

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Capri Elementary Contact (Name, Title, Email, Phone Number): *Norma Jeanne Ready, Principal* njready@campbellusd.org (408) 364-4260 LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process | Impact on LCAP |
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| <p>The Campbell Union School District convened five (including one in Spanish) Community Input meetings in March and April 2014 at all three middle school sites to consult with our community stakeholders. Meetings were held in the evening to maximize attendance with child care and snacks provided. To advertise the meetings a notice was put in local newspapers and on the district website, flyers were sent home with students, flyers were posted at each school site and the district office, and the "School Messenger" system phoned each parent. Advertisement of the Community Input meetings was translated into Spanish and Parent Liaisons personally invited our Spanish speaking families.</p> <p>Each presentation included the following quantitative data: student attendance, middle school dropout rates, chronic absenteeism rates, pupil suspension rates, pupil expulsion rates, and Highly Qualified Teacher percentages. Attendees listened to an overview of the purpose and content of the Local Control Accountability Plan (LCAP) and definition and role of each State Priority Area. After the overview attendees engaged in small group discussions, asked questions related to the 8 State Priorities, and participated in a "Gallery Walk" where each participant contributed comments/suggestions related to each of the 8 State Priorities.</p> <p>In addition, district and/or site administrators convened presentations for our certificated and classified associations, the District English Learners Advisory Committee (DELAC), School Site Councils, Parent/Teacher Associations (PTA), and several Neighborhood Associations. The district also participated in a study session with the City of Campbell where the LCAP was reviewed and invitations to the Community Input meetings were extended.</p> <p>District Administrators participated in the process through our bi-monthly district leadership meetings. Community members unable to attend the input meetings were able to submit their ideas and priorities via an online survey. We were also fortunate to have our Director of Student Services participate in the countywide Foster Youth project where we were able to garner input from representatives from the Coalition for Educational Equity for Foster Youth and the California Foster Youth Education Task Force.</p> <p>The influence of the stakeholder input opportunities was evident as our initial priorities shifted once we disaggregated the data collected from the numerous outreach sources. The top goals and priorities, Conditions of Learning, remained the same; however, the actions and metrics shifted to reflect the input from stakeholders. We anticipate additional changes as we proceed through the ongoing process of including stakeholders in the LCAP process.</p> <p>The District maintained strict adherence to the statutory requirements for stakeholder engagement pursuant to the California Education Code. Timelines for community input gathering, public hearing notices, and identification of all required subgroups are reflected in the development of the Campbell Union School District LCAP process. The District will</p> | <p>Comments/feedback received:</p> <p>Input from the community (staff, parents and community members) reflected a strong consensus towards the Conditions of Learning section of the LCAP. The District used these results to form the foundation of our initial LCAP submission to the Santa Clara County Office of Education. Data collection results identified Priority 7 (Course Access), Priority 2 (Common Core Implementation), and Priority 1 (Basic Services) as the top priorities. There were several suggestions rendered by the stakeholders in each of these areas. The suggestions which received multiple recommendations were identified and utilized to form our primary areas of focus in the Conditions of Learning section. Below are the comments from the stakeholders for each of the top priorities.</p> <p>Priority 7: Course Access</p> <ul style="list-style-type: none"> * Music and Arts in the classroom * Dual Immersion track at middle schools * Additional enrichment opportunities (e.g. Gifted Ed.) * English Language Development (ELD) = Loss of elective at middle school * Technical Career classes * GATE * Project-Based Learning* * Co-Teach/Co-Plan* * Flexible groups and more instruction time* <p>* = from Capri personnel</p> <p>Priority 2: Common Core Implementation</p> <ul style="list-style-type: none"> * Community partnerships and internships * Ed. Associates for below/accelerated students * Gifted and Talented Education (GATE) * Project-Based Learning * New report cards* * Demonstration Sites * * Mapping/Pacing* * More cross grade/content level articulation* <p>Priority 1: Basic Services</p> <ul style="list-style-type: none"> * Integrate tech; not stand alone * Healthy breakfast, lunch, after school snacks * Parent training * Supervision (recess, lunch, rainy days) |

| Involvement Process | Impact on LCAP |
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| <p>present LCAP updates related to improved outcomes for students to the Board each trimester annually. The notices of each LCAP board presentation will be available on the district website each fall, and an annual update will be presented to the board and public each spring.</p> <p>Parent Advisory Committees:</p> <p>School Site Council: April 29, 2014 Principal’s Coffee: May 2, 2014 ELAC Committee: May 9, 2014 PTA Meeting: May 14, 2014 Staff Meeting: May 6, 2014</p> <p>Site meetings:</p> <p>Combined feedback from Parent Committees and Site Meetings include:</p> <ol style="list-style-type: none"> 1. Basic Services <ul style="list-style-type: none"> -More Staffing – (ELD specialist) -Upgraded facility 2. Common Core Implementation <ul style="list-style-type: none"> -Team collaboration / time to plan 3. Parent Involvement <ul style="list-style-type: none"> -Parent Education (content areas to support students) 4. Pupil Achievement <ul style="list-style-type: none"> -Interim assessments that reflect new CCSS 5. Pupil Engagement <ul style="list-style-type: none"> -STEAM Room (Science Lab) on site -More technology -Art 6. School Climate <ul style="list-style-type: none"> -More leadership opportunities for upper grade students (skits) -Service Learning -More play/lunchtime activities (activity director) -Additional after-school programs -Site-based nurses 7. Course Access <ul style="list-style-type: none"> -Music -GATE classes 8. Other Pupil Outcomes | <p>Impact on LCAP</p> <ul style="list-style-type: none"> * Increase health/wellness care * More technology (with plan and training) * Bond to pay for facilities * Centralized ordering of texts for all students * Counselor at every site <p>The overwhelming theme identified, was the need to ensure each student had access to an educational experience that supported, challenged, and excited the learner during the school experience. Attention to the “whole child” is evident as the comments reflect the academic, social-emotional, and physical health of our students. The need for equitable resources for all students was also prevalent in the ideas expressed by our community. This information will be reflected in the goals, metrics, actions, and expenditures associated with the Campbell Union School District LCAP.</p> <p>Site feedback:</p> <ul style="list-style-type: none"> ➤ Capri is in agreement with the community input for all 8 of the State/District priorities. ➤ Capri teachers will facilitate collaboration between general ed, special ed, and EL’s to support differentiation of instruction to meet needs of all learners. ➤ Capri will support music, enrichment cases (including GATE), field trips, and reading interventions. ➤ Capri will work with the district to provide on-site counseling services. <p>School Climate</p> <ul style="list-style-type: none"> ➤ Capri PTA will work with the principal to provide field trips, additional instructional materials and resources, and staffing for the library and computer lab. ➤ Capri will continue to support the implementation of technology in the classroom. The Common Core Coach will work collaboratively with site teachers modeling technology applications that support STEAM. ➤ Capri teachers will be provided time to plan collaboratively as a grade level during school and be provided the opportunity for paid time outside of the school day to collaborate around Common Core Standards, including planning and assessment. <p>Other supplements to support CCSS:</p> <ul style="list-style-type: none"> ➤ Increased technology for student use ➤ Leveled books for guided reading ➤ Reading A-Z membership, Readworks, and other software to support instruction <p>Community Feedback:</p> <ul style="list-style-type: none"> ➤ Aligned to the district-wide priority list with specific focus on: <ul style="list-style-type: none"> • Common Core implementation towards project-based learning • Continued site-based counseling services |

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| Involvement Process | Impact on LCAP |
| | <p>Community (School Site Council, PTA, ELAC Committee, Principal's Coffee) Presentations to parents took place in a number of forums, including School Site Council, PTA, ELAC and Principal's Coffee. Highlighted themes were Course Access, which included a need to provide more of the STEAM classes, particularly music. Additionally, they are highly in support of music (priority 5 &7), enrichment classes (including GATE) and reading intervention. They also realize the need for more on-site full-time counseling services (Priority 6).</p> <p>Capri Staff Feedback: While the staff recognized the importance of all eight of the priorities, they were particularly interested in ensuring that adequate staffing for ELD and Intervention Programs would be provided. Additionally, Course Access and a Positive School Climate were also areas of focus for next year.</p> |

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate, and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, para-educators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Students need access to ELA CCSS</p> <p>Metrics: Curriculum maps, pacing guides, lesson plans, report cards, instructional materials inventories, assessments, and observations indicate a need for increased access to ELA CCSS</p> | 1. Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students will learn the ELA Common Core State Standards | ALL | LEA-wide | N/A: 2013-14 is the first year for the LCAP | 100% of all lessons will be taught using ELA Common Core State Standards materials, strategies, and assessments. Successful implementation will be determined by an analysis of walk-through data, lesson plans and the baseline percentage of students scoring adequate or above on the SBAC summative assessment. | By June 2016, the number of students scoring adequate or above on the ELA section of the SBAC summative assessment will increase at least 10 percentage points for all significant subgroups as compared to June 2015 baseline data. | By June 2017, the number of students scoring adequate or above on the ELA section of the SBAC summative assessment will increase at least 10 percentage points for all significant subgroups as compared to June 2016, The Academic Performance Index (API) will increase at least 10 percentage points for all significant subgroups. | <p>A. Conditions of Learning: Implementation of State Standards, Basic</p> <p>B. Pupil Outcomes: Pupil achievement, other pupil outcomes</p> |
| <p>Need: Students need access to Math CCSS</p> <p>Metrics: Curriculum maps, pacing guides, lesson plans, report cards, instructional materials inventories, assessments, and observations indicate a need for increased access to Math CCSS</p> | 2. Capri teachers will fully implement the CCSS Math standards in their daily instruction so that all students will learn the Math Common Core State Standards | ALL | LEA-wide | N/A | 100% of all lessons will be taught using Mathematics Common Core State Standards materials, strategies, and assessments. Successful implementation will be measured an analysis of walk-through data, lesson plans by the baseline percentage of students scoring adequate or above on the SBAC summative assessment. | By June 2016, the number of students scoring adequate or above on the Mathematics section of the SBAC summative assessment will increase at least 10 percentage points for all significant subgroups as compared to June 2015 baseline data. | By June 2017, the number of students scoring adequate or above on the Mathematics section of the SBAC summative assessment will increase at least 10 percentage points for all significant subgroups as compared to June 2016 baseline data. The Academic Performance Index (API) will increase at least 10 percentage points for all significant subgroups. | <p>A. Conditions of Learning: Implementation of State Standards, Basic</p> <p>B. Pupil Outcomes: Pupil achievement, other pupil outcomes</p> |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Students need access to NGSS</p> <p>Metrics: Based on CST scores, curriculum maps, pacing guides, lesson plans, report cards, instructional materials inventories, and observations there is an absence of Next Generation Science Standards teaching and learning.</p> | 3. Capri teachers will fully implement the NGSS Science standards in their daily instruction | ALL | LEA-wide | N/A | The overall percentage of 5th grade students scoring at the advanced or proficient level on the CST will increase by 10 percentage points to 54%. The overall percentage of 8 th grade students scoring at the advanced or proficient level on the CST will increase 10 percentage points to 76%. | Teachers will begin exploring (Awareness Stage) the Next Generation Science Standards, At least 10% of all lessons will be taught using the Next Generation Science Standards materials, and strategies. The overall percentage of 5th grade students scoring at the advanced or proficient level will increase by 10 percentage points to 84%. | All teachers will begin exploring (Awareness Stage) the Next Generation Science Standards, A lead teacher(s) will create at least one unit of study based on the Nest Generation Science Standards and implement. At least 10% of all lessons will be taught using the Next Generation Science Standards materials and strategies. | <p>A. Conditions of Learning: Implementation of State Standards, Basic</p> <p>B. Pupil Outcomes: Pupil achievement, other pupil outcomes</p> |
| <p>Need: Fully implement ELD standards during Dedicated ELD and Integrated ELD (throughout the day) so that all EL students will have access to the ELD standards.</p> <p>Metrics: Based on curriculum maps, pacing guides, lesson plans, report cards, instructional materials inventories, and observations there is an absence of English Language Development Common Core State Standards teaching and</p> | 4. Capri teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | English Learners, Reclassified English Learners | LEA-wide | N/A | 100% of all lessons for ELLs and R-FEPs will be taught using ELD Common Core State Standards materials, strategies, and assessments. Successful implementation will be measured by the percentage of students scoring adequate or above on the SBAC summative assessment. CELDT scores will improve as follows (AMAO1 from 67.1% to 69.1%, AMAO 2 from 34.4% to 36.4%, Long Term ELS non-applicable). | 100% of all lessons for ELLs and R-FEPs will be taught using ELD Common Core State Standards materials, strategies, and assessments. Successful implementation will be measured by the percentage of students scoring adequate or above on the SBAC summative assessment. CELDT scores will improve as follows (AMAO1 from 69.1% to 71.1%, AMAO 2 from 36.4% to 38.4%, Long Term ELS non-applicable). | 100% of all lessons for ELLs and R-FEPs will be taught using ELD Common Core State Standards materials, strategies, and assessments. Successful implementation will be measured by the percentage of students scoring adequate or above on the SBAC summative assessment. CELDT scores will improve as follows (AMAO1 from 71.1% to 73.1%, AMAO 2 | <p>A. Conditions of Learning: Implementation of State Standards, Basic</p> <p>B. Pupil Outcomes: Pupil achievement, other pupil outcomes</p> |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|---|---|---|-------------------------------------|---|---|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| learning. CELDT results also indicate (AMAO 1, AMAO 2, and long term ELs) the need for ELD Standards-based instruction. | | | | | | | from 38.4% to 40.4%, Long Term ELS non-applicable). | |
| Need: Fully implement district STEAM initiative Metrics: Based on unit maps, instructional materials inventories, STEAM showcase and observations there is a need to ensure equal access and opportunity for student participation in a STEAM unit of study. | 5. Students at each grade level will have access to a STEAM unit of study and opportunities to partner with outside agencies to engage in extended enrichment activities such as art, engineering and computer coding | ALL | LEA-wide | N/A | 100% of all students will participate in a STEAM unit of study. Successful implementation of the STEAM units will be measured by an analysis of walk-through observations, lesson plans, end-of-unit grades, observations, and a student survey. | 100% of all students will participate in a STEAM unit of study. Successful implementation of the STEAM units will be measured by an analysis of walk-through observations, lesson plans, end-of-unit grades, observations, and a student survey. | 100% of all students will participate in a STEAM unit of study. Successful implementation of the STEAM units will be measured by an analysis of walk-through observations, lesson plans, end-of-unit grades, observations, and a student survey. | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes |
| Need: To provide a positive school climate in which each child and family is welcomed and nurtured. Metrics: Based on suspension/expulsion rates, attendance rates, Project Cornerstone surveys, PBIS Assessments, CA Healthy Kids survey, and student/staff/parent surveys there is a need to provide a positive school climate. | 6. All students will have access to a positive school climate. | ALL | LEA-wide | N/A | Suspension rate will decrease 25%, from 8 to 6, Expulsion rate will be maintained at 0 SET score will be maintained at 77%, The Attendance Rates will improve by 1% from 97.02% to 98.02% The Dropout Rate will decrease by 100% to 0 drop outs. | Suspension rate will decrease 25%, from 6 to 4.5, Expulsion rate will be maintained at 0%. SET score will be maintained at 82%, The Attendance Rates will improve by 1% from 98.02% to 99.02% The Dropout Rate will decrease by 100% to 0 drop outs. | Suspension rate will decrease 25%, from 4.5 to 3.4, Expulsion rate will be maintained at 0%. SET score will be maintained at 87%, The Attendance Rates will improve by 1% from 99.02% to 100% The Dropout Rate will decrease by 100% to 0 drop outs. | C. Engagement: Parent involvement, Pupil engagement, School climate |

| Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?) | Goals | | | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric) | | | Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|---|---|--|---|--|---|--|
| | Description of Goal | Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 | |
| <p>Need: Improve student and family engagement</p> <p>Metrics: Based on parent participation logs, event sign-in sheets, parent surveys, and observations there is a need to increase parent participation and family engagement opportunities.</p> | <p>7. Students and families will feel connected to our school and successful in their learning. Parents will participate in school functions and governance opportunities.</p> | <p>EL, FY, Low Income</p> | <p>LEA-wide</p> | <p>N/A</p> | <p>There will be a 25% increase in parent participation at: Back-to-School Night: from 65% to 90% as measured by Event Sign-In Sheet Parent Teacher Conferences: from 65% to 90% as measured by Event Sign-In Sheet Writers Faire: from 1% to 26% as measured by Event Sign-In Sheet ELAC: from 2% to 27% as measured by Event Sign-In Sheet PTA: from 2% to 27% as measured by Event Sign-In Sheet District ELA Common Core Night: from 5% to 30% as measured by Event Sign-In Sheet District Math Common Core Night: from 5% to 30% as measured by Event Sign-In Sheet District Science Night: from 5% to 30% as measured by Event Sign-In Sheet Annual Parent Perception Survey results will improve as follows: Overall School Satisfaction: from a</p> | <p>There will be a 25% increase in parent participation at: Back-to-School Night: from 90% to 100% as measured by Event Sign-In Sheet Parent Teacher Conferences: from 90% to 100% as measured by Event Sign-In Sheet Writers Faire: from 26% to 51% as measured by Event Sign-In Sheet ELAC: from 27% to 52% as measured by Event Sign-In Sheet PTA: from 27% to 52% as measured by Event Sign-In Sheet District ELA Common Core Night: from 30% to 55% as measured by Event Sign-In Sheet District Math Common Core Night: from 30% to 55% as measured by Event Sign-In Sheet District Science Night: from 30% to 55% as measured by Event Sign-In Sheet Annual Parent Perception Survey results will improve as follows:</p> | <p>There will be a 25% increase in parent participation at: Back-to-School Night: maintained at 100% as measured by Event Sign-In Sheet Parent Teacher Conferences: will be maintained at 100% measured by Event Sign-In Sheet Writers Faire: from 51% to 76% as measured by Event Sign-In Sheet ELAC: from 52% to 77% as measured by Event Sign-In Sheet PTA: from 52% to 77% as measured by Event Sign-In Sheet District ELA Common Core Night: from 55% to 80% as measured by Event Sign-In Sheet District Math Common Core Night: from 55% to 80% as measured by Event Sign-In Sheet District Science Night: from 55% to 80% as measured by Event Sign-In</p> | <p>C. Engagement: Parent involvement, Pupil engagement, School climate</p> |

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|---|---|---|---|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 1. Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students have access to the ELA CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Purchase additional materials for teachers to implement ELA CCSS units | LEA-wide | N/A | CCSS aligned texts, materials and assessments: \$4,000 | CCSS aligned texts, materials and assessments: \$4,000 | CCSS aligned texts, materials and assessments: \$4,000 |
| Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students have access to the ELA CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments | LEA-wide | N/A | PD for teachers: After school, over the summer \$7,000 | PD for teachers: After school, over the summer \$7,000 | PD for teachers: After school, over the summer \$7,000 |
| Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students have access to the ELA CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide instructional coaching to administrator and staff members (Common Core Coach) | LEA-wide | N/A | Coach cost (salary and benefits): \$80,000* | Coach cost (salary and benefits): \$80,000* | Coach cost (salary and benefits): \$80,000* |
| Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students have access to the ELA CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide release time for collaboration, calibration and planning, led by grade level leaders and to participate in Instructional Rounds | LEA-wide, Grade level leader selected at each grade level | N/A | Sub costs + stipends for each grade level leader \$18,500 | Sub costs + stipends for each grade level leader \$18,500 | Sub costs + stipends for each grade level leader \$18,500 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|---|---|---|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students have access to the ELA CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide extended learning opportunities for students (before/after school, daily intervention period, summer school) | LEA-wide Focus on underserved, struggling readers: EL, FY, LI | N/A | Salary for reading intervention teacher, Stipends for teachers, salary for Ed Associates to teach before/after school classes, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** teacher stipends: \$20,000 iReady: \$15,000 | Salary for reading intervention teacher, Stipends for teachers, salary for Ed Associates to teach before/after school classes, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** teacher stipends: \$20,000 iReady: \$15,000 | Salary for reading intervention teacher, Stipends for teachers, salary for Ed Associates to teach before/after school classes, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** teacher stipends: \$20,000 iReady: \$15,000 |
| Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students have access to the ELA CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Encourage and elicit parent engagement in their children's learning both inside and outside of the school day | LEA-wide Focus on EL, FY, LI | N/A | Translations, childcare, parent training materials, Transportation to District Family ELA Night \$2500 | Translations, childcare, parent training materials, Transportation to District Family ELA Night \$2500 | Translations, childcare, parent training materials, Transportation to District Family ELA Night \$2500 |
| 2. Capri teachers will fully implement the CCSS Math standards in their daily instruction so that all students have access to the Math CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Purchase additional materials for teachers to implement Math CCSS units | LEA-wide | N/A | Materials purchase \$5000 | Materials purchase \$5000 | Materials purchase \$5000 |
| Capri teachers will fully implement the CCSS Math standards in their daily instruction so that all students have access to Math | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments | LEA-wide | N/A | PD for teachers: After school, over the summer \$7,000 | PD for teachers: After school, over the summer \$7,000 | PD for teachers: After school, over the summer \$7,000 |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|--|---|---|--|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Capri teachers will fully implement the CCSS Math standards in their daily instruction so that all students have access to the Math CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide instructional coaching to administrator and staff members (Common Core Coach) | LEA-wide, Certain grade levels targeted each year | N/A | Coach cost (salary and benefits): \$80,000* | Coach cost (salary and benefits): \$80,000* | Coach cost (salary and benefits): \$80,000* |
| Capri teachers will fully implement the CCSS Math standards in their daily instruction so that all students have access to the Math CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide release time for collaboration, calibration and planning, led by grade level leaders and to participate in Instructional Rounds | LEA-wide, Grade level leader selected at each grade level | N/A | Sub costs + stipends for each grade level leader \$18,500 | Sub costs + stipends for each grade level leader \$18,500 | Sub costs + stipends for each grade level leader \$18,500 |
| Capri teachers will fully implement the CCSS Math standards in their daily instruction so that all students have access to the Math CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide extended learning opportunities for students (before/after school, interventions, summer school) | LEA-wide Focus on underserved, struggling readers: EL, FY, LI | N/A | Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$10,000 | Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$10,000 | Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$10,000 |
| Capri teachers will fully implement the CCSS Math standards in their daily instruction so that all students have access to the Math CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Encourage and elicit parent engagement in their children's learning both inside and outside of the school day | LEA-wide Focus on EL, FY, LI | N/A | Translations, childcare, parent training materials, Transportation to Family Math Night \$2000 | Translations, childcare, parent training materials, Transportation to Family Math Night \$2000 | Translations, childcare, parent training materials \$2000 |
| 3. Capri teachers will fully implement the NGSS science standards so that all students have access to the NGSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Adopt NGSS 2014-15 | LEA-wide | N/A | Adopt NGSS | NA | NA |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|--|---|---|--|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Capri teachers will fully implement the NGSS science standards so that all students have access to the NGSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Purchase science materials | LEA-wide | N/A | NA | Materials purchase \$5,000 | Supplemental materials purchase \$5,000 |
| Capri teachers will fully implement the NGSS science standards so that all students have access to the NGSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments | LEA-wide | N/A | NA | PD for teachers: After school, over the summer \$3,000 | PD for teachers: After school, over the summer \$3,000 |
| Capri teachers will fully implement the NGSS science standards so that all students have access to the NGSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide release time for collaboration, calibration and planning | LEA-wide | N/A | NA | Sub costs for release time \$5000 | Sub costs for release time \$5000 |
| Capri teachers will fully implement the NGSS science standards so that all students have access to the NGSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide instructional coaching to administrator and staff members (STEAM TOSA) | LEA-wide | N/A | Coach cost (salary and benefits): \$10,000*** | Coach cost (salary and benefits): \$10,000*** | Coach cost (salary and benefits): \$10,000*** |
| 5. Students at each grade level will have opportunities to participate in STEAM related activities such as art, engineering, and computer coding within their instructional day. | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Teachers will partner with community-based organizations to provide students with hands-on experiences and access to professionals in STEAM related fields. | LEA-wide | N/A | Collaboration with at least one STEAM partner | Collaboration with at least two STEAM partners | Collaboration with at least three STEAM partner |

| Goal (Include and identify all goals from Section 2) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|---|---|---|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Students at each grade level will have opportunities to participate in STEAM related activities such as art, engineering, and computer coding within their instructional day. | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Professional Development will be provided for all teachers on a STEAM unit of study appropriate for their grade level. | LEA-wide | N/A | PD for teachers \$3000 Release time for teachers \$500 | PD for teachers \$3000 Release time for teachers \$500 | PD for teachers \$3000 Release time for teachers \$500 |
| Students at each grade level will have opportunities to participate in STEAM related activities such as art, engineering, and computer coding within their instructional day. | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide instructional coaching to administrator and staff members (STEAM TOSA) | LEA-wide | N/A | Coach cost (salary and benefits): \$10,000*** | Coach cost (salary and benefits): \$10,000*** | Coach cost (salary and benefits): \$10,000*** |
| Students at each grade level will have opportunities to participate in STEAM related activities such as art, engineering, and computer coding within their instructional day. | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Technology integration coach will work with classroom teachers to model lessons and deliver professional development in the area of instructional technology | LEA-wide | N/A | Release time for teachers to observe lessons and be observed by tech integration coach \$4000 | Release time for teachers to observe lessons and be observed by tech integration coach \$4000 | Release time for teachers to observe lessons and be observed by tech integration coach \$4000 |
| Students at each grade level will have opportunities to participate in STEAM related activities such as art, engineering, and computer coding within their instructional day. | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Instructional materials will be purchased for the successful implementation of a STEAM unit of study. Additional opportunities will be provided for students to participate in musical productions, special elective classes, STEAM showcase participation. | | N/A | Technology supplies/materials, special elective classes and productions: ipads, applications - \$10,000 | Technology supplies/materials, special elective classes and productions: ipads, applications - \$10,000 | Technology supplies/materials, special elective classes and productions: ipads, applications - \$10,000 |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|---|---|--|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| Provide all students with a fully credentialed teacher | A. Conditions of Learning: 1. Basic Teachers are ... fully credentialed | Provide training in effective instruction, differentiation, assessment, use of technology for teaching and learning, and creating effective learning environments. Mentoring includes focused conversations around equity, teaching English learners and teaching special populations. | LEA-wide | Review of CSTP self-assessment data, BTSA statewide online surveys, student growth demonstrated during the cycle of inquiry process measured by the Individual Induction Plan, and rate of recommendation for clear credentials. | \$136,000 Administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs. Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program. | \$136,000 Administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs. Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program. | \$136,000 Administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs. Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program. |
| For low income pupils: | | | | | | | |
| 1. Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students have access to the ELA CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide extended learning opportunities for students (before/after school, ExCel interventions, summer school) | LEA-wide | | Salary for reading intervention teacher, Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** teachers stipends: \$20,000 | Salary for reading intervention teacher, Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** teachers stipends: \$20,000 | Salary for reading intervention teacher, Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** teachers stipends: \$20,000 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|---|---|--|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 2. Capri teachers will fully implement the CCSS Math standards in their daily instruction so that all students have access to the Math CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide extended learning opportunities for students (before/after school, ExCEL interventions, summer school) | LEA-wide Focus on underserved, struggling readers: EL, FY, LI | | Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$40,000 | Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$40,000 | Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$40,000 |
| 1. and 2. Capri teachers will fully implement the CCSS ELA standards in their daily instruction so that all students have access to the ELA and Math CCSS | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Encourage and elicit parent engagement in their children’s learning both inside and outside of the school day | LEA-wide | NA | Translations, childcare, parent training materials, Transportation to Family ELA Night, Family Math Night \$5000 | Translations, childcare, parent training materials, Transportation to Family ELA Night, Family Math Night \$5000 | Translations, childcare, parent training materials, Transportation to Family ELA Night, Family Math Night \$5000 |
| 6. Capri students will have access to a positive school climate. | C. Engagement: Parent involvement, Pupil engagement, School climate | Students and their families will have access to support from School Link Services | LEA-wide | NA | Provide counseling and social skills classes to support students in TK-5 th grades. Included in their services are wrap-around counseling for families. Medi-Cal funded. | Provide counseling and social skills classes to support students in TK-5 th grades. District-funded. Included in their services are wrap-around counseling for families. Medi-Cal funded. | Provide social skills classes to support students in TK-5 th grades. District-funded. Included in their services are wrap-around services for families. Medi-Cal funded. |
| 7. Capri students and families will feel connected to our school and will participate in school functions and governance opportunities. | C. Engagement: Parent involvement, Pupil engagement, School climate | Parents will be recruited for participation and leadership roles into SSC, DELAC and PTA groups | LEA-wide | NA | School Principal meets with parents several times throughout the year to inform them of special events, recruit for district and site committees, and to share info about school and additional resources for families. Capri’s health clerk and community liaison (1 day a week) are the primary connection to the Spanish speaking | School Principal meets with parents several times throughout the year to inform them of special events, recruit for district and site committees, and to share info about school and additional resources for families. Capri’s health clerk and community liaison (1 day a week) are the primary connection to the Spanish speaking | School Principal meets with parents several times throughout the year to inform them of special events, recruit for district and site committees, and to share info about school and additional resources for families. Capri’s health clerk and community liaison (1 day a week) are the primary connection to the Spanish speaking |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|---|---|--|--|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| | | | | | community. Materials are translated and distributed to the community. \$15,000 | community. Materials are translated and distributed to the community. \$15,000 | community. Materials are translated and distributed to the community. \$15,000 |
| For English learners: | | | | | | | |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Purchase additional Systematic ELD Kits to implement the ELD standards (Dedicated ELD) | LEA-wide | | ELD kits and manipulatives, \$2000 | ELD kits and manipulatives, \$2000 | ELD kits and manipulatives \$2000 |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide Systematic ELD Training for Dedicated ELD | LEA-wide | | Trainers, subs, materials \$6,000 | Trainers, subs, materials \$6,000 | Trainers for new curriculum, PD, sub time \$6,000 |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide professional development for staff in use of instructional materials, standards based lessons, and effective instructional strategies (Dedicated & Integrated ELD) | LEA-wide | N/A | Trainers, subs, stipends for teachers attending Learning Circles \$5,000 | Trainers, subs, stipends for teachers attending Learning Circles \$5,000 | Trainers, subs, stipends for teachers attending Learning Circles \$5,000 |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide instructional coaching to administrators and staff members on best ways to support English Learners in CCSS (Integrated ELD) (Common Core Coach) | LEA-wide | N/A | CCCSS coach cost * | CCCSS coach cost * | CCCSS coach cost * |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|---|---|---|--|--|---|---|---|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide extended learning opportunities for students (before/after school, ExCel interventions) - These interventions are for all learners, including ELs, and if ELs meet the criteria, they receive the services (Integrated ELD) | LEA-wide | N/A | Salary for reading intervention teacher, additional intervention teachers, Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** stipends: \$20,000 | Salary for reading intervention teacher, additional intervention teachers, Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** stipends: \$20,000 | Salary for reading intervention teacher, additional intervention teachers, Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities \$80,000: RIT ** stipends: \$20,000 |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Encourage and elicit parent engagement both inside and outside of the school day, which may include Adult ESL Classes at the site | LEA-wide | N/A | Translations, childcare, parent training materials, Transportation to Family CCSS Nights \$5000 | Translations, childcare, parent training materials, Transportation to Family CCSS Nights \$5000 | Translations, childcare, parent training materials, Transportation to Family CCSS Nights \$5000 |
| For foster youth: | | | | | | | |
| 7. Capri students and families will feel connected to our school and will participate in school functions and governance opportunities. | C. Engagement: Parent involvement, Pupil engagement, School climate | Students will have access to support from Mental Health interns and Community Liaison | LEA-wide | N/A | EMQ provides counseling and social skills classes to support students \$20,000 | EMQ provides counseling and social skills classes to support students \$10,000 | EMQ provides counseling and social skills classes to support students \$10,000 |
| For redesignated fluent English proficient (RFEP) pupils: | | | | | | | |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide Dedicated ELD and/or Integrated ELD to Redesignated Fluent English Proficient Students when needed to meet CCSS and ELD Standards | School - wide | N/A | ELD kits and manipulatives, technology, \$2,000 | ELD kits and manipulatives, technology, \$2,000 | ELD kits and manipulatives, technology, \$2,000 |

| Goal (Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service (Indicate if LEA-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? *** | | |
|---|---|---|--|--|---|--|--|
| | | | | | LCAP YEAR Year 1: 2014-15 | Year 2: 2015-16 | Year 3: 2016-17 |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Follow-up on academic progress (language and content areas) for the first two years after students are Designated Fluent English Proficient | LEA-wide | | Data collection on students, progress monitoring, Student Study Team meetings release time \$2000 | Data collection on students, progress monitoring, Student Study Team meetings release time \$2000 | Data collection on students, progress monitoring, Student Study Team meetings release time \$2000 |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide professional development for staff in use of instructional materials, standards based lessons, and effective instructional strategies for Redesignated Fluent English Proficient Students (Dedicated and/or Integrated ELD) | LEA-wide | NA | Trainers, subs, stipends for teachers attending Learning Circles \$5,000 | Trainers, subs, stipends for teachers attending Learning Circles \$5,000 | Trainers, subs, stipends for teachers attending Learning Circles \$5,000 |
| 4. Teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards | A. Conditions of Learning: Implementation of State Standards, Basic B. Pupil Outcomes: Pupil achievement, other pupil outcomes | Provide instructional coaching to administrators and staff members on best ways to support Redesignated English Proficient Students CCSS (Integrated ELD) | LEA-wide | NA | Common Core Coach cost* | Common Core Coach cost* | Common Core Coach cost* |
| 7. Capri students and families will feel connected to our school and will participate in school functions and governance opportunities. | C. Engagement: Parent involvement, Pupil engagement | Encourage and elicit parent engagement both inside and outside of the school day to meet the needs of Redesignated English Proficient Students | LEA-wide | NA | Translations, childcare, parent training materials, Transportation to Family CCSS Nights \$5000 | Translations, childcare, parent training materials, Transportation to Family CCSS Nights \$5000 | Translations, childcare, parent training materials, Transportation to Family CCSS Nights \$5000 |
| | | | | | | | |

* Cost of coach is a duplicated cost: 1 site coach will provide coaching in ELA, Math and ELD standards-based instruction.

** Cost of reading intervention teacher is a duplicated cost (listed in services for all children, EL, and Low Income).

*** Cost of STEAM TOSA is shared across district's charter schools

C. Describe the LEA’s increase in 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 district-wide, LEA-wide, countywide, or charter-wide 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 school site in the LCAP year, when using supplemental and concentration funds in a district-wide or LEA-wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The funding calculation employed by the district, in response to the LCFF guidelines, has different formulas depending on district or school site needs. The district-wide services are calculated by need and the size of the school. The school site calculation adjusted by a base factor, low income, foster youth and English learners. The amounts listed in this LCAP are estimates. Actual costs may vary, depending on the year of implementation, carryovers, and changes from projected to actuals, along with others factors.

See attached chart for expenditure breakdown.

D. 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). 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). 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.

Services provided in the LCAP that are focused on LI, FY and EL students, are designed to meet their instructional and social needs both within the school day and in wrap-around services that include targeted, differentiated instruction, mental health services, and both before and after-school extended-day options. These student populations comprise 54.5% of our student population, resulting in a 3.58% increase in funding and supports on the total budget.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.