

Introduction:

LEA: Sierra Foothill Charter School District **Contact (Name, Title, Email, Phone Number):** Alfonso Garagarza, Principal/Superintendent,
principal@sierrafoothillcharterschool.org, (209) 742-6222 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

Introduction to Sierra Foothill Charter School

Sierra Foothill Charter School is a public K-8 school located in the Sierra Foothill community of Catheys Valley. We began operations in August 2012 under an independent charter authorized by the Mariposa County Unified School District. Our educational philosophy is embodied in the seven key components that we consider critical for effectively serving our small, rural student population: 1) inquiry based learning with an emphasis on science and sustainability; 2) integrated standards-based curriculum within small, multi-age classrooms; 3) place-based lessons centered around our learning garden and local ecosystems; 4) a rounded instruction that includes music, the arts, health and life skills and emotional and physical development; 5) promotion of global competency through second language education; 6) partnerships with U.C. Merced, other nearby institutions of higher education, parents and community organizations, with a focus on college readiness and career opportunities; and 7) service learning projects.

Sierra Foothill Chart School emphasizes hands-on approaches to learning and discovery. It is not what SFCS teaches that is innovative, but how. Research shows that children learn academic concepts best by first experiencing them in familiar and practical ways with their own hands. SFCS teaches California state-mandated curriculum standards through a place-based approach to learning that has been demonstrated to increase student motivation and achievement.

Our Mission

To provide a rigorous, well-rounded education – with a focus on science and sustainability – that helps students acquire the academic and personal skills they need to excel in higher education, think creatively, engage in a diverse society, and pursue their dreams.

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>Development of the Local Control Accountability Plan (LCAP) included input from Sierra Foothill Charter School District stakeholders: Parents, community members, students, teachers, staff, local service providers, and district personnel. The process started in December with the introduction of the LCAP and its development process as recommended by WestEd and ExEd. Our development process was put into five phases. For data collection all stakeholders were provided the option of paper surveys, and/or through face-to-face meetings where verbal and written comments were submitted.</p>	<p>Developed a structured plan for the creation of the LCAP, and developed timeline. Provided target stakeholders and needs assessment sources. Developed a philosophy for a long-term living document of Sierra Foothill Charter School District vision and direction.</p>

Additional information and meeting results were posted online in a Google Doc for all stakeholders to view as the process unfolded.

Phase I consisted of the identification of stakeholder beliefs; basically what our charter school is good at doing, where we are lacking, and what stakeholders would like for all students. This data developed the foundation for SFCS's story, Charter goals and outcomes.

Phase II continued with the gathering of stakeholder input forming SFCS goals and resulting action items. This process required the collection of data at each scheduled stakeholder meetings. SFCS held one community meeting on 4/3/2014 to discuss LCAP/LCFF community concerns, gather pertinent goals and priorities. Additional parent and community input was gathered on Finance, Academic Excellence, Principal Support and Development, Facilities, Learning Garden, Governance Committee meetings and weekly staff and PLC meetings from November 2013 through May, 2014. School Site Council meetings and Student Council meetings during that same time period gathered additional parent and student input. Each committee had input and crafted the SFCS LCAP and results were correlated and themed. The resulting themes were then connected to the eight state priorities and presented to staff for final review. All groups provided rich feedback. A town hall meeting consisted of a gallery walk, where stakeholders could view the collected surmised results at their pace, ask questions, and provide written or verbal feedback. All collected data was moved forward to Phase III.

Phase III consisted of a round of stakeholder meetings to disseminate the district goals and action items for fine-tuning. All collected data will construct the final LCAP, which will be presented in public hearings and to the board for approval. In all, the process was stakeholder driven. Phase IV comprised of

Phase I: Provided opportunities for stakeholder input as to what they believe the strengths, weaknesses, and desires for future positive student outcomes. All conversations were student centered and focused on what actions are taking place or need to take place to increase or sustain positive student outcomes according to our needs.

Phase I Meeting results indicated:

- a) A strong passion for our existing STEAM and Project Based education programs.
- b) A desire to provide more options and opportunity for our TK-8th grade students in curricula offered, rigor, and service learning projects.
- c) A need to improve our technology use in connection with instruction to 1/1 ratio.
- d) A need for more opportunities for parent volunteers.

Phase II: Student outcomes and goal development that correlated data provided by identified sources allowing stakeholders the ability to clearly identify the desires of SFCS. Identified concerns, goals, needs, and desires of our sub-group populations. This data was integrated into previously collected data for the creation of grade level goals and potential action items.

Phase II Meetings: Creation and presentation of LCAP goals. Stakeholders provided input and asked questions concerning a variety of potential action items. Further meetings grouped the proposed action items into priority areas that correlated with the 8 state priorities. Stakeholders provided additional prioritization input on all potential action items through open, all inclusive draft LCAP goals on line document (Google Docs).

Phase III: Presentation of the proposed LCAP goals soliciting revision input or validation by stakeholders at May 20th Board Meeting. Presentation of potential action items with budget projections providing stakeholders a clearer picture of the plan and potential costs.

SFCS Board review of progress towards meeting the LCAP goals and action items, approval and submission to our authorizing agency, Mariposa County Unified School District in June, 2015. This process repeated the steps outlined for Phase II.

Phase V repeats the process of phases II - IV for the second year implementation of SFCS's LCAP for the 2015 school year.

Details of meeting dates and stakeholder group: dates

Phase I: Introducing Local Control Funding Formula to Finance Committee, gathering input from stakeholders, students and parents to define our charter and how what we do addresses the State Priorities, draft goals and draft the LCAP.

Academic Excellence Committee

1/25/2016, 2/1/2016, 3/7/2016, 4/4/2016, 5/2/2016

SFCS Board Meetings:

2/23/2016, 3/22/2016, 4/26/2016, 5/24/2016, 6/28/2016

Finance Committee Meetings:

2/15/2016, 3/21/2016, 4/18/2016, 5/16/2016, 6/20/2016

Governance Committee Meetings:

2/22/2016, 3/14/2016, 4/11/2016, 5/9/2016, 6/6/2016

Technology Committee Meetings:

2/5/2016, 3/4/2016, 3/8/2016, 5/6/2016, 6/3/2016

Staff Professional Learning Community

1/25/2016, 2/1/2016, 3/7/2016, 4/4/2016, 5/2/2016

Collected input from Stakeholders and revised LCAP goals based on recommendations. Finalization of District Goals and developed Local Control and Accountability Plan using the supplied State Board of Education template was approved by the SFCS Board of Trustees on June 17th, 2014, reauthorized on June 23rd, 2015 and June 20th, 2016.

As a result of multiple forums and community engagement, SFCS LCAP goals accurately reflect the mission and vision of the school and that of the parents of and students of Sierra Foothill Charter School.

SFCS staff, board and members of the community met in small committees to review progress towards stated goals. As a result, the annual update accurately reflects the mission and vision of the school and that of the parents of students of Sierra Foothill Charter School.

Annual Update:

Academic Excellence Committee
3/23/2015, 4/27/2015, 6/01/2015

Principal Support and Evaluation Committee Meetings:
3/02/2015, 4/13/2015

SFCS Board Meetings:
3/24/2015, 4/28/2015, 5/26/2015, 6/23/2015

Finance Committee Meetings:
3/16/2015, 4/20/2015, 5/26/2015, 5/18/2015, 6/15/2015

Governance Committee Meetings:
5/14/2015, 5/15/2015

Technology Committee Meetings:
3/13/2015, 4/30/2015

MCUSD Site Visit:
4/23/2015

Board and Staff Retreat:
6/15/2015

Annual Update:

SFCS staff, board and members of the community met in small committees to review progress towards stated goals. As a result, the annual update accurately reflects the mission and vision of the school and that of the parents of students of Sierra Foothill Charter School.

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:	GOAL 1: INCREASE STUDENT PERFORMANCE IN ELA/MATH	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
	Action 1: Use student data from a variety of sources to individualize instruction.	
	Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.	
	Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.	

Identified Need :	1. Increase student performance in Math and Reading/English Literacy
	METRIC: State testing, student work, local assessments, STAR benchmark assessments

Goal Applies to:	Schools: Sierra Foothill Charter School
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Utilize STAR Enterprise (English, Reading, Early Literacy, and Math) to demonstrate growth in student achievement rate by 5% from the previous year. Action 1: Use student data from a variety of sources to individualize instruction. Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math. Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ACTION 1 A: Use student data from a variety of sources to individualize instruction: Utilize student data analysis system in STAR Reading and STAR Math and allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.	District Wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teachers and Instructional Assistants will use the ILP to address the specific and grade level needs of students by leveling/grouping/modifying curriculum - portion of teacher salaries. Portion of teacher salaries - 5% 1000-1999: Certificated Personnel Salaries Supplemental \$240,000 Service Learning Coordinator Salary 1000-1999: Certificated Personnel Salaries \$33,600

			<p>Cost for BTSA for 2 teachers currently on Provisional Intern Permit 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries</p> <p>Portion of cost of PD days. 1000 Sup 6500</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental \$7,200</p>
<p>ACTION 1 B: Use student data from a variety of sources to individualize instruction:</p> <p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students. The dollar amount is specified in Action 1A.</p> <p>Anticipated Expenditure - same as prior year</p> <p>Benchmark Assessments (Renaissance Plus)</p> <p>Portion of teacher salaries to evaluate assessments - 2.5% Benefits</p>
<p>ACTION 2 A: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>K-8, execute an articulated Writer's Workshop writing program.</p>	<p>District 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>K-8, refine an articulated Writer's Workshop writing program. The dollar amount is specified in Action 1A.</p> <p>Anticipated Expenditure - same as prior year 1000-1999: Certificated Personnel Salaries</p>
<p>ACTION 2 B: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>Provide state of the art course material aligned to state common core standards, including computers</p>	<p>District 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:</p>	<p>Additional student device purchases to support classroom implementation of CCSS, based on board direction. Complete device deployment analysis with recommendations to Board regarding continuing 1:1 or some other configuration for mobile devices. 4000-4999: Books And Supplies Base \$15,000</p> <p>Technology mentors continue professional learning with classroom teachers in grades TK-8.</p>

		(Specify)	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p> <p>Technology mentors and mentees are given support to create 21st century learning environments.</p> <p>Technology Manager and Technology Coordinator stipend and outside consultants (See above expense)</p> <p>Principal provides ongoing support to all teachers grades TK-8 in implementing the CCSS.</p> <p>Anticipated Expenditure - same as prior year The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries</p> <p>Teachers provided planning time to continue assessment of CCSS alignment of current and new instructional materials, curriculum, scope and sequence. The dollar amount is specified in Action 1A.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries</p>
<p>ACTION 3 A: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Identify ELL students through CELDT and implement ELD program to achieve established goals. (EL, RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administer grade-level appropriate common formative assessments of ELA and Math to all pupils.</p> <p>Portion of teacher salaries. Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 7th/8th grade teacher reimbursed for CLAD testing. Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs. The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). The dollar amount is specified in Action 1A. 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs. The dollar amount is specified in Action 1A.</p>

			Benefits
<p>ACTION 3 B: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, Low Socioeconomic</p>	District Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects. The dollar amount is specified in Action 1A.</p> <p>Portion of teacher salaries. - 5% (Costs included in 1 A)</p> <p>Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Portion of teacher salaries</p>
<p>ACTION 3 C: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Use data to identify at risk students and implement support plans for identified students.</p>	District Wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Review and modify parameters and definitions of identifier system. Expand parameters and definitions of identifier system. MCOE SpEd encroachment funds. Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries. Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary. Maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees.</p> <p>The dollar amount is specified in Action 1A</p> <p>Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Base</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of</p>

			<p>principal salary 2000-2999: Classified Personnel Salaries Supplemental</p> <p>Maintain current level of support staff. I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE.</p> <p>Anticipated Expenditure - same as prior year</p>
<p>ACTION 3 D: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase services for English Language Learner assessment, reclassification processes, and materials. EL students will use apps such as Rosetta Stone, iTranslate or Duolinogo to develop English speaking skills more rapidly. Provide time learning for students with reduced English skills. (EL & RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Provide each ELL with iPad Mini device. The dollar amount is specified in Action 1A. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Purchase support apps Rosetta Stone or Read 180 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>English speaking skills more rapidly.</p> <p>Portion of teacher salaries Supplemental</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration</p>
<p>ACTION 3 E: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, low socioeconomic.</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects. The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Base</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Portion of teacher assistant salaries 2000-2999: Classified Personnel Salaries Base</p> <p>Benefits 3000-3999: Employee Benefits Supplemental</p>
<p>ACTION 3 F: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Foster Youth receive educational counseling from a</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>MCOE Counselor will support foster youth students.</p> <p>Portion of teacher salaries Supplemental & Concentration</p> <p>Portion of cost of Aeries Supplemental & Concentration</p> <p>Portion of internet cost Supplemental & Concentration</p>

<p>foster youth counselor with the skills, time, and training necessary to support foster youth students. (FY)</p>		<p>English proficient _ Other Subgroups: (Specify)</p>	
<p>ACTION 3 G: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Continue Parent Support Program for parents of at-risk students through the Student Study Team (SST) process. Meet with individual parents to assess a student's area of strenght, questions and concerns and create intervention plans with resources on how to help their children succeed in school. Sessions would be open to all parents, regardless of their demographics or socio-economic background. (SWD, SED, EL, RFEP, and FY)</p>	<p>District Wide</p>	<p>_ All ----- OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Hold seminars presenting information that support at-risk, ELL, foster youth, and low socio-economic students.</p> <p>Portion of teacher salaries Supplemental & Concentration</p> <p>Portion of cost of Aeries Supplemental & Concentration</p> <p>Portion of internet cost Supplemental & Concentration</p>

LCAP Year 2: 2017 - 2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Utilize STAR Enterprise (English, Reading, Early Literacy, and Math) to demonstrate growth in student achievement rate by 5% from the previous year.</p> <p>Action 1: Use student data from a variety of sources to individualize instruction.</p> <p>Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.</p> <p>Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.</p>
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<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>ACTION 1 A: Use student data from a variety of sources to individualize instruction:</p> <p>Utilize student data analysis system in STAR Reading and STAR Math and allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.</p>	<p>District Wide</p>	<p>X All ----- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Teachers will use the ILP to address the specific and grade level needs of students by leveling/grouping/modifying curriculum - portion of teacher salaries.</p> <p>Portion of teacher salaries - 5% 1000-1999: Certificated Personnel Salaries Supplemental \$10,700</p> <p>Portion cost of PD days. 1000-1999: Certificated Personnel Salaries Supplemental \$6,500</p> <p>Cost for BTSA for 2 teachers. 5800: Professional/Consulting</p>

			<p>Services And Operating Expenditures Supplemental \$3,000</p> <p>Provide each ELL with iPad/Chrome device 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Portion cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$750</p> <p>Portion cost of internet 5000-5999: Services And Other Operating Expenditures Supplemental \$750</p>
<p>ACTION 1 B: Use student data from a variety of sources to individualize instruction:</p> <p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p> <p>Portion of teacher salaries - 2.5% 1000-1999: Certificated Personnel Salaries Supplemental \$5,350</p>
<p>ACTION 2 A: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>K-8, execute an articulated Writer's Workshop writing program.</p>	<p>District 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>K-8, update an articulated Writer's Workshop writing program.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>ACTION 2 B: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>Provide state of the art course material aligned to state common core standards, including computers</p>	<p>District 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>Additional student device purchases to support classroom implementation of CCSS, based on board direction. Complete device deployment analysis with recommendations to Board regarding continuing 1:1 or some other configuration for mobile devices. 4000-4999: Books And Supplies Base \$5,600</p> <p>Technology mentors continue professional learning with classroom teacher in grades TK-8 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p> <p>Techology Manager and TEchnology Coordinator stipend and outside consultants (see expense above).</p> <p>Principal provides ongoing suport to all teachers grades TK-8 in implementing the CCSS.</p>

			<p>Portion of principal salary 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>Teachers provided planning time to continue assessment of CCSS alignment of current and new instructional materials, curriculum, scope and sequence.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Other \$214,000</p> <p>All IEP goals, as appropriate, are aligned with CCSS.</p> <p>Portion of principal salary 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>All IEP goals, as appropriate, are aligned with CCSS.</p> <p>50% Special Services Coordinator 2000-2999: Classified Personnel Salaries Base \$16,800</p>
<p>ACTION 3 A: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Identify ELL students through CELDT and implement ELD program to achieve established goals. (EL, RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administer grade-level appropriate common formative assessments of ELA and Math to all pupils.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,300</p> <p>Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>
<p>ACTION 3 B: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, Low Socioeconomic</p>	<p>District 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>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Portion of teacher salaries. - 5% (Costs included in 1 A)</p>
<p>ACTION 3 C: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless,</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR:</p>	<p>Expand parameters and definitions of identifier system. MCOE SpEd encroachment funds.</p>

<p>ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Use data to identify at risk students and implement support plans for identified students.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Supplemental \$240,000</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of principal salary. 1000-1999: Certificated Personnel Salaries Supplemental \$81,444</p> <p>Maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees. A portion of teacher and principal salaries.</p> <p>0001-0999: Unrestricted: Locally Defined Other \$69,000</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary (Accounted for above). Maintain current level of support staff. 2000-2999: Classified Personnel Salaries Supplemental \$33,600</p>
<p>ACTION 3 D: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase services for English Language Learner assessment, reclassification processes, and materials. EL students will use apps such as Rosetta Stone, iTranslate or Duolinogo to develop English speaking skills more rapidly. Provide time learning for students with reduced English skills. (EL & RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: ----- <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Portion of cost of PD days. Cost for BTSA for 2 teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$6,500</p> <p>Provide each ELL with iPad Mini device. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Purchase support apps Rosetta Stone or Read 180 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>3000-3999: Employee Benefits Supplemental \$400</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p>
<p>ACTION 3 E: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless,</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: -----</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans.</p>

<p>ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, low socioeconomic.</p>		<p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Portion of teacher salaries - 5% 1000-1999: Certificated Personnel Salaries Base \$228,000</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental \$10,700</p> <p>Portion of teacher assistant salaries 2000-2999: Classified Personnel Salaries Supplemental \$5,850</p> <p>Benefits 3000 3000-3999: Employee Benefits Supplemental \$3,310</p>
<p>ACTION 3 F: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Foster Youth receive educational counseling from a foster youth counselor with the skills, time, and training necessary to support foster youth students. (FY)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>MCOE Counselor will support foster youth students.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$228,000</p> <p>Portion of cost of Aeries data entry and documentation of services 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>Portion of internet cost related to communication between SFCS and MCOE/MCUSD 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>Portion of Special Ed encroachment services from MCOE 5000 other \$5,000 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>
<p>ACTION 3 G: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Continue Parent Support Program for parents of at-risk students through the Student Study Team (SST) process. Meet with individual parents to assess a student's area of strenght, questions and concerns and create intervention plans with resources on how to help their children succeed in school. Sessions would be open to all parents, regardless of their demographics or socio-economic background. (SWD, SED, EL, RFEP, and FY)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Hold seminars presenting information that support at-risk, ELL, foster youth, and low socio-economic students.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$228,000</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration \$2,500</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration \$5,700</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Utilize STAR Enterprise (English, Reading, Early Literacy, and Math) to demonstrate growth in student achievement rate by 5% from the previous year.
 Action 1: Use student data from a variety of sources to individualize instruction.
 Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.
 Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ACTION 1 A: Use student data from a variety of sources to individualize instruction:</p> <p>Utilize student data analysis system in STAR Reading and STAR Math and allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Teachers and Instructional Assistants will use the ILP to address the specific and grade level needs of students by leveling/grouping/modifying curriculum - portion of teacher salaries.</p> <p>Portion of teacher salaries - 5% 1000-1999: Certificated Personnel Salaries Supplemental \$240,000</p> <p>Service Learning Coordinator Salary 1000-1999: Certificated Personnel Salaries \$33,600</p> <p>Cost for BTSA for 2 teachers currently on Provisional Intern Permit 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,000</p> <p>Instructional Assistants 2000-2999: Classified Personnel Salaries</p> <p>Portion of cost of PD days. 1000 Sup 6500</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental \$7,200</p>
<p>ACTION 1 B: Use student data from a variety of sources to individualize instruction:</p> <p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent</p>	<p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students. The dollar amount is specified in Action 1A.</p> <p>Anticipated Expenditure - same as prior year</p>

		English proficient _ Other Subgroups: (Specify)	Benchmark Assessments (Renaissance Plus) Portion of teacher salaries to evaluate assessments - 2.5% Benefits
ACTION 2 A: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math: K-8, execute an articulated Writer's Workshop writing program.	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	K-8, refine an articulated Writer's Workshop writing program. The dollar amount is specified in Action 1A. Anticipated Expenditure - same as prior year 1000-1999: Certificated Personnel Salaries
ACTION 2 B: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math: Provide state of the art course material aligned to state common core standards, including computers	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional student device purchases to support classroom implementation of CCSS, based on board direction. Complete device deployment analysis with recommendations to Board regarding continuing 1:1 or some other configuration for mobile devices. 4000-4999: Books And Supplies Base \$15,000 Technology mentors continue professional learning with classroom teachers in grades TK-8. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000 Technology mentors and mentees are given support to create 21st century learning environments. Technology Manager and Technology Coordinator stipend and outside consultants (See above expense) Principal provides ongoing support to all teachers grades TK-8 in implementing the CCSS. Anticipated Expenditure - same as prior year The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Teachers provided planning time to continue assessment of CCSS alignment of current and new instructional materials, curriculum, scope and sequence. The dollar amount is specified in Action 1A.

			<p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries</p>
<p>ACTION 3 A: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Identify ELL students through CELDT and implement ELD program to achieve established goals. (EL, RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administer grade-level appropriate common formative assessments of ELA and Math to all pupils.</p> <p>Portion of teacher salaries. Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 7th/8th grade teacher reimbursed for CLAD testing. Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs. The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). The dollar amount is specified in Action 1A. 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Anticipated Expenditure Continued from prior year. Any changes in expenditures may occur after evaluation of programs. The dollar amount is specified in Action 1A.</p> <p>Benefits</p>
<p>ACTION 3 B: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, Low Socioeconomic</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects. The dollar amount is specified in Action 1A.</p> <p>Portion of teacher salaries. - 5% (Costs included in 1 A)</p> <p>Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Portion of teacher salaries</p>
<p>ACTION 3 C: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>	<p>Review and modify parameters and definitions of identifier system. Expand parameters and definitions of identifier system. MCOE SpEd encroachment funds. Implement TK– 8th grade ELL curriculum.</p>

<p>Use data to identify at risk students and implement support plans for identified students.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A portion of teacher and principal salaries. Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary. Maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees.</p> <p>The dollar amount is specified in Action 1A</p> <hr/> <p>Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Base</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary 2000-2999: Classified Personnel Salaries Supplemental</p> <p>Maintain current level of support staff. I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE.</p> <hr/> <p>Anticipated Expenditure - same as prior year</p>
<p>ACTION 3 D: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase services for English Language Learner assessment, reclassification processes, and materials. EL students will use apps such as Rosetta Stone, iTranslate or Duolinogo to develop English speaking skills more rapidly. Provide time learning for students with reduced English skills. (EL & RFEP)</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Provide each ELL with iPad Mini device. The dollar amount is specified in Action 1A. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Purchase support apps Rosetta Stone or Read 180 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>English speaking skills more rapidly.</p> <p>Portion of teacher salaries Supplemental</p>

			<p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental & Concentration</p>
<p>ACTION 3 E: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, low socioeconomic.</p>	District Wide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects. The dollar amount is specified in Action 1A. 1000-1999: Certificated Personnel Salaries Base</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Portion of teacher assistant salaries 2000-2999: Classified Personnel Salaries Base</p> <p>Benefits 3000-3999: Employee Benefits Supplemental</p>
<p>ACTION 3 F: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Foster Youth receive educational counseling from a foster youth counselor with the skills, time, and training necessary to support foster youth students. (FY)</p>	District Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>MCOE Counselor will support foster youth students.</p> <p>Portion of teacher salaries Supplemental & Concentration</p> <p>Portion of cost of Aeries Supplemental & Concentration</p> <p>Portion of internet cost Supplemental & Concentration</p>
<p>ACTION 3 G: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Continue Parent Support Program for parents of at-risk students through the Student Study Team (SST) process. Meet with individual parents to assess a student's area of strenght, questions and concerns and create intervention plans with resources on how to help their children succeed in school. Sessions would be open to all parents, regardless of their demographics or socio-economic background. (SWD, SED, EL, RFEP, and FY)</p>	District Wide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Hold seminars presenting information that support at-risk, ELL, foster youth, and low socio-economic students.</p> <p>Portion of teacher salaries Supplemental & Concentration</p> <p>Portion of cost of Aeries Supplemental & Concentration</p> <p>Portion of internet cost Supplemental & Concentration</p>

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

GOAL 2:	<p>GOAL 2: IMPLEMENT SCIENC, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM)</p> <p>Action 1: Increase the number of STEAM project based lessons, science and sustainabilty, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
Identified Need :	<p>2. Science, Technology, Engineering, Arts, And Mathematics (STEAM) Based on stakeholder input, there is a need to increase student access in STEAM based curriculum and instruction, including service learning/place based learning/learning garden instruction.</p> <p>METRIC Amount of time spent on project-based learning, student projects.</p>		
Goal Applies to:	<p>Schools: Sierra Foothill Charter School</p> <p>Applicable Pupil Subgroups: All</p>		
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<p>Action 1: Increase or maintain percent of time students that participate in STEAM related projects to 2015-2016 baseline. Compared to 2015-2016 baselines.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Increase the number of STEAM project based lessons, science and sustainabilty, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p> <p>Create and develop STEAM project-based lessons and rubric assessments.</p>	<p>District Wide</p>	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Develop, refine and modify existing STEAM projects and rubrics.</p> <p>Develop additional Service Learning and place-based projects.</p> <p>Add service learning and place-based components to already existing project based lessons</p> <p>Anticipated Expenditure: Same as prior year</p> <p>Portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Base \$240,000</p>

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	Action 1: Increase or maintain percent of time students that participate in STEAM related projects to 2016-2017 baseline. Compared to 2016-2017 baselines.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Increase the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p> <p>Create and develop STEAM project-based lessons and rubric assessments.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Develop, refine and modify existing STEAM projects and rubrics.</p> <p>Develop additional Service Learning and place-based projects.</p> <p>Add service learning and place-based components to already existing project based lessons.</p> <p>Anticipated Expenditure: Same as prior year.</p> <p>Portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Supplemental \$240,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Action 1: Increase or maintain percent of time students that participate in STEAM related projects to 2015-2016 baseline. Compared to 2015-2016 baselines.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Increase the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p> <p>Create and develop STEAM project-based lessons and rubric assessments.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Develop, refine and modify existing STEAM projects and rubrics.</p> <p>Develop additional Service Learning and place-based projects.</p> <p>Add service learning and place-based components to already existing project based lessons</p> <p>Anticipated Expenditure: Same as prior year</p> <p>Portion of teacher and principal salaries. 1000-1999: Certificated Personnel Salaries Base \$240,000</p>

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

GOAL 3:	<p>GOAL 3: IMPLEMENT EFFECTIVE, HIGH QUALITY PROFESSIONAL DEVELOPMENT</p> <p>Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p>	<p>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"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>3. Professional Development Need: Improve instructional practice through faculty & staff professional development & professional learning communities.</p> <p>Metric: Tracking hours in attendance of faculty & staff in professional development and training.</p>
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Goal Applies to:	<p>Schools: Sierra Foothill Charter School</p> <p>Applicable Pupil Subgroups:</p>
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Teachers will receive 36 hrs of professional development from a variety of sources.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p> <p>Teachers will receive professional development. Type will be determined individually in consultation with principal.</p>	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Teachers will receive 36 hrs of professional development. Type will be determined individually in consultation with principal.</p> <p>Anticipated Expenditures: Same as prior year</p>

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	Teachers will receive 36 hrs of professional development from a variety of sources.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p> <p>Teachers will receive professional development. Type will be determined individually in consultation with principal.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers will receive 36 hrs of professional development from a variety of sources.</p> <p>Anticipated Expenditures: Same as prior year</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Teachers will receive 36 hrs of professional development from a variety of sources.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p> <p>Teachers will receive professional development. Type will be determined individually in consultation with principal.</p>	District Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers will receive 36 hrs of professional development. Type will be determined individually in consultation with principal.</p> <p>Anticipated Expenditures: Same as prior year</p>

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

GOAL 4:	GOAL: INCREASE ACCESS TO ART AND PERFORMING ARTS Action 1: Increase art, music and drama activities in the classroom.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	4. Arts Need: Based on stakeholder input, there is a need to increase student access in the arts to better engage students. METRIC: Number of students participating in band, drama, and art classes.
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Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Identify an increased percent of students participating in music/band/art/yoga Compared to 2014-2015 baselines
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Increase art, music and drama activities in the classroom. Develop a school wide program that integrates art and performing arts into the curriculum (STEAM).		<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)	Refine and modify school wide plan for integrating art and music and drama into the classroom. Anticipated Expenditure: Same as prior year
Recruit/hire more art and music instructors and/or volunteers.		<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	

		_ Other Subgroups: (Specify)	
LCAP Year 2: 2017 - 2018			
Expected Annual Measurable Outcomes:	Identify an increased percent of students participating in music/band/art/yoga Compared to 2015-2016 baselines		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Increase art, music and drama activities in the classroom. Develop a school wide program that integrates art and performing arts into the curriculum (STEAM).		<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)	Refine and modify school wide plan for integrating art and music and drama into the classroom. Anticipated Expenditure: Same as prior year
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Identify an increased percent of students participating in music/band/art/yoga Compared to 2014-2015 baselines		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Increase art, music and drama activities in the classroom. Develop a school wide program that integrates art and performing arts into the curriculum (STEAM).		<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)	Refine and modify school wide plan for integrating art and music and drama into the classroom. Anticipated Expenditure: Same as prior year
Recruit/hire more art and music instructors and/or volunteers.		<input type="checkbox"/> All OR:	

		<ul style="list-style-type: none">_ Low Income pupils_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	<p>GOAL 5: EXPAND ENRICHMENT/COURSE OPTIONS</p> <p>Action 1: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p>	<p>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"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>5. Expand Enrichment Curricular and Enrichment Options</p> <p>Need: Expanding student access to courses in Music, Art, language and life skills (in nutrition, stress management, health, decision-making, planning, and time management organization skills, technology)</p> <p>Metrics: Increase in student time spent in expanded course offerings.</p>
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Goal Applies to:	Schools: Sierra Foothill Charter School	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase student time spent in expanded course offerings as compared to year 2.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Adjust school periods/blocks to allow for more course offerings in any given day.</p>	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Maintain expanded/modified block schedule.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>Action 1 B: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Expand the number of course offerings available in art,</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	<p>Continue to expand the After School Program to offer 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p> <p>Anticipated Expenditure TBD</p>

music, yoga, PE, life skills, Spanish, and others.		English proficient _ Other Subgroups: (Specify)	
<p>Action 1 C: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Develop after school 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language. ASP Coordinator salary 2000 bASE \$11,322</p>		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ASP Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes:	Increase student time spent in expanded course offerings as compared to year 3.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p>	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Maintain expanded/modified block schedule.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>Action 1 B: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Expand the number of course offerings available in art, music, yoga, PE, life skills, Spanish, and others.</p>		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	<p>Continue to expand the After School Program to offer 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p> <p>Anticipated Expenditure</p> <p>TBD</p>

<p>Action 1 C: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Develop after school 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</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>ASP Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase student time spent in expanded course offerings as compared to year 2.</p>		
<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>Action 1 A: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Adjust school periods/blocks to allow for more course offerings in any given day.</p>	<p>District 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>Maintain expanded/modified block schedule.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>Action 1 B: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Expand the number of course offerings available in art, music, yoga, PE, life skills, Spanish, and others.</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>Continue to expand the After School Program to offer 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p> <p>Anticipated Expenditure TBD</p>
<p>Action 1 C: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>ASP Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322</p>

Develop after school 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language. ASP Coordinator salary 2000 bASE \$11,322		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

	<p>GOAL 6: INCREASE PARENT COMMUNICATION</p> <p>Action 1: Engage parents, families, and the community in supporting student success in school.</p> <p>GOAL 6: Action 2: Use SFCS website, internal wiki, and individual teacher’s websites/blog/email to provide access, timely and important information to parents.</p> <p>Action 3: Showcase student achievement and projects.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>Site and Teacher to Parent Communication Need: Improve communication between the school site and parents with effective use of technology.</p> <p>Metrics: Increased parent-teacher communication through e-mail, site visits measured from teacher’s website/blog visits as measured by parent survey, website hits.</p>
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Goal Applies to:	<p>Schools: _____</p> <p>Applicable Pupil Subgroups: All</p>
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>Increase percentage of Parent Satisfaction on site based communication level established in previous year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Engage parents, families, and the community in supporting student success in school.</p> <p>Teachers will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Improve the school website.</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>100% of teachers will have their own blog and/or class web page that is updated on at least a weekly basis. Portion of teacher salaries. 1000 Base \$214,000 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>100% of extracurricular programs/clubs (Learning Garden, After School Program, Band, EcoClub, etc.) will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Portion of Instructional Assistants salaries 2000-2999: Classified Personnel Salaries Base</p> <p>SFCS will continue to expand our parent outreach through websites and blogs for information regarding what is being studied, school activities and student achievements. Portion of Aeries cost, and portion of internet cost (above). 5000-</p>

			<p>5999: Services And Other Operating Expenditures Base \$6,500</p> <p>Train teachers how to use standards based grading portal that parents would be able to access. Same expense as above.</p> <p>Technology Manager Stipend 5800: Professional/Consulting Services And Operating Expenditures Other \$2,500</p> <p>Anticipated Expenditure: Same as prior year</p>
<p>Action 2 A: Use SFCS website, internal wiki, and individual teacher's websites/blog/email to provide access, timely and important information to parents.</p> <p>Provide 3rd-8th grades a standards based grading portal that parents can access.</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>Expand and review existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Post student projects on web based media outlets. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Portion of teacher salaries 2000-2999: Classified Personnel Salaries Base \$214,000</p>
<p>Action 3 A: Showcase student achievement and projects.</p> <p>Implement "student showcases" demonstrating positive student outcomes of project based learning by modifying the existing Open House/Science Fair and posting student projects on social media outlets.</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>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>
LCAP Year 2: 2017 - 2018			
Expected Annual Measurable Outcomes:	Increase percentage of Parent Satisfaction on site based communication level established in previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1 A: Engage parents, families, and the		<input checked="" type="checkbox"/> All	100% of teachers will have their own blog and/or class web

<p>community in supporting student success in school.</p> <p>Teachers will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Improve the school website.</p>		<p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income 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>page that is updated on at least a weekly basis. Portion of teacher salaries. 1000 Base \$214,000</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>75% of extracurricular programs/clubs (Learning Garden, After School Program, Band, EcoClub, etc.) will have their own blog and/or class web page that is updated on at least a weekly basis. 2000-2999: Classified Personnel Salaries Base</p> <hr/> <p>SFCS will continue to expand our parent outreach through websites and blogs for information regarding what is being studied, school activities and student achievements. Portion of Aeries cost, and portion of internet cost (above). 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <hr/> <p>Train teachers how to use standards based grading portal that parents would be able to access. Same expense as above.</p> <hr/> <p>Technology Manager Stipend 5800: Professional/Consulting Services And Operating Expenditures Base \$2,500</p>
<p>Action 2 A: Use SFCS website, internal wiki, and individual teacher's websites/blog/email to provide access, timely and important information to parents.</p> <p>Provide 3rd-8th grades a standards based grading portal that parents can access.</p>		<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income 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>Expand existing parent and community functions to present project based learning results.</p> <hr/> <p>Portion of Internet costs 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <hr/> <p>Post student projects on web based media outlets. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <hr/> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p>
<p>Action 3 A: Showcase student achievement and projects.</p> <p>Implement "student showcases" demonstrating positive</p>		<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils 	<p>Expand existing parent and community functions to present project based learning results.</p>

<p>student outcomes of project based learning by modifying the existing Open House/Science Fair and posting student projects on social media outlets.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <hr/> <p>Post student projects on web based media outlets.</p> <hr/> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase percentage of Parent Satisfaction on site based communication level established in previous year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Engage parents, families, and the community in supporting student success in school.</p> <p>Teachers will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Improve the school website.</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>100% of teachers will have their own blog and/or class web page that is updated on at least a weekly basis. Portion of teacher salaries. 1000 Base \$214,000 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <hr/> <p>100% of extracurricular programs/clubs (Learning Garden, After School Program, Band, EcoClub, etc.) will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <hr/> <p>Portion of Instructional Assistants salaries 2000-2999: Classified Personnel Salaries Base</p> <hr/> <p>SFCS will continue to expand our parent outreach through websites and blogs for information regarding what is being studied, school activities and student achievements. Portion of Aeries cost, and portion of internet cost (above). 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <hr/> <p>Train teachers how to use standards based grading portal that parents would be able to access. Same expense as above.</p> <hr/> <p>Technology Manager Stipend 5800: Professional/Consulting Services And Operating Expenditures Other \$2,500</p> <hr/> <p>Anticipated Expenditure: Same as prior year</p>

<p>Action 2 A: Use SFCS website, internal wiki, and individual teacher’s websites/blog/email to provide access, timely and important information to parents.</p> <p>Provide 3rd-8th grades a standards based grading portal that parents can access.</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>Expand and review existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Post student projects on web based media outlets. 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Portion of teacher salaries 2000-2999: Classified Personnel Salaries Base \$214,000</p>
<p>Action 3 A: Showcase student achievement and projects.</p> <p>Implement “student showcases” demonstrating positive student outcomes of project based learning by modifying the existing Open House/Science Fair and posting student projects on social media outlets.</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>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>

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

GOAL 7:	GOAL 7: EXPAND TECHNOLOGY INFRASTRUCTURE	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
	Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.	

Identified Need :	7. Technology infrastructure Need: Improve student technology access & application. Metrics: Incorporation of technology throughout the curriculum
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Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: _____ All
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Maintain a stable network school wide.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout. Develop and maintain a state-of-the-art network infrastructure to provide high quality classroom activities. Maintain the bandwidth (network 10 Mbps to 20 Mbps Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office). E-RATE and AB86 Funding Continued from prior year. Any changes in expenditures may occur after evaluation of programs.		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain the bandwidth (network 10 Meg to 20 Meg Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office). E-RATE and AB86 Funding Continued from prior year. Any changes in expenditures may occur after evaluation of programs.

LCAP Year 2: 2017 - 2018

Expected Annual Measurable Outcomes: Maintain a stable network school wide.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.</p> <p>Develop and maintain a state-of-the-art network infrastructure to provide high quality classroom activities.</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>Maintain the bandwidth (network 10 Meg to 20 Meg Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office).</p> <hr/> <p>E-RATE and AB86 Funding</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Maintain a stable network school wide.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.</p> <p>Develop and maintain a state-of-the-art network infrastructure to provide high quality classroom activities. Maintain the bandwidth (network 10 Mbps to 20 Mbps Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office). E-RATE and AB86 Funding</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</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>Maintain the bandwidth (network 10 Meg to 20 Meg Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office).</p> <hr/> <p>E-RATE and AB86 Funding</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>

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

GOAL 8:	<p>GOAL 8: IMPROVE FACILITIES</p> <p>Action 1: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	8. Improve facilities
	METRICS: Energy Plan, facilities audit results

Goal Applies to:	Schools: Sierra Foothill Charter School
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	The Administration, Facilities Committee and Energy Manager will conduct an analysis of facility needs to determine facility maintenance plan and schedule of repairs or modifications per Prop 39 Energy Plan.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Create facility improvement plan & classroom maintenance schedule. Upgrade HVAC, paint, replace windows, and economize classroom energy use through modernization.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>SFCS will conduct an analysis of facility needs</p> <p>Energy Manager: Funded Prop 39 5800: Professional/Consulting Services And Operating Expenditures Other \$15,000</p> <p>Determine what areas of campus need repairs or maintenance.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Identify locations of cost effective upgrades.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Implement Phase 3 upgrades.</p>

			<p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <hr/> <p>Anticipated Expenditure California Clean Energy Jobs Act (Proposition 39)</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>
<p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students. Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p> <p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students.</p> <p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000 Other \$20000</p> <p>Portion of Energy Manager fee 5000 Other \$3,000</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>SFCS will monitor analysis of Cafeteria needs: 2000-2999: Classified Personnel Salaries Base TBD</p> <p>Determine what areas of the kitchen need repairs, maintenance or upgrades. 2000-2999: Classified Personnel Salaries Base TBD</p> <p>Identify locations of cost effective upgrades. 2000-2999: Classified Personnel Salaries Other TBD</p> <p>Implement Phase 3 upgrades.</p> <p>Portion of Energy Manager salary Base \$15,000</p> <p>CDE SNP expansion grants and equipment grants, as available, and California Clean Energy Jobs Act (Proposition 39) \$100,000</p>

LCAP Year 2: 2017 - 2018

<p>Expected Annual Measurable Outcomes:</p>	<p>The Administration, Facilities Committee and Energy Manager will conduct an analysis of facility needs to determine facility maintenance plan and schedule of repairs or modifications per Prop 39 Energy Plan.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Create facility improvement plan & classroom maintenance schedule. Upgrade HVAC, paint, replace windows, and economize classroom energy use through modernization.</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>Implement Phase 3 upgrades.</p> <p>Energy Manager: Funded Prop 39 5800: Professional/Consulting Services And Operating Expenditures Other \$15,000</p> <p>Anticipated Expenditure California Clean Energy Jobs Act (Proposition 39)</p>

			Continued from prior year. Any changes in expenditures may occur after evaluation of programs.
<p>Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p> <p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students.</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>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000-7439: Other Outgo Other TBD</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The Administration, Facilities Committee and Energy Manager will conduct an analysis of facility needs to determine facility maintenance plan and schedule of repairs or modifications per Prop 39 Energy Plan.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1 A: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Create facility improvement plan & classroom maintenance schedule. Upgrade HVAC, paint, replace windows, and economize classroom energy use through modernization.</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>SFCS will conduct an analysis of facility needs</p> <p>Energy Manager: Funded Prop 39 5800: Professional/Consulting Services And Operating Expenditures Other \$15,000</p> <p>Determine what areas of campus need repairs or maintenance.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Identify locations of cost effective upgrades.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p> <p>Implement Phase 3 upgrades.</p> <p>Energy Manager: Funded Prop 39 (Already budgeted above Action 1A)</p>

			<p>Anticipated Expenditure California Clean Energy Jobs Act (Proposition 39)</p> <p>Continued from prior year. Any changes in expenditures may occur after evaluation of programs.</p>
<p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students. Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p> <p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students.</p> <p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000 Other \$20000</p> <p>Portion of Energy Manager fee 5000 Other \$3,000</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>SFCS will monitor analysis of Cafeteria needs: 2000-2999: Classified Personnel Salaries Base TBD</p> <p>Determine what areas of the kitchen need repairs, maintenance or upgrades. 2000-2999: Classified Personnel Salaries Base TBD</p> <p>Identify locations of cost effective upgrades. 2000-2999: Classified Personnel Salaries Other TBD</p> <p>Implement Phase 3 upgrades.</p> <p>Portion of Energy Manager salary Base \$15,000</p> <p>CDE SNP expansion grants and equipment grants, as available, and California Clean Energy Jobs Act (Proposition 39) \$100,000</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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>GOAL 1: INCREASE STUDENT PERFORMANCE IN ELA/MATH</p> <p>Action 1: Use student data from a variety of sources to individualize instruction.</p> <p>Action 2: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math.</p> <p>Action 3: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8 <u>X</u></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>																																						
<p>Goal Applies to: Schools: <u>Sierra Foothill Charter School</u></p> <p>Applicable Pupil Subgroups: <u>ALL</u></p>																																								
<p>Expected Annual Measurable Outcomes:</p>	<p>ACTION 1 A: Use student data from a variety of sources to individualize instruction:</p> <p>Utilize student data analysis system in STAR Reading and STAR Math and allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.</p> <p>Utilize STAR Enterprise (English, Reading, Early Literacy, and Math) to demonstrate growth in student achievement rate by 5% from the previous year</p> <p>Utilize CAASPP and AYP Performance Data to individualize instruction for each student 3rd-8th Grades</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Growth 11.5% from initial Benchmark Assessment</p> <p>STAR Reading</p> <table border="0"> <tr> <td>Grade Level ELA PR 40+ Number of Students</td> <td>Percentage %</td> </tr> <tr> <td>2 7 14</td> <td>50%</td> </tr> <tr> <td>3 11 14</td> <td>79%</td> </tr> <tr> <td>4 12 15</td> <td>80%</td> </tr> <tr> <td>5 6 7</td> <td>86%</td> </tr> <tr> <td>6 10 14</td> <td>71%</td> </tr> <tr> <td>7 2 7</td> <td>29%</td> </tr> <tr> <td>8 10 15</td> <td>68%</td> </tr> <tr> <td>Total 48 71</td> <td>66%</td> </tr> </table> <p>STAR Math</p> <table border="0"> <tr> <td>Grade Level Math PR 40+ Number of Students</td> <td>Percentage %</td> </tr> <tr> <td>1 9 10</td> <td>90%</td> </tr> <tr> <td>2 9 14</td> <td>64%</td> </tr> <tr> <td>3 10 13</td> <td>77%</td> </tr> <tr> <td>4 10 11</td> <td>91%</td> </tr> <tr> <td>5 5 8</td> <td>63%</td> </tr> <tr> <td>6 9 13</td> <td>69%</td> </tr> <tr> <td>7 3 6</td> <td>50%</td> </tr> <tr> <td>8 9 15</td> <td>60%</td> </tr> <tr> <td>Total 45 75</td> <td>80.5%</td> </tr> </table> <p>SFCS Renaissance Place Reading scores do indicate that 68% of students school-wide performed at or above proficient (an increase of 1.7% from 66.3% in Spring 2014)</p>	Grade Level ELA PR 40+ Number of Students	Percentage %	2 7 14	50%	3 11 14	79%	4 12 15	80%	5 6 7	86%	6 10 14	71%	7 2 7	29%	8 10 15	68%	Total 48 71	66%	Grade Level Math PR 40+ Number of Students	Percentage %	1 9 10	90%	2 9 14	64%	3 10 13	77%	4 10 11	91%	5 5 8	63%	6 9 13	69%	7 3 6	50%	8 9 15	60%	Total 45 75	80.5%
Grade Level ELA PR 40+ Number of Students	Percentage %																																							
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7 2 7	29%																																							
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Total 48 71	66%																																							
Grade Level Math PR 40+ Number of Students	Percentage %																																							
1 9 10	90%																																							
2 9 14	64%																																							
3 10 13	77%																																							
4 10 11	91%																																							
5 5 8	63%																																							
6 9 13	69%																																							
7 3 6	50%																																							
8 9 15	60%																																							
Total 45 75	80.5%																																							

		<p>SFCS Renaissance Place Math 2015 scores indicate 60% of students schoolwide performed at or above proficient PR 40+ (a decrease of 1.9% compared to Spring 2014)</p> <p>2015 CAASPP scores indicate a baseline of 38% of students in grades 3-8 meeting or exceeding the standard in Overall English/Language-Arts Achievement. Scale Score Ranges indicate 69% of students in grades 3-8 are Near, At or Above 69% in Reading, 71% in Writing, 88% in Listening, and 74% in Research/Inquiry.</p> <p>2015 CAASPP scores indicate a baseline of 28% of all students in 3-8 grades meeting or exceeding the standard in Overall Math Achievement. Scale Score Ranges indicate 49% of students in grades 3-8 are Near, At or Above in Concepts & Procedures, 74% in Problem Solving & Modeling/Data Analysis, and 69% in Communicating Reasoning</p> <p>SFCS Charter Petition Goal #5. SFCS meets or exceeds API goals Goal was met in 2012-13 school year, but API was not calculated by the CDE since the 2013 - 2014 school year due to the creation of the new assessment tool, CAASP.</p> <p>The CDE calculates AYP figures based on three criteria and is based on significant subgroup scores. SFCS met AYP Participation Rate in English Language Arts and Mathematics CAASPP Testing at 95%, Average Daily Attendance at 95% and Percent Proficient Schoolwide in ELA at 39.2% and Mathematics at 28.4%.</p>
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LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ACTION 1 A: Use student data from a variety of sources to individualize instruction: Utilize student data analysis system in STAR Reading and STAR Math and	Teachers will use the ILP to address the specific and grade level needs of students by leveling/grouping/modifying curriculum - portion of teacher salaries.	Benchmark Testing - Allow for the Instructional Planning Report. This report leads to individualized instruction and flexible grouping within the classroom.	Portion of Teacher Salaries - 5% 1000-1999: Certificated Personnel Salaries Supplemental \$10,700 Portion of Principal Salary - 10% 1000-1999: Certificated Personnel

<p>allow for easy access and usability by teachers and administrators to individualize instruction for each student TK-8th.</p> <p>Utilize STAR Enterprise (English, Reading, Early Literacy, and Math) to demonstrate growth in student achievement rate by 5% from the previous year</p> <p>Utilize CAASPP and AYP Performance Data to individualize instruction for each student 3rd-8th Grades</p>	<p>Portion of teacher salaries - 5% 1000-1999: Certificated Personnel Salaries Supplemental \$10,700</p>	<p>Summative Assessment - Included chapter tests for novels and math units. Projects include essay writing based on performance rubrics.</p> <p>Formative Assessment - Short quizzes, whiteboards, exit slips, sign language for multiple choice (A, B, C, D). KWL charts to assess prior knowledge. Other forms of immediate feedback include, Think-Pair-Share, Random Calling.</p> <p>RENAISSANCE PLACE STAR READING/MATH</p> <p>For the 2014-15 school year, in the absence of State CAASPP Testing results, SFCS used Renaissance Place STAR Math and Reading online assessment, Words-Their-Way spelling inventory, and Writing Rubric tools. Teachers established benchmark goals in English/Language Arts and Math allowing student progress to be monitored more frequently (at least three times/year) in order to refine methods of instruction as needed. More frequent monitoring methods included classroom based assessments and are reported in the report card analysis.</p> <p>SFCS also measures student growth in math and reading through a program called Renaissance Learning. Scores reflected in this Annual Performance Report are for students in grades 2 through 8 (to mirror state testing). The Percentile Rank (PR) is based on a standard default set by Renaissance STAR Reading and STAR Math District rankings . The District ranking places students At/Above Benchmark with a</p>	<p>Salaries Supplemental \$8,300</p> <p>Portion of Service Learning Coordinator Salary - 5% 1000-1999: Certificated Personnel Salaries Supplemental</p>
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40 PR; On Watch 25 – 39 PR; Intervention 10 – 24 PR; and Urgent Intervention below 10 PR. Results for SFCS are further broken down by goal, grade level and subject area below. In summary, 66% of students met the At/Above Benchmark in English Language Arts and met the 70% goal in 3rd, 4th, 5th and 6th grades and 8th grade students nearly met the benchmark. SFCS scored 80.5% in Math overall and thus overall SFCS exceeded the benchmark goals for 70% of all students performing at or above STAR benchmarks. However, 2nd, 5th, 6th, 7th, and 8th nearly met the benchmark.

STAR Reading

Grade Level ELA PR 40+ Number of Students Percentage %

2 7 14 50%

3 11 14 79%

4 12 15 80%

5 6 7 86%

6 10 14 71%

7 2 7 29%

8 10 15 68%

Total 48 71 66%

STAR Math

Grade Level Math PR 40+ Number of Students Percentage %

1 9 10 90%

2 9 14 64%

3 10 13 77%

4 10 11 91%

5 5 8 63%

6 9 13 69%

7 3 6 50%

8 9 15 60%

Total 45 75 80.5%

Average scores at or above the 50th

percentile define the SFCS benchmark measure for proficiency in STAR Math and Reading. Annual Performance Report and Charter Petition set 70% students scoring at or above grade level performance and/or an annual growth rate of 5% as performance indicators (without API/AYP) data. The annual measurable outcomes schoolwide including SpEd indicate the goal was not met (68% ELA and 60% Math) even when measured at the 40th percentile rank.

Internally, SFCS utilizes a different PR with higher Cut Scores to assist teachers in creating flexible groups for the purposes of instruction in ELA and Math . SFCS ranking places students Above Benchmark with a 75 PR; At Benchmark 50 – 74 PR; On Watch 40 – 49 PR; Intervention 15 – 39 PR; and Urgent Intervention below 15 PR All grade levels begin the day with 1.5 hours of ELA, followed by 1.5 hours of Math. This structure was alluded to earlier but it is a program highlight for SFCS and merits a little more explanation. Students “Flex” and/or “Rotate” to the appropriate level group based on grade level equivalency competencies as determined by STAR benchmark assessments and classroom grades. Each class has a teacher and an instructional aide which gives a student teacher ratio of at most 15:1. Students are taught at their instructional level in small groups. The groups are determined by the number of students in any given PR range and are monitored for progress at least quarterly. Students who have made sufficient progress towards grade level benchmarks rotate to the appropriate

group. Since all students are similarly flexed, there is limited loss of self-esteem among students in the lowest groups. High performing students often take either English Reading and/or Math in a higher grade level class or their rotation is held in the multipurpose room.

Proficiency in English/Language Arts
 Metric: 70% of students will score at least proficient on the English Language Arts CST, OR an annual improvement of 5% per year until this objective is met. NOTE: The CST has been replaced by the CAASPP test. SFCS has not set a growth target measured by CAASPP because the 2014–2015 school year is to be used as the baseline. There were no state test scores reported for the 2013-2014 school year, nor can CAASPP scores be compared to the prior California Standards Test (CST) with any validity. Summary: 2015 CAASPP scores indicate a baseline of 38% of students in grades 3-8 meeting or exceeding the standard in Overall English/Language-Arts Achievement. Scale Score Ranges indicate 69% of students in grades 3-8 are Near, At or Above 69% in Reading, 71% in Writing, 88% in Listening, and 74% in Research/Inquiry.

SFCS Charter Petition Goal 2:
 Proficiency in Math
 Metric: 70% of students will score at least proficient on the Mathematics CST, OR an annual improvement of 5% per year until this objective is met. Summary: No state scores are available for spring 2014. 2015 CAASPP scores indicate a baseline of 28% of all students in 3-8 grades

		<p>meeting or exceeding the standard in Overall Math Achievement. Scale Score Ranges indicate 49% of students in grades 3-8 are Near, At or Above in Concepts & Procedures, 74% in Problem Solving & Modeling/Data Analysis, and 69% in Communicating Reasoning.</p> <p>SFCS Renaissance Place Math 2015 scores indicate 60% of students schoolwide performed at or above proficient (PR 40+). Compared to 2014 (61.9% of students schoolwide performing at or above proficient).</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 1 B: Use student data from a variety of sources to individualize instruction:</p> <p>Trimester benchmark assessments and report card summaries will be executed to assist with formative and summative student success. Intake assessment on all students.</p>	<p>Trimester benchmark assessments will be executed to assist with formative and summative student success. Intake assessment on all students.</p> <p>Portion of teacher salaries to execute assessments - 2.5%</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$5,350</p> <p>Benchmark Assessments (Renaissance Plus) 4000-4999: Books And Supplies Base \$3.000</p>	<p>Trimester benchmark assessments are executed to assist with formative and summative student success. Intake assessments are given to all students. Benchmark assessments are given at the end of each Trimester.</p> <p>Standards Based Report Card summaries from all grade levels indicate that approximately 57% of students received progress indicator scores of 3 or higher in Mathematics.</p>	<p>Expenses in Action 1 A</p>

	<p>Portion of teacher salaries to evaluate assessments - 2.5% 1000-1999: Certificated Personnel Salaries Supplemental \$5,350</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$2,140</p>	<p>Metric: 80% of students at all grade levels will demonstrate proficiency on California Common Core Science standards.</p> <p>Summary: Report Card summaries from all grade levels indicate that approximately 93% of students received progress indicator scores of 3 or higher.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 2 A: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>K-8, execute an articulated Writer's Workshop writing program.</p>	<p>K-8, update an articulated writer's workshop writing program.</p> <p>Students participate in grade level/ability grouping utilizing adopted materials.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p>	<p>A K-8 reading and writing workshop approach is used to increase student performance in ELA. TK-2nd grade also uses Open Court Foundational Skills kits and Rigby Leveled Readers. 3rd/4th also uses fiction and non-fiction reading books, Typing Club, Moby Max and other common core supplemental resources. 5th/6th also uses leveled readers, Greek and Latin roots, Typing Club and research projects, essays, theater and other common core supplemental resources from a variety of sources. 7th/8th also uses leveled novels, research, narratives and other essays.</p> <p>Intervention 1st-4th uses Phonics for Reading and 5th-8th uses a readers-writers workshop approach.</p>	<p>Approved Textbooks and Core Curriculum Materials 4000-4999: Books And Supplies Base \$4,000</p> <p>Books and Other Reference Materials 4000-4999: Books And Supplies Base \$3,000</p>

		<p>A small leveled group approach is used to increase student performance in Math. TK-6th grade uses Every Day Math and common core supplemental resources. 7th/8th uses Connected Mathematics 3 (CMP 3).</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 2 B: Annually increase student performance in English Language Arts and Mathematics in STAR Reading and STAR math:</p> <p>Provide state of the art course material aligned to state common core standards, including computers</p>	<p>Complete device deployment analysis with recommendations to Board regarding continuing 1:1 or some other configuration for mobile devices.</p> <p>Additional device purchases support classroom implementation of CCSS 1:1. 4000-4999: Books And Supplies Base \$5,600</p> <p>Technology mentors continue professional learning with classroom teachers in grades TK-8. 5800: Professional/Consulting Services And Operating Expenditures Base \$4,000</p> <p>Technology mentors and mentees are given support to create 21st century learning environments.</p> <p>Technology Manager and Technology Coordinator stipend and outside consultants (see expense above).</p>	<p>Chromebooks, Ipads and InterWrite DualBoards are used TK-8th grades. Configuration is 1:1 in 5th-8th grade, 2:1 in TK-4th grades.</p>	<p>Expenses in Action 2 A</p>

	<p>Principal provides ongoing support to all teachers grades TK-8 in implementing the CCSS.</p> <p>Portion of principal salary. 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>Teachers provided planning time to begin assessment of CCSS alignment of current instructional materials, curriculum and scope and sequence.</p> <p>Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>All IEP goals, as appropriate, are aligned with CCSS.</p> <p>portion of principal salary 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>All IEP goals, as appropriate, are aligned with CCSS.</p> <p>50% Salary of Special Services Coordinator 2000-2999: Classified Personnel Salaries Base \$16,800</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>ACTION 3 A: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Identify ELL students through CELDT and implement ELD program to achieve established goals. (EL, RFEP)</p>	<p>Administer grade-level appropriate common formative assessments of ELA and Math to all pupils.</p> <p>Portion of teacher salaries. Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 7th/8th grade teacher reimbursed for CLAD testing. 1000-1999: Certificated Personnel Salaries Supplemental \$5,350</p> <p>Provide professional learning on ELD strategies to all teachers (ELA, math, science, and social science). 7th/8th grade teacher reimbursed for CLAD testing. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000</p> <p>Benefits for teacher salaries to administer assessments. 3000-3999: Employee Benefits Supplemental \$1,070</p>	<p>Two ELL students were identified and tested in CELDT. Both students classified Intermediate levels and I pads with ELD lessons provided.</p>	<p>Expenses in 2 A</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 B: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core</p>	<p>Teachers and instructional assistants have created and implemented ILP's and work closely with those parents/guardian to provide necessary support structures at school and at home.</p>	<p>Expenses in Action 1 A</p>

<p>Increase instructional services to all students, including Foster Youth, Native American, Homeless, ELLs, Low Socioeconomic</p>	<p>lessons and projects. Costs included in 1 A</p>		
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 C: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Use data to identify at risk students and implement support plans for identified students.</p>	<p>Expand parameters and definitions of identifier system. MCOE SpEd encroachment funds.</p> <p>Implement TK– 8th grade ELL curriculum.</p> <p>Portion of Special Services Coordinator and a portion of principal salary and maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees.</p> <p>0001-0999: Unrestricted: Locally Defined</p> <p>Implement TK– 8th grade ELL curriculum.</p> <p>A portion of teacher and principal salaries.</p> <p>1000-1999: Certificated Personnel</p>	<p>MCOE SpEd staff in conjunction with site staff (principal/Special Services Coordinator) implemented student identifies parameters for IEP and 504 students.</p> <p>Services from MCUSD Foster Youth and Native American Liaison did not occur but are being coordinated by Special Services Coordinator.</p>	<p>Expenses in Action 1 A</p> <p>MCUSD SpEd Annual Encroachment 7000-7439: Other Outgo Other \$63,000</p>

	<p>Salaries Base \$214,000</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator and a portion of principal salary. 2000-2999: Classified Personnel Salaries Base \$33,600</p> <p>Identify support structures and support plan for identified students.</p> <p>Portion of Special Services Coordinator (Barbara Milazzo) and a portion of principal salary. 1000-1999: Certificated Personnel Salaries Base \$81,444</p> <p>Maintain current level of support staff.</p> <p>I.e. Psychologist, Native American and Foster Youth Liaisons from MCOE. Portion of special ed encroachment expense/fees. 5000-5999: Services And Other Operating Expenditures Other \$69,000</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 D: Provide support and data-monitoring for sub- groups: Foster Youth, Native American,</p>	<p>Provide professional learning on ELL strategies to all teachers (ELA, math, science, and social science).</p>	<p>Services for ELL's include Ipads for Rosetta Stone, iTranslate and Duolingo and teachers provide time for EL</p>	<p>Expenses in Action 2 A</p>

<p>Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase services for English Language Learner assessment, reclassification processes, and materials. EL students will use apps such as Rosetta Stone, iTranslate or Duolingo to develop English speaking skills more rapidly. Provide time learning for students with reduced English skills. (EL & RFEP)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$6,500</p> <p>Provide each ELL with iPad Mini device. 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>Purchase support apps Rosetta Stone or Read 180 4000-4999: Books And Supplies Supplemental \$1,000</p> <p>3000-3999: Employee Benefits Supplemental \$400</p> <p>Portion of cost of Aeries 5000-5999: Services And Other Operating Expenditures Supplemental \$750</p> <p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p> <p>BTSA program cost 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>instruction and direction during the academc day.</p> <p>Three classroom-based teachers are CLAD certified and routinely provide scaffolded lessons. Two are currently in a teacher certification program providing professional learning in ELL.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ACTION 3 E: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Increase instructional services to all</p>	<p>Teachers and instructional assistants will create and implement high quality individualized education plans. Teachers and instructional assistants will provide instruction based on ILP goals, Common Core lessons and projects.</p> <p>Teacher costs budgeted above.</p>	<p>Teachers and instructional assistants have created and implemented ILP's and work closely with those parents/guardian to provide necessary support structures at school and at home.</p>	<p>Expenses in Action 1 A</p>

<p>students, including Foster Youth, Native American, Homeless, ELLs, low socioeconomic.</p>	<p>Portion of teacher assistant salaries 2000-2999: Classified Personnel Salaries Supplemental \$5,850 Benefits 3000-3999: Employee Benefits Supplemental \$1,170</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <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>ACTION 3 F: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments: Foster Youth receive educational counseling from a foster youth counselor with the skills, time, and training necessary to support foster youth students. (FY)</p>	<p>MCOE Counselor will support foster youth students. Portion of cost of Aeries data entry and documentation of services 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 Portion of internet cost related to communication between SFCS and MCOE/MCUSD 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500 Portion of Special Ed encroachment services from MCOE 5000-5999: Services And Other Operating Expenditures Other \$5,000</p>	<p>MCOE SpEd staff in conjunction with site staff (principal/Special Services Coordinator) implemented student identifies parameters for IEP and 504 students. Services from MCUSD Foster Youth and Native American Liaison did not occur but are being coordinated by Special Services Coordinator.</p>	<p>Expenses in Action 3 C</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<p><input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><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>ACTION 3 G: Provide support and data-monitoring for sub- groups: Foster Youth, Native American, Homeless, ELLs, low socioeconomic Benchmarks, summative and formative assessments:</p> <p>Continue Parent Support Program for parents of at-risk students through the Student Study Team (SST) process. Meet with individual parents to assess a student's area of strenght, questions and concerns and create intervention plans with resources on how to help their children succeed in school. Sessions would be open to all parents, regardless of their demographics or socio-economic background. (SWD, SED, EL, RFEP, and FY)</p>	<p>Hold SST meetings as requested by teacher or parent. On-going throughout the year.</p> <p>10% of teacher/Special Services Coordinator/principal salaries for 38% student body 1000-1999: Certificated Personnel Salaries Supplemental \$11,227</p> <p>Portion of cost of Aeries for data entry and documentation 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500</p> <p>Portion of internet cost related to communication between SFCS and MCOE/MCUSD 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500</p> <p>10% of teacher/Special Services Coordinator/principal salaries for 38% student body 2000-2999: Classified Personnel Salaries Supplemental \$1,277</p> <p>Benefits 3000-3999: Employee Benefits Supplemental \$2,500</p>	<p>SST meetings are held weekly and as needed to support the learning goals of identified students.</p>	<p>Expenses in Action 1 A</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <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>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

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

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:	GOAL 2: IMPLEMENT SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM) Action 1: Increase the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Sierra Foothill Charter School ----- Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Action 1 A: Increase and or maintain the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning. Utilize baseline data to increased percent of time students that participate in STEAM related projects based lessons compared to 2014-2015 baseline. Identify an increased percent of students participating in music/band/art/yoga Compared to 2014-2015 baselines.	Actual Annual Measurable Outcomes: SFCS Charter Petition Goal #6 Proficiency in Science Metric: 80% of 5th and 8th grade students will score at least proficient on the Science CST, OR an annual improvement of 5% per year until this objective is met. Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.). Metric: 80% of students at all grade levels will demonstrate proficiency on California Common Core Science standards. Summary: Report Card summaries from all grade levels indicate that approximately 93% of students received progress indicator scores of 3 or higher. Metric: 80% of graduating 8th graders will be proficient in our Science Exit Outcomes. Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.) Metric: 80% of graduating 8th graders will be proficient in our Science Exit Outcomes. Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved

		<p>proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.)</p> <p>SFCS Charter Petition Goal #2. Students understand economic, social and environmental sustainability For the 2014 - 2015 school year, student participation rates 100% in both Service Learning and Middle School Participation in Micro-Enterprise activities. SFCS continues working on developing a metric to accurately measure proficiency in Environmental Education in the Local Ecosystem through continued implementation of Environmental Education Instruction.</p> <p>SFCS Charter Petition Goal #3. Students are social and emotionally well, and develop collaboration skills Goal was met: Indicators of student cooperation and collaboration are positive; attendance levels are at or near goal of 95% (94.4% year 2014 – 2015 and 94.5% year 2013 - 2014); and level of satisfaction as indicated in results of student and parent surveys appear to be positive.</p>
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LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1 A: Increase and or maintain the number of STEAM project based lessons, science and sustainability, (Service Learning/Place Based Learning/Learning Garden)and the amount of time students participate in project-based learning.</p> <p>Create and develop STEAM project-based lessons and rubric assessments in all aspects of the school's instructional day. For example, Home School, rotations, Service Learning, Library, Learning Garden, P.E. and ASP program.</p>	<p>Develop, refine and modify existing STEAM projects and rubrics. Develop additional Service Learning and place-based projects. Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>Portion of Classified Salaries - 50% 2000-2999: Classified Personnel Salaries Base \$58,735</p> <p>Add service learning and place-based components to already existing project based lessons.</p> <p>50% of Service Learning Coordinator Salary</p>	<p>Classroom Based Instruction - STEAM projects included an arts integrated program in science, technology, engineering, math and ELA. Notable program elements include music and performing arts as well as place based and project based STEAM integrated learning models.</p> <p>Home School - Provided science and art integration based lessons/fieldtrips for the out of seat student population as part of their home based instruction.</p> <p>After School Program (ASP) - Access to materials such as recycled cardboard to create engineering - based lessons (marble runs). Science, Technology</p>	<p>Portion of Teacher Salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>Portion of Classified Salaries - 50% 2000-2999: Classified Personnel Salaries Base \$58,735</p> <p>Portion of Service Learning Coordinator Salary - 50% 1000-1999: Certificated Personnel Salaries Base \$16,800</p>

	<p>2000-2999: Classified Personnel Salaries Base \$16,800</p>	<p>and Art incorporated daily in activities.</p> <p>Technology Rotation - Activities Phase 1: Logo programming computer to draw geometric shapes and patterns to introduce programming concepts. Phase 2: Internet and the Web - Based projects include website design and progressing into more advanced programming topics.</p> <p>Learning Garden - Sustainable science, ecology, plant science, earth science and nutrition developed lessons. Math and art fully integrated into weekly rotations. AG technology and tools developed.</p> <p>Library - Library resources provide guidance and access to age appropriate reading and reference material for STEAM projects carried out in classroom activities. Personal interest and inquiry are cultivated through a weekly library rotation and having the support of a librarian who collaborates with teachers to find books related to projects.</p> <p>Physical Education - Kinesiology is used in the development of activities and lessons that engage students singularly, in small groups and whole class lessons on a weekly rotation.</p> <p>Service Learning - Projects include metrics, strategic planning, measuring and proper tool use. Mathematical application to solving real life problems with artistic designs of an outdoor amphetheater. Students select meaningful projects that benefit the school and the community.</p>	
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Proficiency in Science
Metric: 80% of 5th and 8th grade students will score at least proficient on the Science CST, OR an annual improvement of 5% per year until this objective is met.

Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.) Again, it is worth considering the high special needs population in the 8th grade during the 2014-15 school year.

Metric: 80% of students at all grade levels will demonstrate proficiency on California Common Core Science standards.

Summary: Report Card summaries from all grade levels indicate that approximately 93% of students received progress indicator scores of 3 or higher.

Metric: 80% of graduating 8th graders will be proficient in our Science Exit Outcomes.

Summary: Spring 2015 CST Science scores indicate 85% of 5th grade students and 54% of 8th grade students achieved proficiency. (Compared to Spring 2014 CST Science scores which showed 67% of 5th grade students and 86% of 8th grade students scored proficient or advanced.) Again, it is worth considering the high special needs population in the 8th grade during the 2014-15 school year.

SFCS Charter Petition Goal #2.
 Students understand economic, social and environmental sustainability
 For the 2014 - 2015 school year, student participation rates 100% in both Service Learning and Middle School Participation in Micro-Enterprise activities. SFCS continues working on developing a metric to accurately measure proficiency in Environmental Education in the Local Ecosystem through continued implementation of Environmental Education Instruction.

Proficiency in environmental education
 Metric: 80% demonstrate proficiency in California Environmental state standards

Summary: SFCS teachers have been trained in and utilize strategies of EEI (Education and the Environment Initiative), Project Learning Tree, Project WET, and Project Wild, all of which address environment education and correlate to Common Core Standards. Teachers involve their students in Project-Based Learning (PBL) which is an inquiry based process for teaching and learning. 100% of students are involved in environmental education. SFCS continues to develop a ways of measuring this goal. Report card summaries indicate all grade levels except 5th grade exceeded the 80% growth target.

Students develop an understanding of the Local Environment/Ecosystem

Metric: 80% of students will show proficiency in this area as appropriate for their grade level

Summary: In addition to projects listed above, 100% of our students are

involved in the learning garden and school composting, and the student led recycle program helps students understand our own (local) ecosystem. Again, however, SFCS needs to develop a way to measure progress. For 2015-2016 school year the student survey will include a question addressing this goal at each grade level surveyed.

Students participate in Service Learning Activities

Metric: 100% of students will engage in at least one California state standards aligned Service Learning project

Summary: 100% of students engage in standards aligned with Service Learning Projects on a weekly basis, as evidenced by SFCS' weekly schedule.

The Service Learning coordinator collaborates with classroom teachers to determine which standards are being addressed.

Middle School Students participate in Micro-enterprise activities

Metric: 100% of middle-school students will engage in at least one micro-enterprise (economics) project

Summary: Middle School students have all engaged in at least one micro-enterprise (economic) project.

Examples include: Involvement in preparation and organization of the annual "Chili Cook Off"; development and construction of a water catchment system that can be sold to the community; creation of such things as collage book-marks for a fund raiser.

Additionally, the entire 7-8th grade class was involved in the implementation of the PG&E Bright Ideas grant, working on persuasive

writing, budget writing, matching and in-kind valuation, and reforestation project. Students learned grant concepts like measurable outcomes, sustainability, partnerships, and replication. They made suggestions, pointed out missing information, and reviewed the final version.

SFCS Charter Petition Goal #3.
 Students are social and emotionally well, and develop collaboration skills
 Goal was met: Indicators of student cooperation and collaboration are positive; attendance levels are at or near goal of 95% (94.4% year 2014 – 2015 and 94.5% year 2013 - 2014); and level of satisfaction as indicated in results of student and parent surveys appear to be positive.

Students collaborate and cooperate on classroom activities

Metric: Classroom and individual student assessments will indicate that 90% of the student body are demonstrating age-appropriate collaboration and cooperation skills
 Summary: Students have multiple opportunities to demonstrate collaborative and cooperative skills, which appear to develop as students advance in grade levels. Opportunities include PE, recess and service learning projects – all areas where team building and support are taught. Students also work in groups on skills based projects within classrooms (for example science fair, Hour of Code, research reports and presentations). They also work across grade levels on Student Council projects (such as “? Day” whole school activities). There are report card indicators as well: “Respects rights of others”, “Accepts responsibility for own

behavior”, and “Exercises self-control” – all skills which contribute to collaboration and cooperation. Taken together (all three indicators) the 2013-14 report card reflected teacher perceptions: 82% of students met teacher expectations. Excluding our youngest students (TK and K) who are still learning such skills, 91% of students appeared to meet teacher expectations in these indicators.

High attendance levels
Metric: 95% or above attendance or progress towards 95%
Summary: Attendance records from 2014-15 indicate 94.4% attendance rate.

Low Suspension levels
Metric: At most 10% of student enrollment suspended/expelled
Summary: CALPADS discipline records for 2014 – 2015 indicate a total of 11 suspensions, or 7.9% of total enrollment (139 students) .

Metric: Parents indicate a 90% level of satisfaction with SFCS school climate
Summary: 2015 Parent Survey results indicate: 73% of SFCS parents either agree or strongly agree to being satisfied with the level of school/community engagement. 79% of SFCS parents either agree or strongly agree to being satisfied with site based communication levels. Survey results for 2014 indicated overall parent and student satisfaction with SFCS program. 95% of parents said they felt welcome at the school and 98% said they had visited the school.

Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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?			

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

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Original GOAL 3 from prior year LCAP:	GOAL 3: IMPLEMENT EFFECTIVE, HIGH QUALITY PROFESSIONAL DEVELOPMENT Action 1: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.	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 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Sierra Foothill Charter School ----- Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Teachers will receive 36 hrs of professional development from a variety of sources.	Actual Annual Measurable Outcomes:	
LCAP Year: 2015 - 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1 A: Teachers will receive professional development to enhance engaging instruction and apply to Individualizing Instruction, Common Core State Standards, Best Practices Using Technology, and Project Based Instruction.</p> <p>Teachers will receive professional development. Type will be determined individually in consultation with principal.</p>	<p>Teachers will receive 40 hrs of professional development. Type will be determined individually in consultation with principal. 1000-1999: Certificated Personnel Salaries Base \$7,651</p>	<p>Sierra Foothill Charter School Educator Effectiveness Block Grant Plan</p> <p>Resource Code: 6264 Revenue Object: 8590 Funding Distribution: 80% December 2015 and 20% March 2016 Expenditure Timeline: September 2015 thru June 2018</p> <p>Expenditure of Educator Effectiveness Block Grant funding will be in alignment with the state allowable expenditures outlined below.</p> <p>A. Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the</p>	<p>Sierra Foothill Charter School Educator Effectiveness Block Grant Plan 6000-6999: Capital Outlay Other \$9,000</p>

Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.

Educator Effectiveness funds will be used to support induction-related activities for teachers and administrators working toward earning a Clear Credential.

B. Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.

Funds will be used for activities related to professional learning, instructional coaching, and peer support for teachers working toward earning a Preliminary Credential.

C. Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.

Professional learning expenditures will include Professional Learning Community (PLC) weekly meetings, conferences, workshops, release time, performance contracts, instructional coaching, consultants, instructional materials, and other activities which engage teachers and administrators in learning the standards and the most effective, research-based means for implementing state content standards, including pedagogy, instructional

		<p>materials, and assessment systems in every subject and grade level, TK-8th.</p> <p>D. To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.</p> <p>Professional learning expenditures will include Professional Learning Community (PLC) weekly meetings, conferences, workshops, release time, performance contracts, instructional coaching, consultants, instructional materials, and other activities which engage teachers and administrators in learning the standards and the most effective, research-based effective teaching and learning practices.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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

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

Original GOAL 4 from prior year LCAP:	GOAL: INCREASE ACCESS TO ART AND PERFORMING ARTS Action 1: Increase art, music and drama activities in the classroom.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: _____ Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Identify an increased percent of students participating in music/band/art/yoga/Theater Compared to 2014-2015 baselines	Actual Annual Measurable Outcomes: Additionally, a modified Regular Day Block Schedule was implemented daily from 8:30 to 3:15 that provided ELA/Math/Social Science/Science/Art/Music/Yoga/PE/Service Learning/Theater weekly grade level rotations in a course of study that addressed the common core standards. Instructional assistants paired with the classroom teacher for the morning ELA and mathematics rotations, then instructional assistants would lead the other groups in weekly rotations for a total of 348 instructional minutes per regular day for 146 days was achieved. Minimum Day Schedule included 271 total instructional minutes per minimum day for 33 days. Last Day of School Schedule included 178 instructional minutes per minimum day for 1 day. SFCS offered 59,929 Total Annual Instructional Minutes . Our instructional minutes exceed the Required Annual Instructional Minutes; K-35,000; 1-3 49,000; and, 4-8 52,500.	
LCAP Year: 2015 - 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1: Increase art, music and drama activities in the classroom. Develop a school wide program that integrates art and performing arts into the curriculum (STEAM).	Implement school wide plan for integrating art and music and drama into the classroom. Music Instructor salary. 2000-2999: Classified Personnel Salaries \$7,751 Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000	Thematic art integration into every subject on a daily basis. Music and movement are incorporated into math and language arts through puppet theater, Readers Theater, rhythm sticks, recorders, and dance. World's Greatest Artists curricula to research artists each month.	Previously noted in Goal 1

		<p>Rhythm and music reading through ukuleles and recorders, rhythm instruments and guitar.</p> <p>Dramatic and vocal performances annually.</p> <p>Relationship with Mariposa Art's Council and Artists in Residence to inspire student submission of work.</p> <p>Student created artwork for school fundraisers such as Fall Festival, Sweetheart Dinner and Winter Catalog.</p> <p>Student written theater performances (Wax Museum) are used to integrate social studies, science and language arts curriculum.</p> <p>Stop option animation integrating into tech and character education.</p> <p>On campus highly qualified music instructor teaching recorder to 1st-4th grades and band is available for 3rd-8th grade students with 2 performances yearly.</p> <p>Attendance to Regional Arts Development Conference and "Guitars in the Classroom" classes</p> <p>After School Program offers Painting From Life class, pottery class, history of musical and image recording, and daily arts and crafts.</p>	
<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR: _____</p>	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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Original GOAL 5 from prior year LCAP:	GOAL 5: EXPAND ENRICHMENT/COURSE OPTIONS Action 1: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.	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: Sierra Foothill Charter School Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increased student time spent in expanded course offerings as compared to base year.	Actual Annual Measurable Outcomes:	
LCAP Year: 2015 - 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1 A: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture. Adjust school periods/blocks to allow for more course offerings in any given day.	Maintain expanded/modified block schedule. Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000	Monday: Regularly Scheduled 9:00-10:00 - 5th-6th ELA intervention IEP 9:30 - 10:30 - Diane Linder on Campus for IEP's - Multi Staff Room - Schedule TBD 10:30-11:30 TK-K Math intervention 12:30-1:00 - PE TK/K with Ana & Kristen 1:00-2:00pm - Garden/Tech with Dana and David - TK/K 1:00-2:00 - 1st/2nd Service Learning ASP: Music Mondays Staff Meeting/PLC: Tuesday 1:30 - MCUSD Facilities Meeting	Expenses in Goal 1 Action 1 A

Facility Needs
 Prop 39 Requirements
 SFCS Request For Services
 Regularly Scheduled
 8:00-11:00 Dave Fiester in Staff Room
 9:00-10:00 - 7th -8th ELA Intervention
 10:30-11:30 - 1st-2nd Math Intervention
 1:00-2:30 Garden/Tech Rotation with Dana and David 5th/6th
 12:35 - 1:05 - Advanced Band - Multipurpose Music Room
 1:05 - 1:35 - Clarinets and Saxophones in Multi
 1:40 - 2:10 - Violin - Multipurpose Music Room
 2:15 - 2:45 - Guitar - Multipurpose Music Room
 2:30 -3:15 - PE 5th/6th With Ana
 2:00-3:00 - 7th/8th - Service Learning
 2:00 - 2:30 - Library rotation 1st/2nd with Christy
 2:30 - 3:00 - Library rotation 3rd/4th with Christy
 ASP: Tech Tuesdays

 Wednesday:

 Regularly Scheduled:
 8:45ish-9:45ish- Room 3 in the multipurpose room for play practice until 3/23
 9:00-10:00 - 1st-2nd ELA Intervention
 10:30-11:30 - 5th-8th Math Intervention
 10:30 - 2:00 - Diana Vazquez for Speech in HS Room
 1:00-2:30 3rd/4th Garden/Tech Rotation with Dana and David
 2:30 - 3:15 PE 3rd/4th With Kristen
 2:00-3:00 5th/6th Service Learning
 ASP: Workshop Wednesdays

 Thursday:

Regularly Scheduled
 8:00-11:00 Dave Fiester in Staff Room
 9:00-10:00 - TK-K ELA Intervention
 10:30-11:30 - 5th-8th Math Intervention
 12:35 - 1:05 - Drums in Multipurpose Music Room
 1:05 - 1:35 - Trumpets in Multipurpose Music Room
 1:40 - 2:10 - Recorders 1st/2nd - Classroom 2
 2:15 - 2:45 - Recorders 3rd/4th - Classroom 3
 1:00 -1:45 7/8th Tech with David
 1:45-2:15 7th/8th PE with Kristen
 2:15-3:15 7/8 Theatre with Cate
 1:00-2:30 Garden/Tech Rotation with Dana and David 5th/6th grade
 1:30 - 2:00 Library rotation TK/K with Christy
 2:30-3:15 PE 5th/6th grade with Ana or Kristen?
 2:30 - 3:00 Library rotation 5th/6th with Christy and Reading Buddies with 5/6
 ASP: Theater Thursdays

Friday:

Regularly Scheduled
 9:00-10:00 - 3rd-4th ELA Intervention
 10:30-11:30 - 3rd-4th Math Intervention
 12:30 - Debbie Bird on Campus (Resource Specialist MCOE) in Rm. 5
 1:00 - 2:30 - 1st/2nd Garden/Tech Rotation
 2:00-3:00 - 3rd/4th Service Learning
 Jon - Paul's Yoga rotations
 1:30 - 1:50 - 3rd/4th Grades
 1:50- 2:10 - TK/K Grades
 2:10- 2:30 5/6th Grades
 2:30- 2:50 1st/2nd Grades
 2:50- 3:10 7/8th Grades
 ASP: Film Fridays

Scope of Service		Scope of Service	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1 B: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Expand the number of course offerings available in art, music, yoga, PE, life skills, Spanish, and other areas of instruction such as Service Learning STEAM projects, Technology and Learning Garden rotations.</p>	<p>Continue to expand the After School Program to offer 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p> <p>Portion of After School Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322</p>	<p>Technology Rotation - Activities Phase 1: Logo programming computer to draw geometric shapes and patterns to introduce programming concepts. Phase 2: Internet and the Web - Based projects include website design and progressing into more advanced programming topics.</p> <p>Learning Garden - Sustainable science, ecology, plant science, earth science and nutrition developed lessons. Math and art fully integrated into weekly rotations. AG technology and tools developed.</p> <p>Music - Music instructor provides instruction 1st - 8th grades twice weekly for a total of 5 hours as scheduled on Tuesday and Thursday in goal 1A above.</p> <p>Art - Artist in the classroom provided by Mariposa Arts Council once weekly for six weeks in grades 5th/6th. Art is provided by a variety of parent/community volunteers in classrooms. Teachers provide art instruction integrated with all content areas. Site has a lead Art Teacher that guides classroom teacher during PLC</p>	

		<p>Collaborations and in the classroom as a guest teacher for specific art lessons.</p> <p>Yoga - Parent volunteer provides yoga TK - 8th grade as per schedule in goal 1A.</p> <p>Spanish - Not implemented during the 2015 - 2016 school year. Current efforts in place to source out/locate Spanish teacher volunteer.</p> <p>Physical Education - Kinesiology is used in the development of activities and lessons that engage students singularly, in small groups and whole class lessons on a weekly rotation.</p> <p>Service Learning - Projects include metrics, strategic planning, measuring and proper tool use. Mathematical application to solving real life problems with artistic designs of an outdoor amphetheater. Students select meaningful projects that benefit the school and the community.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1 C: Increase student success, interest in learning, and worldview through offerings such as yoga, PE, Health, Athletics (through Club</p>	<p>ASP Coordinator salary 2000-2999: Classified Personnel Salaries Base \$11,322</p>	<p>After School Program (ASP) - Access to materials such as recycled cardboard to create engineering - based lessons (marble runs). Science, Technology</p>	

<p>Sports/MCUSD Athletics), Spanish, technology, and agriculture.</p> <p>Develop after school 4-week courses in such areas such as GEMS (Girls Engaged in Math and Science), Art, Computer Science and Foreign Language.</p>		<p>and Art incorporated daily in activities.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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

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

Original GOAL 6 from prior year LCAP:	<p>GOAL 6: INCREASE PARENT COMMUNICATION</p> <p>Action 1: Engage parents, families, and the community in supporting student success in school.</p> <p>Action 2: Use SFCS website, internal wiki, and individual teacher's websites/blog/email to provide access, timely and important information to parents.</p> <p>Action 3: Showcase student achievement and projects.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>	
Goal Applies to:	<p>Schools: _____</p> <p>Applicable Pupil Subgroups: _____ All</p>		
Expected Annual Measurable Outcomes:	<p>Increase percentage of Parent Satisfaction on site based communication level established in previous year.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Metric: Parents indicate a 90% level of satisfaction with SFCS school climate</p> <p>Summary: 2015 Parent Survey results indicate: 73% of SFCS parents either agree or strongly agree to being satisfied with the level of school/community engagement. 79% of SFCS parents either agree or strongly agree to being satisfied with site based communication levels. Survey results for 2014 indicated overall parent and student satisfaction with SFCS program. 95% of parents said they felt welcome at the school and 98% said they had visited the school.</p>	
LCAP Year: 2015 - 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1 A: Engage parents, families, and the community in supporting student success in school.</p> <p>Teachers will have their own blog and/or class web page that is updated on at least a weekly basis.</p> <p>Improve the school website.</p>	<p>100% of teachers will have their own blog and/or class web page that is updated on at least a weekly basis. Portion of teacher salaries. 1000-1999: Certificated Personnel Salaries Base \$214,000</p> <p>75% of extracurricular programs/clubs (Learning Garden, After School Program, Band, EcoClub, etc.) will have their own blog and/or class web page that is updated on at least a weekly basis</p>	<p>Parent communication occurs on a weekly basis through the Parent Bulletin. Parents have access to the SFCS website and WIKI. Facebook is also used extensively to share photos and event information.</p> <p>All teachers have blogs, websites, email and Class Dojo to communicate with parents. Parents have access to teachers e-mail. A weekly SFCS newsletter goes out every Monday.</p>	<p>Previously noted in Goal 1</p>

	<p>Portion of internet cost 5000-5999: Services And Other Operating Expenditures Base \$23,460</p> <p>SFCS will continue to expand our parent outreach through websites and blogs for information regarding what is being studied, school activities and student achievements.</p> <p>Portion of Aeries cost, and portion of internet cost (above). 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <p>Train teachers how to use standards based grading portal that parents would be able to access. Same expense as above.</p> <p>Technology Manager Stipend 5800: Professional/Consulting Services And Operating Expenditures Base \$3,500</p>	<p>A high percentage of parents participate in schoolwide events, fundraisers, performances, fieldtrips and award ceremonies.</p>	
<p>Scope of Service</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</p> <hr/> <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>Action 2 A: Use SFCS website, internal wiki, and individual teacher's websites/blog/email to provide access, timely and important information to parents.</p>	<p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs</p>		

<p>Provide 3rd-8th grades a standards based grading portal that parents can access.</p>	<p>5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries 1000-1999: Certificated Personnel Salaries Base \$214,000</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3 A: Showcase student achievement and projects.</p> <p>Implement “student showcases” demonstrating positive student outcomes of project based learning by modifying the existing Open House/Science Fair and posting student projects on social media outlets.</p> <p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>	<p>Expand existing parent and community functions to present project based learning results.</p> <p>Portion of Internet costs (Already budgeted in Action 2A above).</p> <p>Post student projects on web based media outlets.</p> <p>Portion of teacher salaries (Already budgeted in Action 2A above).</p>		

Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income 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?			

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

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Original GOAL 7 from prior year LCAP:	GOAL 7: EXPAND TECHNOLOGY INFRASTRUCTURE Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout.	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	
Goal Applies to:	Schools: SFCS Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Maintain a stable network school wide.	Actual Annual Measurable Outcomes: Internal Bandwidth at 100Mbps	
LCAP Year: 2015 - 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1: Prepare students for college, career, and life by building a solid foundation of lifelong learning skills in English, Language Arts, Mathematics and Science while actively utilizing technology throughout. Develop and maintain a state-of-the-art network infrastructure to provide high quality classroom activities.	Upgrade the bandwidth (network 10 Mbps to 20 Mbps Connection as needed and add wireless router service to additional areas on campus (Learning Garden, Multipurpose Room, and Front Office). Portion of internet cost. 5000-5999: Services And Other Operating Expenditures Base \$23,460	From July through January bandwidth remained at 10Mbps. Site upgraded to DSL 25/5Mbps due to internal wiring Cat 2 cables that need to be replaced with Cat 6.5 before upgrading to DSL 100/50Mbps in February. An additional wireless router installed in multipurpose room which required Cat 5 wiring from room 5 to the multipurpose room.	Sierra Telephone High Speed DSL 10Mbps July-January 5000-5999: Services And Other Operating Expenditures Base 13,300 Sierra Telephone High Speed DSL Supreme 5000-5999: Services And Other Operating Expenditures Base 650 Cat 5 cabling 5000-5999: Services And Other Operating Expenditures Base 1,000
Scope of Service		Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			

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

<p>Original GOAL 8 from prior year LCAP:</p>	<p>GOAL 8: IMPROVE FACILITIES</p> <p>Action 1: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>	
<p>Goal Applies to: Schools: Sierra Foothill Charter School</p> <p>Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>The Administration, Facilities Committee and Energy Manager will conduct an analysis of facility needs to determine facility maintenance plan and schedule of repairs or modifications per Prop 39 Energy Plan.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Goal #6. SFCS meets or exceeds sustainability goals</p> <p>Recycle/composting objective is being met. SFCS still needs to develop methods to measure other two objectives (water conservation and energy reduction). SFCS used \$15,000 of Prop. 39 funds to install both water and energy consumption sensors for the 2014 - 2015 school year. Sensors installed in February, 2015 and Site Sage data reflects energy consumption through June 19th, 2015. Data determined baseline information to be compared to 2015 – 2016 school year and will be measured in Site Sage .</p> <p>SFCS conserves fresh water Metric: 20% reduction in water usage Summary: SFCS measured this metric by MCUSD Facilities staff.</p> <p>SFCS limits climate pollution Metric: 20% reduction in energy usage Summary: Baseline (meter reading) will be monitored throughout the school year. No data available at this time.</p> <p>SFCS limits landfill waste Metric: 50% of waste composted or recycled Summary: SFCS recycles at least 50% of all waste. Students sort kitchen waste in to 3 containers: compostable, recyclable, or garbage daily. Additionally, recycle containers placed on campus capture plastics and tin that is recycled to earn funds for Student Council. There are recycle bins inside every classrooms and the office which are collected twice weekly by students and removed to the recycle bin near the school parking lot.</p>

LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1 A: Create safe, welcoming, and exciting learning environments where parents and students are connected to their schools.</p> <p>Create facility improvement plan & classroom maintenance schedule. Upgrade HVAC, paint, replace windows, and economize classroom energy use through modernization.</p>	<p>SFCS will conduct an analysis of facility needs, Determine what areas of campus need repairs or maintenance., Identify locations of cost effective upgrades. 5800: Professional/Consulting Services And Operating Expenditures Other \$3,000</p> <p>Implement Phase 2 upgrades.</p>	<p>Request For Proposals reviewed and Consultants hired to update HVAC & Lighting, Summer 2016.</p> <p>Student Service Learning projects include the building of an outdoor amphitheater, play areas, and both the learning garden and Native Plant Garden</p>	<p>Prop 39 Grant 7000-7439: Other Outgo Other \$150,000</p>
<p>Scope of Service</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</p> <hr/> <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>Action 2: Specific focus areas are the creation of a shade structure for the Outdoor Classroom and expanding the kitchen area.</p> <p>Upgrade Food Nutrition Program that provides high quality and nutritious food service for students.</p> <p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000 Other \$20000</p>	<p>SFCS will review the analysis of Cafeteria needs: Determine what areas of the kitchen need repairs, maintenance or upgrades. Identify locations of cost effective upgrades. 7000-7439: Other Outgo Other \$20,000</p> <p>Implement Phase 2 upgrades.</p> <p>Portion of Energy Manager fee 5000-5999: Services And Other Operating Expenditures Other \$3,000</p> <p>5000-5999: Services And Other Operating Expenditures Other</p>	<p>Equipment purchased for cafeteria upgrade through an Equipment Grant and Breakfast expansion grant.</p>	<p>Equipment Grant 7000-7439: Other Outgo Other \$20,000</p> <p>Breakfast Grant 7000-7439: Other Outgo Other \$15,000</p>

Portion of Energy Manager fee 5000 Other \$3,000			
Scope of Service <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$41,202</u>
<p>SFCS will receive \$41,202 in supplemental grant funds to serve and increase services to unduplicated pupils. FY15/16 Unduplicated count is 41.13%. 3 Year average unduplicated count is 44.96%</p> <p>Description of Services</p> <p>Low income, foster youth, and English Learner pupils were identified and monitored through Individual Learning Plans created by each teacher and the pupil services coordinator and reviewed by the site administrator. ILP's included the participation of each student and discussed with parents through the Student Study Team process, parent conferences, and as requested by the administration. Each teacher (6) received one paid release day to prepare for parent conferences and each teacher spent on average of 15 minutes in discussion with each pupil. A portion of teacher salary, pupil services coordinator salary, principal salary, office manager salary.</p> <p>The SST process (meeting focused on student intervention) focused on expanding student current understanding in all curricular areas, leaning strengths, and areas of concern. SST's and SST follow up meetings were held once weekly and lasted for an average of one hour, for the entire school year. These meetings were attended the pupil's parent(s)/guardian(s) included the following staff: principal, teacher, and pupil services coordinator.</p> <p>Particular attention was given to the low income, foster youth, and English Learner pupils who did not meet the standard, through RTI intervention groups SFCS coins as “Flex” and “Rotations.” One hour rotation groups were leveled in ELA/Math in all grade levels according to pupil's academic levels in order to re-mediate learning deficits and accelerate learning growth. Additionally, needs of the low income, foster youth, and English Learner pupils who nearly met the standard will be addressed in a similar model which focuses on weekly (1 time per week per grade level) small group rotations and grade level proficiency benchmarks. As is the case in ELA flex groups and rotations, mathematics follows the same instructional/intervention model and students above standard were addressed through Individual Learning Plans focused on expanding their current understanding in all curricular areas. Particular attention was given to the students who scored below standard Concepts & Procedures, Problem Solving, and Communicating Reasoning) respectively.</p> <p>The LEA also offset's school bus transportation costs to and from school for unduplicated students. A portion of principal's salary and a portion of regular bus driver salary.</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.

4.93	%
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Fiscal Year	Enrollment	Unduplicated Count	Unduplicated Percentage
2013-2014	120	68	56.67% 1 Year Average
2014-2015	143	55	46.77% 2 Year Average
2015-2016	124	51	44.96% 3 Year Average

The unduplicated count represents those students who qualify as Free and Reduced Price Meals (FRPM or Socio Economically Disadvantaged [SED]), English Language Learners (EL), and Foster Youth (FY).

The district plans to meet its minimum proportionality percentage (MPP) and is projecting to spend \$46,419 in 2015-2016 in expenditures for unduplicated students above what was spent on services for all students. This represents a 4.91 % increase above what was spent in 2013-2014. Schedule A: LCFF

The proportionality percentage is met using both qualitative and quantitative for the increase/improved services for unduplicated pupils in the following manner. Foster Youth receive additional counseling and services offered by SFCS. These services are identified, obtained, and made available to foster youth by the Foster Services Coordinator on staff as well as the Pupil Services Coordinator on staff at 10% of annual salary. Low income students receive access to free school supplies, backpacks and the free and/or reduced access to the After School Program. EL students were purchased iPads for home use and provided with the appropriate software, at not cost to each student.

The LEA also offset's school bus transportation costs to and from school for unduplicated students. A portion of principal's salary and a portion of regular bus driver salary.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015 - 2016 Annual Update Budgeted	2015 - 2016 Annual Update Actual	2016-2017	2017 - 2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	2,357,219.00	587,485.00	1,250,622.00	2,723,192.00	1,250,622.00	5,224,436.00
	0.00	0.00	33,600.00	0.00	33,600.00	67,200.00
Base	2,184,085.00	311,485.00	939,822.00	1,289,838.00	939,822.00	3,169,482.00
Other	100,000.00	257,000.00	17,500.00	298,000.00	17,500.00	333,000.00
Supplemental	73,134.00	19,000.00	259,700.00	671,154.00	259,700.00	1,190,554.00
Supplemental & Concentration	0.00	0.00	0.00	464,200.00	0.00	464,200.00

Total Expenditures by Object Type						
Object Type	2015 - 2016 Annual Update Budgeted	2015 - 2016 Annual Update Actual	2016-2017	2017 - 2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	2,357,219.00	587,485.00	1,235,622.00	2,723,192.00	1,235,622.00	5,194,436.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	69,000.00	0.00	69,000.00
1000-1999: Certificated Personnel Salaries	2,008,460.00	249,800.00	941,600.00	2,504,310.00	941,600.00	4,387,510.00
2000-2999: Classified Personnel Salaries	155,706.00	58,735.00	225,322.00	67,572.00	225,322.00	518,216.00
3000-3999: Employee Benefits	7,280.00	0.00	0.00	3,710.00	0.00	3,710.00
4000-4999: Books And Supplies	7,603.00	7,000.00	17,000.00	8,600.00	17,000.00	42,600.00
5000-5999: Services And Other Operating Expenditures	146,670.00	14,950.00	26,200.00	40,200.00	26,200.00	92,600.00
5800: Professional/Consulting Services And Operating Expenditures	11,500.00	0.00	25,500.00	29,800.00	25,500.00	80,800.00
6000-6999: Capital Outlay	0.00	9,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	20,000.00	248,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015 - 2016 Annual Update Budgeted	2015 - 2016 Annual Update Actual	2016-2017	2017 - 2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	2,357,219.00	587,485.00	1,235,622.00	2,723,192.00	1,235,622.00	5,194,436.00
		0		0	0	0	0
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	69,000.00	0.00	69,000.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	33,600.00	0.00	33,600.00	67,200.00
1000-1999: Certificated Personnel Salaries	Base	1,963,983.00	230,800.00	668,000.00	1,233,116.00	668,000.00	2,569,116.00
		0			0		0

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015 - 2016 Annual Update Budgeted	2015 - 2016 Annual Update Actual	2016-2017	2017 - 2018	2018-19	2016-2017- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	214,000.00	0.00	214,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	44,477.00	19,000.00	240,000.00	601,194.00	240,000.00	1,081,194.00
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	0.00	0.00	0.00	456,000.00	0.00	456,000.00
2000-2999: Classified Personnel Salaries	Base	148,579.00	58,735.00	225,322.00	28,122.00	225,322.00	478,766.00
2000-2999: Classified Personnel Salaries	Supplemental	7,127.00	0.00	0.00	39,450.00	0.00	39,450.00
3000-3999: Employee Benefits	Supplemental	7,280.00	0.00	0.00	3,710.00	0.00	3,710.00
4000-4999: Books And Supplies	Base	5,603.00	7,000.00	15,000.00	5,600.00	15,000.00	35,600.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	2,000.00	0.00	2,000.00	3,000.00	2,000.00	7,000.00
5000-5999: Services And Other Operating Expenditures	Base	58,420.00	14,950.00	16,500.00	16,500.00	16,500.00	49,500.00
5000-5999: Services And Other Operating Expenditures	Other	77,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	11,250.00	0.00	9,700.00	15,500.00	9,700.00	34,900.00
5000-5999: Services And Other Operating Expenditures	Supplemental & Concentration	0.00	0.00	0.00	8,200.00	0.00	8,200.00
5800: Professional/Consulting Services And Operating Expenditures	Base	7,500.00	0.00	0.00	6,500.00	0.00	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00	0.00	17,500.00	15,000.00	17,500.00	50,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	1,000.00	0.00	8,000.00	8,300.00	8,000.00	24,300.00
6000-6999: Capital Outlay	Other	0.00	9,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	20,000.00	248,000.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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