O'Donnell, 2008; LeFevre & Shaw, 2012) Parent understanding and participation in our program is lower than expected. Because of the role that parent participation plays in scholar achievement, and the participation expectations from our program,	

we need to find more ways to reach out and engage parents and/or learning coaches.

Metrics:

1. Percentage of completed and returned parent surveys
2. Percentage of parents attending Parent/Teacher conferences
3. Percentage of parents participating in school sponsored events
4. Increase in communications

Goal Applies to:

Schools: Sonoma

Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2016-2017**

Expected Annual Measurable Outcomes:

1. 40% of parents will complete and return parent surveys.
2. 55% of parents will participate in Parent/Teacher conferences
3. 55% of parents will attend school sponsored events
4. School staff will communicate with families at least once a week.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Hold a minimum of 4 family events. Provide translators.	K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies 4300 \$5500 Classified Staff 2900 \$3000 Advertising & Marketing \$550 Certificated Staff 1100 \$12,000



<p>3.2 Hold 4 events for parents/learning coaches on topics of interest as identified in surveys. Provide translators.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Books and Supplies  4300  \$1500  Classified Staff  2900  \$1000  Advertising &amp; Marketing  \$550  Certificated Staff  1100-1200  \$15,000</p>
<p>3.3 Continue providing college and career informational nights and workshops for high school scholars and parents. Provide translators.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Books and Supplies  4200, 4315  \$5000  Classified Staff  2900  \$3000  Advertising &amp; Marketing  \$550  Certificated Staff  1100-1200  \$9500</p>

<p>3.4 Implement a webinar series for newly enrolled parents/learning coaches that will give clear information on expectations of this program.</p>	<p>Schoolwide</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>Books and Supplies  4200-4315  \$2200  Certificated staff  2900  \$6000</p>
<p>3.5 Create a Learning Coach Lounge to allow parents/learning coaches to meet virtually for conversations with teachers and staff.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated staff  \$4000</p>

**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 43% of parents will complete and return parent surveys.</li> <li>2. 58% of parents will participate in Parent/Teacher conferences</li> <li>3. 58% of parents will attend school sponsored events</li> </ol>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>3.1 Hold 5 family events. Provide translators.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Books and Supplies  4200-4315  \$5500  Advertising &amp; Marketing  \$600  Certificated Staff  1100-1300  \$15,000</p>

<p>3.2 Hold 5 events for parent/learning coaches on topics of interest as identified on the Planning Surveys. Provide translators.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Books and Supplies  4300  \$3000  Classified Staff  2900  \$3000  Advertising &amp; Marketing  \$600  Certificated Staff  1100-1300  \$16,000</p>
<p>3.3 Continue to hold College and Career Informational workshops for high school scholars and parents with speakers from various backgrounds. Provide translators.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Books and Supplies  4200-4315  \$5500  Classified Staff  2900  \$3000  Advertising &amp; Marketing  \$600  Certificated Staff  1100-1300</p>

<p>3.4 Create a video library of informational topics for all parents/learning coaches to access on topics of interest as identified on the Planning Survey.</p>		<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$11,000   Books &amp; Supplies  4200-4315  \$5000  Certificated Staff  1100  \$10,000</p>
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**LCAP Year 3: 2018-2019**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 45% of parents will complete and return parent surveys.</li> <li>2. 60% of parents will participate in Parent/Teacher conferences</li> <li>3. 60% of parents will attend school sponsored events</li> </ol>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>3.1 Hold family events throughout the year with an average participation rate of 20%. Translators will be available.</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Books and Supplies  4300  \$7000  Classified Staff  2900  \$5000  Advertising &amp; Marketing  \$750  Certificated Staff  1100  \$15,000</p>

<p>3.2 Hold at least 5 events for parent/learning coaches on topics of interest as identified on the Planning Surveys with a participation rate of at 20% or greater. Provide translators.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Books and Supplies  4200-4315  \$5000  Classified Staff  2900  \$6000  Advertising &amp; Marketing  \$650  Certificated Staff  1100-1300  \$16,000</p>
<p>3.3 Meet with parents/learning coaches and scholars to review college and career choices for scholars, including financial aid, alternatives to college, and other high school related topics.</p>	<p>9-12</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <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>Books and Supplies  4200-4300  \$4000  Classified Staff 2900  \$3000  Advertising &amp; Marketing  \$650  Certificated Staff 1100-1300  \$15,500</p>
<p>3.4 Continue adding to a video library of</p>	<p>School wide</p>	<p><input type="checkbox"/> ALL</p>	<p>Books &amp;</p>

<p>informational topics for all parents/learning coaches to access on topics of interest as identified on the Planning Survey.</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>Supplies  4200  \$5000  Certificated Staff  1100  \$11,000</p>
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<b>GOAL:</b>	<p>Goal #4 Utilize the Common Core aligned school-wide assessment system to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.</p>	<p>Related State and/or Local Priorities:  1 ___ 2x___ 3___ 4_x 5___ 6___ 7_x  8_x  COE only: 9___ 10___  Local : Specify _____</p>	
<b>Identified Need :</b>	<p>Data driven instruction  There is currently a lack of understanding and utilization of benchmarks and other assessments that are Common Core aligned.  Metrics:  1. Percentage of scholars participating in universal assessments.  2. Increase in percentage of scholars on task  3. % of teachers participating in professional development regarding data analysis</p>		
<b>Goal Applies to:</b>	<p>Schools: Sonoma  Applicable Pupil Subgroups: ALL</p>		
<b>LCAP Year 1: 2016-2017</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 50% of Class Connect sessions will include data driven instruction.</li> <li>2. 75% of teachers will have participated in CCSS data analysis workshops.</li> <li>3. 90% of incoming scholars will be universally assessed.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

4.1 Class Connect sessions will include data driven instruction.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Staff 1100 \$19000
4.2 At least 4 hours of professional development will be provided focusing on data analysis.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development 5210 \$7000
4.3 Additional training will be provided for working with English Language Learners and Redesignated scholars as identified by CELDT scores.	School wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development 5210 \$6000
4.4 Teachers will collaborate to review universal assessment results and unit exams to direct intervention remedies.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Staff 1100 \$16,000 Books and Supplies 4200-4315 \$1000
4.5 Ongoing training will continue with universal assessment program.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books & Supplies 4200 \$10,000

<p>4.6 Intervention specialist will be hired to coordinate all intervention programs involving scholars identified by the universal assessment system.</p>	<p>School wide</p>	<p>x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Certificated Staff 1100 \$11,000</p> <p>Books and supplies 4200-4315 \$7500 Certificated staff 1100 \$12,000</p>
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**LCAP Year 2: 2017-2018**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 55% of Class Connect sessions will be data driven instruction</li> <li>2. 85% of teachers will have participated in CCSS data analysis workshops.</li> <li>3. 95% of incoming scholars will be universally assessed.</li> </ol>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>4.1 New scholars will be universally assessed during Digital Literacy.</p>	<p>School wide</p>	<p><u>x</u>_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Books &amp; Supplies 4200-4315 \$12,500 Certificated Staff 1100 \$14,000</p>
<p>4.2 Teacher evaluations will include mandatory professional development component.</p>	<p>School wide</p>	<p><u>x</u>_ALL OR: __Low Income pupils __English Learners</p>	<p>Certificated Staff</p>



		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1100 \$11,000 Professional Development \$8000
4.3 Testing/assessment calendar will be created and posted by first day of school, or as dates become available.	School wide	<input checked="" type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies 4315 \$1000
4.4 Teachers will work with Intervention Specialist to create engaging Class Connect sessions covering Common Core material for struggling scholars.	School wide	<input checked="" type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Staff 1100 \$13,500 Books and Supplies 4200-4300 \$7500
4.5 Intervention specialist will arrange for small group instruction for scholars identified as at risk through the universal assessment program.		<input checked="" type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Staff 1100 \$15,000

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	1.	60% of Class Connect sessions will include data driven instruction.
	2.	95% of teachers will have participated in CCSS data analysis workshops.
	3.	All incoming scholars will be universally assessed.
Actions/Services	Scope of	Pupils to be served within identified scope of service
		Budgeted

	Service		Expenditures
4.1 Scholars will continue to be universally assessed during Digital Literacy.	School wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Books & Supplies 4200-4315 \$13,500 Certificated Staff 1100 \$11,000
4.2 Using universal assessment data, teachers will create online sessions using data driven instruction.		<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) _____	Books and supplies 4200-4315 \$2500 Professional Development 5210 \$2500 Certificated Staff 1100 \$12,500
4.3CCSS aligned benchmarks/assessments will be reviewed for effectiveness.		<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) _____	Certificated Staff 1100 \$7000 Books and Supplies 4200-4315 \$4500 Books and

<p>4.4 Intervention Specialist will present intervention strategies and best practices for online and independent study scholars quarterly.</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>supplies  4200-4315  \$3100  Certificated  staff  1100  \$12,000</p>
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**Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

### 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 from prior year LCAP:	Increase Scholar Engagement		Related State and/or Local Priorities: 1_x 2_x 3__ 4__ 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Sonoma		
Expected Annual Measurable Outcomes:	1. Attendance will be 93% or greater. 2. The number of trancies will decrease by 5% 3. 70% of Seniors that have been at AAS since 10th grade will be eligible for graduation. 4. Participation in school events will increase by 10%		Actual Annual Measurable Outcomes:	1. Attendance is 97.11%. 2. Number of scholars that were truant stayed even with last year's rates. 3. 2% of graduates have been with AAS since 2013. 4. Participation in school events stayed even with last year's rates.
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1.1 Develop informational sessions for all high school families including graduation requirements, testing information, transcript review, credit recovery options, and college/career path information.		Books & Supplies \$29,000  Classified Staff \$12,500	Held high school scholar informational sessions.  Conducted weekly attendance and truancy audits.	
1.2 Conduct weekly attendance audits.		Certificated Staff \$20,500	Held multiple field trips throughout the year.	
1.3 Plan field trips and publish activity calendar			Regularly sent out truancy letters when	
			Books & Supplies \$17,000 Classified Staff \$7600 Certificated Staff \$15,500	

at beginning of school year to allow for parental planning with a list of activities in both English and Spanish.  1.4 Send out Truancy letters and require parent/scholar meetings for scholars with more than 3 unexcused absences.		Transportation \$2000  Curriculum \$2000	scholars were behind in logging on or submitting work samples.	Transportation \$0 Curriculum-supplemental \$2100 Postage \$1700
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We narrowed our focus from focusing on attendance to focusing on truancy and scholar work progress and work submission. Going forward, we will be offering truancy intervention rather than just notification. Scholars can't learn if they aren't in school.		

Original GOAL from prior year LCAP:	Increase academic achievement.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: Sonoma	
Expected Annual Measurable Outcomes:	1. Standard baseline will be established through SBAC results. 2. 70% of our scholars will complete classes according to the pacing plan. 3. 20% of scholars will qualify for Academic	Actual Annual Measurable Outcomes:  1. Baseline was created. 2. 68% of scholars completed started classes. 3. 5% of scholars made Honor Roll 4. An average 40% are on task at any given time.

	<p>Honor Roll.</p> <p>4. 70% of scholars will be on task according to curriculum provider's reports.</p> <p>5. Our CAHSEE OR IT'S EQUIVALENT OR IT'S EQUIVALENT OR IT'S EQUIVALENT passage rate will be 80% or greater.</p>		5. NA
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Teachers will participate in ongoing professional development on online instructional strategies and best practices.	Books & Supplies \$7500	Teachers and advisors participated in professional development on online strategies and best practices for online learning.	Books & Supplies \$4300
2.2 Honor Roll will be established for scholars with a grade point average of 3.5 or above.	Certificated Staff \$58,000	Honor roll was established and scholars were recognized each semester.	Certificated Staff \$40,000
2.3 Teachers will grade and return work within 96 hours with constructive feedback.	Classified Staff \$1500	Teachers averaged 96 hours as a turn-around on graded work.	Classified Staff \$6500
2.4 Scholars will be universally assessed at least one time per semester.		Scholars were universally assessed once this year.	
2.5 Study skills /intervention classes and workshops will be offered to those scholars identified as both "performance risk" and "pacing risk" by our weekly scholar performance reports.	Professional Development \$5000	Some intervention classes were offered to those scholars that were identified as either a pacing risk or a performance risk.	Professional Development \$2500
2.6 Scholars that qualify for FRLP will receive a laptop to borrow for the length of enrollment if needed.	Computers \$5000	Scholars that qualified for FRLP were able to loan a computer if requested.	Computers \$6000
			Curriculum

2.7 ELD Curriculum will be provided for scholars classified as English Language Learners	Curriculum \$1500	ELD curriculum was not finalized.	\$500
2.8 Provide CAHSEE OR IT'S EQUIVALENT OR IT'S EQUIVALENT OR IT'S EQUIVALENT prep classes for scholars that are ranked in the lowest 25% of 11th and 12th grade		CAHSEE wasn't given	
Scope of service:	School wide	Scope of service:	School wide
__ALL		__ALL	
OR: x__Low Income pupils __x__English Learners __Foster Youth x__Redesignated fluent English proficient x__Other Subgroups:(Specify) __Special education		OR: x__Low Income pupils x__English Learners __Foster Youth __x__Redesignated fluent English proficient __Other Subgroups:(Specify) __Special Education	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We underestimated the assistance that would be needed from our classified staff in these areas. Additionally, the ELD curriculum that we were hoping to acquire turned out to be different then what we were expecting. We do need to offer more intervention classes which will be reflected in our upcoming LCAP.		

Original GOAL from prior year LCAP:	Increase Parent Engagement and Participation		Related State and/or Local Priorities: 1__x 2__ 3__x 4__ 5__ 6__ 7__x 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	Sonoma	
Expected Annual Measurable Outcomes:	1. 30% of parents will complete and return parent surveys. 2. 50% of parents will participate in Parent/Teacher conferences 3. 50% of parents will attend school sponsored events	Actual Annual Measurable Outcomes:	1. Over 35% of surveys that were sent out came back completed. 2. 30% of parents showed up for parent/teacher conferences 3. Less than 25% of parents attended a school sponsored event.
<b>LCAP Year: 2015-2016</b>			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
3.1 Hold 3 family events at the Learning Center for K-8 grade families with translators		Books & Supplies \$4750			Books & Supplies \$1200
3.2 Hold 3 family events for 9-12 grade families . (with translators)		Certificated Staff \$41,000	Held 4 events for K-8 grade families		Certificated Staff \$40,000
3.3 Create and hold college and career centered informational meetings for parents of high school scholars. (with translators)		Classified Staff \$7000	Held 4 events for HS families.		Classified Staff \$12,000
3.4 Confirm correct email addresses.		Marketing \$2050	Held 1 informational session for HS scholars.		Marketing \$1500
3.5 Offer 3 parenting classes/ workshops on study skills, working with your online scholar, and internet safety/cyber bullying. (with translators)		Consultant Services \$1100	Ongoing project of updated email addresses and correct contact information.		Consultant Services \$0
Scope of service:	School wide		Scope of service:	School wide	
__xALL			__x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		While the intent of the goal will stay the same, we should be seeing an increase with the addition of a Scholar Engagement Coordinator. We did not offer the courses or engage the parents in ways that we had hoped and have a more refined plan for the upcoming year. By switching to Survey Monkey, we did see a dramatic rise in the number of completed surveys that were			



returned.

Original GOAL from prior year LCAP:	Goal #4 Develop and implement a school-wide assessment system aligned with the Common Core Standards to efficiently and effectively evaluate scholar performance data in order to direct instruction, close the achievement gap, and ensure that all scholars are meeting or exceeding standards.	Related State and/or Local Priorities: 1x__ 2__x 3__ 4__x 5__ 6__ 7__x 8__x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Sonoma
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>60% of subject areas will have CCSS aligned benchmark.</li> <li>75% of teachers will have participated in CCSS data analysis workshops.</li> <li>90% of incoming scholars will be universally assessed.</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>75% of subjects have CCSS aligned assessments.</li> <li>80% of teachers have participated in data analysis professional developments</li> <li>50% of scholars have been universally assessed.</li> </ol>
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**LCAP Year: 2015-2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Lead teachers will work with curriculum provider to create CCSS aligned benchmarks.	Books & Supplies \$1000	There were 2 professional development opportunities regarding data analysis and SBAC results.	Books & Supplies \$500
5.2 At least 3 professional development opportunities will be provided focusing on data analysis.	Certificated Staff \$17,000	Our board approved our RFEP policy.	Certificated Staff \$20,000
5.3 Additional training will be provided on working with English Language Learners and Redesignated scholars.	Professional Development \$9000  Assessments	Teachers has time to collaborate and plan by subject and grade level.  A school wide universal assessment program was adopted.	Professional Development \$2000  Assessments

5.4 Teachers will take part in vertical planning by subject.		\$12,000		\$3000
5.5 A school wide universal assessment will be adopted.				
Scope of service:	School wide		Scope of service:	School wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide enrichment activities		\$6500	Increase amount of enrichment activities at Learning Center	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Our biggest change will be in the Universal Assessment and Benchmarking system that we will use going forward. We were disappointed with the difficulty and confusion that surrounded the program we used this year. We have since found a more suitable program and will begin training on it weeks before school starts. We did not outsource as much professional development as we could have. We relied on the experience and expertise of our own employees.		

**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>163,418</u>
<p>While our LCAP goals will benefit all struggling scholars, the needs of our EL scholars, low SES scholars, and foster youth will be met. An Intervention Specialist has been brought on staff to help our at risk and unduplicated count scholars, as well as a Scholar Engagement Coordinator. We believe that the additional of these two positions, along with more teachers and advisors, will help our scholars become engaged and successful. There is a direct line between engagement and achievement, and we hope that our plans will highlight the relationship between them.</p>	

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

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

10	%
<p>We have brought on an Intervention Specialist whose job it will be to identify those in need of intervention, and then create individualized programs for the scholars. Additionally, we are increasing the tools and resources that will be provided to these scholars. Teachers will be given additional training on how to better meet the needs of our low SES scholars, our EL scholars, and our foster youth in an independent study setting. We believe this will help increase the achievements of our unduplicated scholars.</p>	

## 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).