

**Introduction:**

**LEA:** South Sutter Charter School **Contact (Name, Title, Email, Phone Number):** Cynthia Rachel, Director of Education Support Services, crachel@ieminc.org, (800) 979-4436  
**LCAP Year:** 2016-2017

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>4/7/16 Stakeholder survey: Which programs will best support our students in 2016-2017?                      5/18/2016 LCAP Stakeholder Advisory Meeting                      5/31/16 LCAP Stakeholder Advisory Meeting                      6/9/16 LCAP Stakeholder Advisory Meeting</p>	<p>Based on discussions of the annual update, the stakeholders came to the consensus that our goals for 2015-2016 were still very relevant and should continue in a similar fashion for 2016-2017. We will focus on:</p> <ol style="list-style-type: none"> <li>1. Greater Career and Technical Education access</li> <li>2. Writing Initiative</li> <li>3. Increase teacher led opportunities - ESI instruction</li> <li>4. Individual assistance in the form of online and in-person tutoring</li> <li>5. Continued focus on creating a resource center to offer labs and store curriculum</li> <li>6. Continuing to develop the Project Lead the Way (PLTW) program</li> </ol>
<p><b>Annual Update:</b>                      8/31/15 Parent Council &amp; Governing Board Meeting                      10/1/2015 Governing Board Meeting                      11/10/2015 Parent Council &amp; Governing Board Meeting                      1/27/2016 LCAP Stakeholder Update                      2/11/2016 Governing Board Meeting                      3/14/2016 Parent Council &amp; Governing Board Meeting                      4/6/2016 Governing Board Meeting                      5/18/2016 LCAP Stakeholder Advisory Meeting                      5/23/16 Governing Board Meeting                      5/31/16 LCAP Stakeholder Advisory Meeting                      6/9/16 LCAP Stakeholder Advisory Meeting                      Annual Update was shared with the above groups and topics/areas of focus for future LCAPs were discussed.</p>	<p><b>Annual Update:</b>                      Based on meetings and surveys with Stakeholders (parents, students, teacher, and administrators), the following recommendations were made:</p> <ol style="list-style-type: none"> <li>1. Provide instructional and curricular support to a-g courses and labs</li> <li>2. Increase Career and Technical Education offerings</li> <li>3. Create a resource center</li> <li>4. Continue to offer online and in-person tutoring options for students</li> <li>5. Continue to offer intervention curriculum and services</li> </ol>

## 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:	Increase the percentage of students who are on-track to graduate college and career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need : While some CTE courses were added this past year, there is room for growth and additional CTE course offerings are needed. Stakeholder survey showed that a majority of the families wanted their students to be prepared at a rigorous level for both college and careers. 29% of South Sutter high school students are currently enrolled in any a-g courses.

Goal Applies to: Schools: All  
 Applicable Pupil Subgroups:

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: 1A) Increase percentage of students graduating from high school with UC (A-G) transcript. Beginning with the class of 2018, 50% will be working toward completing either the UC/CSU/Community College course pathway or a CTE pathway.  
 1B) Increase the number of CTE courses available to students.  
 1C) Increase training programs, classes, webinars, and/or sessions for ESs and Parent Educators to a minimum of 5 per year.  
 1D) Increase the attendance / participation rates at Parent Educator Trainings to a minimum of 10% of the parent population and 100% ES participation in professional development opportunities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Next Generation Science Standards (NGSS) teacher training	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)	\$5,000
Support Project Lead the Way program 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	\$60,000

		English proficient _ Other Subgroups: (Specify)	
Purchase Project Lead the Way materials & provide PLTW teacher certification training	School wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$20,000
Hire a Project Lead the Way/Career & Technical Education Coordinator	School wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$32,000
Purchase online Brighton College CTE courses	School wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$10,000
Support CTE class fees with school districts	School wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$10,000

Provide ESI courses for High School core subjects and CTE subjects	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)	\$20,000
Hire a Guidance Coordinator	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)	\$80,000
Provide weekly Webwise a-g online classes for students enrolled in a-g courses	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)	\$20,000
Purchase lab materials for a-g labs	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)	\$5,000
Provide instructional support for a-g labs	School	<input checked="" type="checkbox"/> All -----	\$10,000

	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create a-g course revisions to a-g syllabi	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)	\$15,000

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

GOAL 2:	Increase the achievement of low performing students in English Language Arts and Math.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	60% of South Sutter students tested at or above grade level in ELA on the i-Ready assessment and 49% tested at or above grade level in math on the i-Ready.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	2A) Increase the percentage of students scoring at or above grade level (as measured by i-Ready) by 2% over previous year 2B) Increase the percentage of students scoring at or above grade level (as measured by CAASPP) by 2% over previous year 2C) Increase the high school graduation rate by 2% over the previous year
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Track CAASPP data	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)	\$0.00
Purchase i-Ready intervention curriculum	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:	\$65,000

		(Specify)	
Provide i-Ready webinars for teachers and parents	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)	\$3,000
Purchase online intervention curriculum	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)	\$25,000
Purchase print intervention curriculum	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)	\$30,000
Provide online, in person or group intervention tutoring for students scoring 2 grade levels below as measured by i-Ready	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)	\$140,000

Hire High School Online Curriculum Expert(s) to be resources to teachers, student and parents	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)	\$10,000
Hire Intervention Curriculum Experts to be a resource to teachers, student and parents	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)	\$16,000
Provide ESi tutoring for intervention students	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)	\$20,000
Provide ESi small group tutoring for special education students	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)	\$10,000
Purchase Writing Initiative materials (stipends and materials)	School wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	\$28,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire a Lead Intervention Curriculum Expert to coordinate and oversee intervention experts	School wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$10,000
Establish the Resource Center	School wide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$270,000

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

GOAL 3:	Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.	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 checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need : EL students have not achieved annual measurable achievement objectives (AMAO 1) in the last three years.

Goal Applies to: Schools: All  
 Applicable Pupil Subgroups:

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes: 3A) Increase the percentage of EL students making progress on the CELDT (AMAO 1) by 2% over prior year and/or increase more than one grade level as measured by i-Ready post assessment.  
 3B) Increase the graduation rate of EL students by 2% over previous year

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide computers and MiFi for internet access for EL students for access to intervention services.	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)	\$25,000
Provide ESi supplemental online tutoring for EL students	School wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$5,000

<p>Provide online or in person tutoring for EL students with vendors</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>\$50,000</p>
<p>Purchase EL online curriculum</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>\$7,000</p>
<p>Purchase alternative print/online EL curriculum for EL students</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>\$10,000</p>

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:	Increase the percentage of students who are on-track to graduate college and career ready.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All  Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	<p>1A) Establish math and ELA proficiency baselines as measured by the CAASPP.</p> <p>1B) Increase percentage of students graduating from high school with UC (A-G) transcript. Beginning with the Class of 2018, 50% will be working toward completing either the UC/CSU/Community College course pathway or a CTE pathway.</p> <p>1C) Increase the number of CTE courses available to students.</p> <p>1D) Increase training programs, classes, webinars, and/or sessions for ESs and Parent Educators to minimum of 3 per year.</p> <p>1E) Increase the attendance / participation rates for Parent Educator Trainings to a minimum of 10% of parent population and 100% ES participation in professional development opportunities.</p>	Actual Annual Measurable Outcomes:	<p>1A) 2015-16 marked the first year of testing results at the individual student level under CAASPP. We have been able to establish proficiency baselines for both ELA and Math with this data.</p> <p>1B) 29% of high school students were working towards a-g requirements</p> <p>1C) 12 new CTE courses were added through eDynamic learning. Additionally, a small percentage of high schools students participate in ROP courses offered through the local county office of education.</p> <p>1D) In the 2015-2016 school year, 19 parent training events were offered to parents. These included specific trainings such as how to use Lexia Core 5 and more general webinars. Webinars included topics such as Waldorf education, homeschooling with technology and preparing for High School.</p> <p>1E) In the 2015-2016 school year, the average attendance for all the trainings was approximately 44 parents. Some of the training attendance was limited to 50 registrants, greatly limiting the number of possible attendees. Our monthly webinars averaged 80 participants. These webinars have been posted on our IEM parent webinar channel which has had over 500 views. All ESs completed two hours of professional development per month based on their interests and personalized SMART goals. In addition, they attended one day training in August and a two day conference in February.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Track CAASPP data	\$0.00	2015-16 marked the first year of testing results at the individual student level under CAASPP. We have been able to establish proficiency baselines for both ELA and Math with this data.	\$0.00
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)	
Establish Project Lead the Way (PLTW) for Middle School Students and purchase applicable materials.	\$80,004	Establishing a PLTW program at any school is expensive because of the high tech equipment required and the professional development trainings for the teachers. For our initial year of PLTW, we purchased materials for grades K-8. These materials include laptops, iPads, robotics kits, 3-D printer, Laser Cutter, etc. Additionally, we sent teachers to multi-day professional development workshops so that they could learn how to teach these project based learning activities. These workshops were 3 to 5 days in length. Lastly, we use LCAP funds to purchase all of the PLTW materials for our mobile science lab.	\$96,788
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
Purchase eDynamic Learning courses (a-g)	\$10,000	We purchased eDynamic Learning courses for our students. Since we do not have a site to offer in-person CTE courses, we have utilized online vendors to offer a variety of career-related courses for our high school program. eDynamic Learning is an online CTE curriculum that has a-g approved CTE courses.	\$2,476				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
Provide Webwise a-g Tutoring for students taking a-g courses	\$60,000	We provided tutoring for a-g students to meet the one hour per week requirement for a-g courses and support student achievement.	\$30,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> </ul>	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						

_ Other Subgroups: (Specify)				
Provide Contract Program courses for ESs to teach in Core subjects	\$20,000		We piloted our Education Specialist Instruction (ESi) program, which included a-g supplemental instruction (weekly one-hour interaction with an SME instructor) in the following subjects: Earth Science, World Studies, US History, American Literature, British Literature, Integrated Math, Trigonometry/Pre-Calculus, Japanese and Drawing. All were taught by Highly Qualified Teachers in each subject area. We also provided roughly a dozen individual and small group ESi tutoring sessions in Math and English Language Arts. Most of our ESi courses took place online, using Schoology (a learning management system), Big Blue Button (internet teaching tool), document cameras, and virtual writing tablets.	\$35,364
Scope of Service	School Wide		Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide VPSS classes for teachers to become Highly Qualified in Core subjects	\$30,000		We provided VPSS classes to teachers to increase the number of highly qualified teachers for high school classes.	\$20,498
Scope of Service	School Wide		Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR:			<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Purchase lab materials for a-g labs</p>	<p>\$5,000</p>	<p>In an effort to make a-g labs more affordable to our families, we used funds to purchase a-g science lab materials for our students with limited instructional funds.</p>	<p>\$14,329</p>
<p>Scope of Service: School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service: School Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Provide instructional support for a-g labs</p>	<p>\$10,000</p>	<p>We fully rely on our vendors to provide a-g lab opportunities to our students since the UCOP requires that all a-g science labs be done outside the home in independent study schools. Often, only one or two students may be in a given a-g science lab. In order to make that low enrollment a-g lab course affordable to the student, we provided additional financial support through this action step.</p>	<p>\$2,841</p>
<p>Scope of Service: School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> </ul>		<p>Scope of Service: School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> </ul>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Purchase Resource CDs for new a-g courses.	\$30,000	A-g resource CDs were purchased.	\$48,524				
<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School Wide</td> </tr> </table>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
<input checked="" type="checkbox"/> All <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income 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 <hr style="border-top: 1px dashed black;"/> OR: <input type="checkbox"/> Low Income 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 recognized the increased need for staffing to support our large-scale LCAP projects, such as the mobile science lab, Project Lead the Way, and our CTE program. With the bulk of the PLTW materials expenses completed during the 2016 year, next year we will focus on maintaining the mobile science lab, training our teachers on the PLTW curriculum, and developing local partnerships with businesses through the hiring of a PLTW/CTE Coordinator.						

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:	Increase the achievement of low performing students in English and Math.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 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	
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	2A) Increase the percentage of students scoring on or above grade level (as measured by i-Ready) by 2% over previous year 2B) Increase 10th Grade CAHSEE Pass Rate in ELA and Math by 2% over previous year 2C) Increase 11th and 12th grade CAHSEE Pass Rate in ELA and Math by 2% over previous year.	Actual Annual Measurable Outcomes: 2A) In ELA, 60% of South Sutter students tested at or above grade level in 2015-2016, compared to only 36% testing at or above grade level in 2014-2015. In math, 49% of South Sutter students tested at or above grade level in 2015-2016, compared to only 47% testing at or above grade level in 2014-2015. 2B) This measurable outcome was no longer applicable due to the State's suspension of the CAHSEE. 2C) This measurable outcome was no longer applicable due to the State's suspension of the CAHSEE.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase iReady Intervention Curriculum		i-Ready Intervention curriculum was purchased for students needing intensive support.	
\$59,000		\$64,478	
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)	

<p>Purchase Online intervention curriculum</p>	<p>\$26,000</p>	<p>Many different online Intervention curriculum programs were purchased for ELA and Math and offered to parents for student use. Curriculum available to students and teachers included: Reading Eggs, Explode the Code, Lexia, Read Live, Reading Eggspress, Reading Plus, IXL, Ten Marks, Fastt Math, ALEKS intervention and Sum Dog.</p>	<p>\$18,911</p>
<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Purchase Print Intervention curriculum</p>	<p>\$32,000</p>	<p>Many different print Intervention curriculum programs were purchased for ELA and Math. Curriculum available to students and teachers included: Ready Common Core, Explode the Code, CARS/STARS, Phonics for Reading, Focus on Reading, Zoom In, Evan Moor Daily Practice, Collections (Houghton Mifflin), Focus on Math, Key To and CAMS/STAMS/SOLVE.</p>	<p>\$57,170</p>
<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service   School wide</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide Online, Group, or In person tutoring for students scoring 2 grade levels below as measured by iReady.	\$80,000	Low performing students (2 levels below in ELA or Math) were offered one on one or small group tutoring at their level to increase their math and ELA proficiency levels.	\$108,313
Scope of Service   School wide		Scope of Service   School wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide CAHSEE Intensive Instruction to 10-12 grade students and two CAHSEE Bootcamps	\$41,000	This action step was no longer applicable due to the State's suspension of the CAHSEE.	\$0.00
Scope of Service   School wide		Scope of Service   School wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire High School Curriculum Expert to be a resource to teachers and students.	\$10,000	Two high school curriculum experts were hired to be a resource to teachers, student and parents.	\$9,000
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)					
Hire an Intervention Marketing Specialist to create video training for intervention curriculum.	\$10,000	This position developed into a Lead Intervention Curriculum Expert who was hired to coordinate and oversee the intervention experts.	\$7,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
Scope of Service	School wide						
Scope of Service	School wide						
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income 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)					
Hire Intervention Curriculum Experts	\$16,000	Four intervention curriculum experts (online math expert, print math expert, online ELA expert, print ELA expert) were hired to be a resource to teachers, student and parents.	\$16,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide</td> </tr> </table>	Scope of Service	School wide	
Scope of Service	School wide						
Scope of Service	School wide						
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income 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)					

Create a Learning Center to hold a-g, intervention, EL, and elective classes	\$230,000	SSCS is in the process of acquiring a facility to create this space. This year was spent locating an appropriate space and working with the City Planning Department to receive approval for a Use Permit. In addition, a part time librarian was hired.	\$269,608
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?	Based on our LCAP survey and SLS survey, we learned from stakeholders that they appreciated more opportunities for direct instruction through vendors and ESs. Additionally, we recognized the increased need for staffing to support our large-scale LCAP projects, such as the Writing Initiative, the Intervention Program, and our Resource Center. Lastly, we have learned that we need to budget less money for material purchases on print curriculum and online resources for learning for our intervention program.		

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:	Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.	Related State and/or Local Priorities: 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	
Goal Applies to:	Schools: All  Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	3A) Increase the percentage of EL students making progress on the CELDT (AMAO 1) by 2% over prior year and/or increase more than one grade level as measured by iReady post assessment. 3B) Increase the percentage of EL students passing CAHSEE on first attempt by 2% over previous year	Actual Annual Measurable Outcomes: 3A) 44% of EL students scored Early Advanced/Advanced in 2015-2016, which was a gain of +24% from the previous year. 3B) This measurable outcome was no longer applicable due to the State's suspension of the CAHSEE.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide CP courses for EL students to supplement their Core EL curriculum	\$5,000	Most of 2015-2016 academic term was spent reinventing our CP program, which we have renamed as ESi (ES Instruction). Our ESi program was ready in February but our EL Coordinator resigned at that same time and we did not post that EL Coordinator position until June 2016.	\$0.00
Scope of Service	School wide	Scope of Service	School wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)				
Provide Technology and MiFi for internet Access for EL students for access to intervention services.		\$15,000	MiFi internet devices and other technology support products and other were provided to EL students, as needed, to access EL and intervention services.	\$19,900
Scope of Service	School wide		Scope of Service	School wide
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide tutoring for EL students.		\$40,000	EL students were offered one on one to help them access the Core curriculum and assist with English Language Development	\$39,782
Scope of Service	School wide		Scope of Service	School wide
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase Yabla curriculum for EL students		\$2,000	Based on parent and student feedback, we did not purchase Yabla. Instead we used the money to offer additional tutoring opportunities for EL students as well as PLTW materials to help EL students access science lab opportunities.	\$0.00

Scope of Service	School wide		Scope of Service	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)			<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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For next year, we will have a new EL Coordinator that will oversee our EL program and work closely with the EL families and teachers serving EL students. Also, we look forward to promoting our ESi program with our EL families. Our current EL online curriculum will be reevaluated this summer and we will review alternative curriculum for our families.				

**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>\$1,010,774</u>
<p>Funds increase for 2016-2107 is based on the number and calculation of unduplicated low---income, English Learner, and Foster Youth pupils: \$1,010,774. Note: Certified Foster Youth count is less than quantity 15, and is not currently an active subgroup for LEA. Our current percentage of enrollment of unduplicated low---income, English Learner, and Foster Youth pupils is 35.48%.</p>	
<p>Unduplicated count of low---income, English Learner, and Foster Youth Pupils does not exceed 55%. The LEA used LCFF funds in combination of school--- specific and EL--- targeted initiatives. The justification for the school---wide approach to increased and improved services comes from the stakeholders who by participating simultaneously in the annual update sessions and strategic planning sessions indicated that the state priorities and strategic plan goals affect all students. Further, stakeholders acknowledged: (1) current curricular and instructional support including increased and improved online and in---person classes in ELA, mathematics, sciences, and the arts, for college and career readiness, needs to be expanded in scope and as a vehicle to effectively deliver CCSS and to ensure effective instruction in literacy, math and science for maintaining student progress; (2) the use of technology as a tool for learning and assessing learning needs to expand; (3) Professional development for certificated teachers and training for parents who are the primary instructors at home with students needs to increase to effectively increase students readiness for career and college after graduation; (4) Effective intervention and support programs for all struggling students’ needed to increase to help close achievement gaps, including assistance to parents and teachers in monitoring these programs and assessment data to ensure student progress is understood and adequate.</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.

6.39	%
------	---

The increase in proportionality for English Learners, Low Income students and Foster Youth is 6.39%. For our high need students (EL & LI), we provided additional intervention curriculum and services, tutoring, staff professional development, parent---educator training, increased access to technology for students and families, supplemental materials to meet the new standards in math, ELA and science, and increased opportunities for students to participate in classes with their peers for college and career readiness. Our stakeholders feel strongly these above services are important to continue for all students, especially in our independent study, home---school environment where the parents are the students' primary teachers at home. In order for our students to be successful, our parents need additional support from our highly qualified teachers to support and ensure adequate learning progress of all students.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17			2016-17- Total
All Funding Sources	811,004.00	860,982.00	1,011,000.00	0.00	0.00	1,011,000.00
	811,004.00	860,982.00	1,011,000.00	0.00	0.00	1,011,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17			2016-17- Total
All Expenditure Types	811,004.00	860,982.00	1,011,000.00	0.00	0.00	1,011,000.00
	811,004.00	860,982.00	1,011,000.00	0.00	0.00	1,011,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17			2016-17- Total
All Expenditure Types	All Funding Sources	811,004.00	860,982.00	1,011,000.0 0	0.00	0.00	1,011,000.0 0
		811,004.00	860,982.00	1,011,000.0 0	0.00	0.00	1,011,000.0 0

## 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).