

Introduction:

LEA: Greenfield Union School District **Contact (Name, Title, Email, Phone Number):** Chris Crawford, Superintendent, crawfordc@gfusd.net, 661-837-6000 **LCAP Year:** 2015-2018

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Greenfield Union School District scheduled meetings with District Leadership (Superintendent, Assistant Superintendent of Curriculum, Assistant Superintendent of Personnel, Assistant Superintendent of Business, Director of Fiscal Services, Director of Categorical, and Director of Technology) to revise survey questions to stakeholders.</p> <p>District Leadership Team: LCAP Needs Assessment Surveys Approved 10/24/14, Annual Review-1st Interim 11/17/14, Annual Review-2nd Interim 3/13/15 & 4/7/15.</p>	<p>Revised survey questions to stakeholders and performed annual review of expenditures for 2014-15.</p>

<p>District meetings held on the following dates: DELAC meetings: 11/18/14, 1/20/15, 5/19/15 DAC meetings: 11/19/14, 1/21/15, 5/20/15 SSC/ELAC meetings: various dates at sites Meetings w/ bargaining groups to provide input and share priorities. Input offered by CSEA and GTA April 29, 2015</p> <p>Parent letters were mailed home to all stakeholders prior to meetings held at 11 sites between Dec. 16 and Jan. 29, 2015. Presentations were made in both English/Spanish. Survey windows opened for parents, staff, and students from 12/16/14 to 1/29/15.</p> <p>LCFF / LCAP Workshops LCAP Workshops attended by District Admin: 9/4/14, 10/8/14, 2/23/15, 3/12/15, 3/31/15.</p> <p>Board meetings: December 10, 2014 site schedules Parent meetings and Needs Assessment. April 22, 2015 LCAP draft of 2014-15 Annual Review and Needs Assessment results.</p> <p>Approval Process: June 10, 2015 Public Hearing for LCAP and Budget June 23, 2015 Finalize LCAP June 24, 2015 LCAP and Budget Adoption June 30, 2015 LCAP and Budget submitted to KCSOS</p>	<p>Engage stakeholder in planning and review process. Obtain parent input and complete online surveys. Adjusted goals and priorities of services/programs based on input. Letter and phone invitations to parents to request participation for LCAP/LCFF input.</p> <p>All stakeholders input collected and analyzed. Identified and evaluated priorities that highlighted district needs pertaining to: Student Academic Achievement, Intervention Support, Technology, Professional Development, Student Safety, Parent Education,</p> <p>District staff keep updated with changes to LCAP requirements.</p> <p>LCAP priority list and surveys results were presented to Board members for input/recommendations.</p>
<p>Annual Update: April 21, 2015 District Management Team met to review.</p> <p>June 10, 2015 Public Hearing for LCAP and Budget June 23, 2015 Finalize LCAP June 24, 2015 LCAP and Budget Adoption June 30, 2015 LCAP and Budget submitted to KCSOS</p>	<p>Annual Update: Acknowledged completion of Goals for 2014-15. Verified what items to carry over into 2015-16</p>

*Acknowledge that consultation with students regarding LCAP will take place in 2015-16.

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:	The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.	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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Based on current wireless access and equipment inventory, all sites need wireless remote access, new/upgrades to infrastructure, equipment, software, and facilities to meet CCSS instructional needs. District Needs Assessment indicated: 12% students, 4% staff, and 4% of parents indicated the need for improved GATE services in the district. 22% students, 9% staff, and 3% parents disagreed students have access to/are enrolled in a course of study with technology access. Additionally, 7% of students, and 22% of staff indicated technology as the “one thing” the district could do to help students be fully prepared for college or career.

Goal Applies to: Schools: LEA-Wide
 Applicable Pupil Subgroups: ELs, Foster Youth, Homeless, and Special Education

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- 1) 100% compliance per Williams Act showing all students have access to core ELA/Math textbooks, are taught by fully credentialed teachers, and facilities are maintained in good repair.
- 2) 90% of teachers agree on the degree to which the CCSS are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted based on #8 of the District Needs Assessment.
- 90% of teachers agree on the degree to which the district has communicated its plan for implementing the Common Core State Standards for all students, including English language learners, students with disabilities and those who are gifted based on #7 of the District Needs Assessment.
- CCSS and ELD programs are monitored by Principals during walkthroughs and EL Curriculum Specialist with monthly assessment data analysis.
- 4) Analysis of SBAC, AMAO data, and Reclassification Rate. Targets: Reclassification rate at 30%, SBAC at 40% for ELA and 35% for Math with standard met or exceeded. AMAO 1 at 60.5%, AMAO 2 at 24.2% / 50.9%
- 7) Identify pupil subgroups enrolled in elective classes, GATE, Afterschool, and Intensive Intervention

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Hire 12 teachers K-8 to reduce class size and improve classroom climate.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Certificated Teachers' Salaries and Benefits Unrestricted Concentration/Supplemental \$1,350,781

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.2 Purchase of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.	LEA-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 <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies Unrestricted Concentration/Supplemental \$25,000
1.3 Equitable services for Afterschool programs for Horizon and Valle Verde 1st-5th Grades	Horizon, Valle Verde	<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)	Classified Instructional Salaries and Other Classified Salaries and Benefits Unrestricted Concentration/Supplemental \$60,000
1.4 Gifted and Talented Education (GATE) training, program materials and supplies for grades 4th-8th.	4-8 Grades	<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)	Materials and Supplies Unrestricted Concentration/Supplemental \$68,000
1.5 Purchase, replace, and upgrade technology devices to reach a one-to-one goal, beginning with 7th grade ELA classes.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Materials and Supplies Unrestricted Concentration/Supplemental \$200,000

		_ Other Subgroups: (Specify)	
1.6 Hire Network Specialist	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clerical, Technical, and Office Staff Salaries and Benefits Unrestricted Concentration/Supplemental \$60,000
1.7 Wireless installation districtwide.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Buildings and Improvements of Buildings. Unrestricted Concentration/Supplemental \$1,400,000
1.8 Contract with KCSOS to provide professional development to support classroom technology integration.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000
1.9 Update 21st Century Classroom standard setup	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies and Non-Capitalized Equipment Unrestricted Concentration/Supplemental \$2,700,000

1.10 Provide Beginning Teacher Support and Assessment (BTSA) for year 1 and year 2 teachers. Hire BTSA Coordinator.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$154,535 Materials and Supplies Unrestricted Concentration/Supplemental \$20,000
1.11 Percentage of salary to monitor support of LCAP and Categorical Program Requirements. Director of Categorical Program and Administrator on Special Assignment	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$153,820
1.12 Maintenance of 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,550,168 Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,470,175
1.13 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Income, ELs, Foster Youth.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clerical, Technical, and Office Staff Salaries and Benefits. Unrestricted Concentration/Supplemental \$68,990
1.14 Purchase or maintain supplies and equipment to serve 100% of all students in K-8th gr., including ELs, Low Socio, Foster, and Special Ed.. Provide access to	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Materials and Supplies

<p>electives other than core required classes. Includes sports, band, color-guard, chorus, journalism, career tech, English Literature, life skills, wood shop, foreign language or photography (varies at sites).</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>Unrestricted Concentration/Supplemental \$574,957</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>1) 100% compliance per Williams Act showing all students have access to core ELA/Math textbooks, are taught by fully credentialed teachers, and facilities are maintained in good repair.</p> <p>2) 90% of teachers agree on the degree to which the CCSS are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted based on #8 of the District Needs Assessment.</p> <p>90% of teachers agree on the degree to which the district has communicated its plan for implementing the Common Core State Standards for all students, including English language learners, students with disabilities and those who are gifted based on #7 of the District Needs Assessment.</p> <p>CCSS and ELD programs are monitored by Principals during walkthroughs and EL Curriculum Specialist with monthly assessment data analysis.</p> <p>4) Analysis of SBAC, AMAO data, and Reclassification Rate. Targets: Reclassification rate at 30%, SBAC at 40% for ELA and 35% for Math with standard met or exceeded. AMAO 1 at 60.5%, AMAO 2 at 24.2% / 50.9%</p> <p>7) Identify pupil subgroups enrolled in elective classes, GATE, Afterschool, and Intensive Intervention</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Hire 10 teachers K-8 to reduce class size and improve classroom climate.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Teachers Salaries and Benefits Unrestricted Concentration/Supplemental \$1,200,000</p>
<p>1.2 Maintain equitable services for Afterschool programs for Horizon and Valle Verde 1st-5th Grades.</p>	<p>Horizon, Valle Verde</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$60,000</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.3 Maintain Gifted and Talented Education (GATE) training, program materials, and supplies for grades 4th-8th.	4-8 Grades	<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)	Materials and Supplies. Travel and Conferences. Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$68,000
1.4 Purchase, replace, and upgrade technology devices for staff and students including 1:1 devices for 8th ELA.	8th Grade	<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)	Materials and Supplies Unrestricted Concentration/Supplemental \$200,000
1.5 Update 21st Century Classroom standard setup	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies. Non Capitalized Equipment. Unrestricted Concentration/Supplemental \$2,700,000
1.6 Maintain Beginning Teacher Support and Assessment (BTSA) training for year 1 and year 2 teachers.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Certificated Teacher Salaries and Benefits. Unrestricted Concentration/Supplemental \$154,535 Materials and Supplies

		English proficient _ Other Subgroups: (Specify)	Unrestricted Concentration/Supplemental \$20,000
1.7 Adopt new ELA textbooks or supplemental instructional materials for RCD units and provide training on new resources.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Approved Textbooks and Core Curriculum Materials Unrestricted Concentration/Supplemental \$1,300,000
1.8 Add classes for Science Technology Engineering and Math (STEM) / Project Lead The Way (PLTW).	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials and Supplies Unrestricted Concentration/Supplemental \$50,000
1.9 Contract with KCSOS or outside agency for English Learner Support and training.	LEA-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional / Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000
1.10 Contract with outside agency for Vocabulary development strategies.	LEA-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional / Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000

<p>1.11 Maintenance of 12 teachers hired in 2015-16, 30 teachers hired in 2014-15, 28 teachers hired in 2013-14.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$1,350,781 Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,550,168 Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,470,175</p>
<p>1.12 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Foster Youth.</p>	<p>LEA-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>Clerical, Technical, and Office Staff Salaries and Benefits. Unrestricted Concentration/Supplemental \$68,990</p>
<p>1.13 Purchase or maintain supplies and equipment to serve 100% of all students in K-8th gr., including ELs, Low Socio, Foster, and Special Ed.. Provide access to electives other than core required classes. Includes sports, band, color-guard, chorus, journalism, career tech, English Literature, life skills, wood shop, foreign language or photography (varies at sites).</p>	<p>LEA - Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials and Supplies Unrestricted LCFF \$574,957</p>
<p>1.14 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.</p>	<p>LEA - 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>Materials and Supplies Unrestricted Concentration/Supplemental \$50,000</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>1) 100% compliance per Williams Act showing all students have access to core ELA/Math textbooks, are taught by fully credentialed teachers, and facilities are maintained in good repair.</p> <p>2) 90% of teachers agree on the degree to which the CCSS are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted based on #8 of the District Needs Assessment.</p> <p>90% of teachers agree on the degree to which the district has communicated its plan for implementing the Common Core State Standards for all students, including English language learners, students with disabilities and those who are gifted based on #7 of the District Needs Assessment.</p> <p>CCSS and ELD programs are monitored by Principals during walkthroughs and EL Curriculum Specialist with monthly assessment data analysis.</p> <p>4) Analysis of SBAC, AMAO data, and Reclassification Rate. Targets: Reclassification rate at 30%, SBAC at 40% for ELA and 35% for Math with standard met or exceeded. AMAO 1 at 60.5%, AMAO 2 at 24.2% / 50.9%</p> <p>7) Identify pupil subgroups enrolled in elective classes, GATE, Afterschool, and Intensive Intervention</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Hire 10 teachers K-8 to reduce class size and improve classroom climate.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teachers Salaries and Benefits Unrestricted Concentration/Supplemental \$1,200,000
1.2 Maintain Gifted and Talented Education (GATE) training, program materials, and supplies for grades 4th-8th.	4-8 Gr4ades	<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)	Materials and Supplies. Travel and Conferences. Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$68,000

<p>1.3 Purchase, replace, and upgrade technology devices for staff and students including 1:1 devices for 3th & 5th graders.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials and Supplies Unrestricted Concentration/Supplemental \$310,000</p>
<p>1.4 Maintain Beginning Teacher Support and Assessment (BTSA) training for year 1 and year 2 teachers.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$154,535 Materials and Supplies Unrestricted Concentration/Supplemental \$20,000</p>
<p>1.5 Purchase Science Next Generation textbooks and provide training on new instructional materials.</p>	<p>LEA - Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Approved Textbook and Core Curriculum Materials Unrestricted Concentration/Supplemental \$1,250,000</p>
<p>1.6 Maintenance of 10 teachers hired in 2016-17, 12 teachers hired in 2015-16, 30 teachers hired in 2014-15, 28 teachers hired in 2013-14.</p>	<p>LEA - Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$1,200,000 Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$1,350,781 Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,550,168 Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$2,470,175</p>

1.7 Maintenance of Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Foster Youth.	LEA - Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Clerical, Technical, and Office Staff Salaries and Benefits. Unrestricted Concentration/Supplemental \$68,990
1.8 Purchase or maintain supplies and equipment to serve 100% of all students in K-8th gr., including ELs, Low Socio, Foster, and Special Ed.. Provide access to electives other than core required classes. Includes sports, band, color-guard, chorus, journalism, career tech, English Literature, life skills, wood shop, foreign language or photography (varies at sites).	LEA - Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies Unrestricted Concentration/Supplemental \$574,957
1.9 Update 21st Century Classroom standard setup	LEA - Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies. Non Capitalized Equipment. Unrestricted Concentration/Supplemental \$2,700,000
1.10 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write from the Beginning and Beyond and CCSS writing strategies.	LEA - Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies Unrestricted Concentration/Supplemental \$25,000

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

GOAL 2:	All students will achieve academic proficiency levels based on local and state assessments.	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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : In grades 4th-8th, 54% of students are performing below proficient level in ELA and 53% are performing below proficient level in math. 5th-8th grade RFEP ELA data shows a 24% decrease of students performing Proficient or Advanced per 2012-13 CST data.

Goal Applies to: Schools: LEA-Wide
 Applicable Pupil Subgroups: ELs, Foster Youth, Homeless, and Special Education

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- 1) 100% compliance per Williams Act showing all students have access to core ELA/Math textbooks, are taught by fully credentialed teachers, and facilities are in good repair.
- 2) 90% of teachers receiving CCSS professional development. CCSS programs are monitored by Principals during walkthroughs.
- 4) Analysis of SBAC, AMAO data, and Reclassification Rate. Targets: Reclassification rate at 30%, SBAC at 40% for ELA and 35% for Math with standard met or exceeded. AMAO 1 at 60.5%, AMAO 2 at 24.2% / 50.9%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 District purchase of STAR Early Literacy, Reading and Mathematics Assessment Programs TK-8 grade to identify under-performing students and target gap skills/standards.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$110,000
2.2 Maintenance of District Technology and Integration Teacher to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$108,367

		English proficient _ Other Subgroups: (Specify)	
2.3 Provide Secondary Systematic ELD and Constructed Meaning Training and materials	LEA-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional/Consulting Services and Operating Expenditures <hr/> Unrestricted Concentration/Supplemental \$13,000 <hr/> Materials and Supplies Unrestricted Concentration/Supplemental \$2,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	1) 100% compliance per Williams Act showing all students have access to core ELA/Math textbooks, are taught by fully credentialed teachers, and facilities are in good repair. 2) 90% of teachers receiving CCSS professional development. CCSS programs are monitored by Principals during walkthroughs. 4) Analysis of SBAC, AMAO data, and Reclassification Rate. Targets: Reclassification rate at 30%, SBAC at 40% for ELA and 35% for Math with standard met or exceeded. AMAO 1 at 60.5%, AMAO 2 at 24.2% / 50.9%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs TK-8 grades to identify under-performing students and target gap skills/standards.	LEA-Wide	_ 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)	Professional/Consulting Services and Operating Expenditures <hr/> Unrestricted Concentration/Supplemental \$110,000
2.2 Maintenance of Secondary Systematic ELD and Constructed Meaning Training and materials.	Middle Sites	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth	Travel and Conference. Professional/Consulting Services and Operating Expenditures. <hr/> Unrestricted Concentration/Supplemental \$13,000 <hr/> Materials and Supplies

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted Concentration/Supplemental \$2,000
2.3 Purchase Supplemental Math Intervention Materials.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies. Unrestricted Concentration/Supplemental \$30,000
2.4 Provide speakers and informational meetings to discuss high school, college and career readiness for parents and students.	5th-8th grades	<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)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$2,000
2.5 Maintenance and addition of District Technology and Integration Teacher to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$216,734

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>1) 100% compliance per Williams Act showing all students have access to core ELA/Math textbooks, are taught by fully credentialed teachers, and facilities are in good repair.</p> <p>2) 90% of teachers receiving CCSS professional development. CCSS programs are monitored by Principals during walkthroughs.</p> <p>4) Analysis of SBAC, AMAO data, and Reclassification Rate. Targets: Reclassification rate at 30%, SBAC at 40% for ELA and 35% for Math with standard met or exceeded. AMAO 1 at 60.5%, AMAO 2 at 24.2% / 50.9%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs TK-8 grades to identify under-performing students and target gap skills/standards.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental \$110,000
2.2 Maintain speakers and informational meetings to discuss high school, college and career readiness for parents and students.	5th-8th grades	<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)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$2,000
2.3 Maintenance and addition of District Technology and Integration Teacher to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits Unrestricted Concentration/Supplemental \$216,734

<p>2.4 Maintenance of Secondary Systematic ELD and Constructed Meaning Training and materials</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional/Consulting Services and Operating Expenditures.</p> <hr/> <p>Unrestricted Concentration/Supplemental \$13,000</p> <hr/> <p>Materials and Supplies</p> <hr/> <p>Unrestricted Concentration/Supplemental \$2,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	The district will maintain a safe and positive learning environment through communication and collaboration.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	GUSD attendance data indicates 4.6% of students not attending school on a regular basis. There is a need to increase staff, student, and parent survey participation. 63% of staff, 83% of parents, and 60% of students feel the district effectively communicates attendance, dropout, and absenteeism issues on District Needs Assessment.
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Goal Applies to:	Schools: LEA-wide
Applicable Pupil Subgroups:	ELs, Foster Youth, Homeless, and Students with Disabilities

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	3) 100% of school sites will have a functioning SSC and ELAC. Parent participation in the District Needs Assessment will increase to a minimum of 300 responses. School sites will meet yearly with 95% of the parents of unduplicated and/or exceptional needs students to provide academic information. 5) Analysis of attendance rates (increase 1% growth each year 2015, 2016, 2017), chronic absenteeism (show decrease each year), middle school dropout rates (maintain zero status). 6) Analysis of pupil suspension rates will decrease from 6.80%, will maintain zero status of our expulsion rate, 85% of students will feel safe at school based on the California Healthy Kids Survey, 90% of students will look forward to attending school each day based on #3 of the District Needs Assessment. 8) Analysis of program improvement tools- DAS, APS, ELSSA, ISS
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Bully Prevention training.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Travel and Conferences. Certificated Teacher Salaries and Benefits. Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$ 7,000

<p>3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS).</p>	<p>Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, GMS</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>Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$56,523 Materials and Supplies Unrestricted Concentration/Supplemental \$25,000</p>
<p>3.3 Hire 2 Psychologist / Behaviorist and 2 Program Assistants for Support Services.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless and SWDs</p>	<p>Certificated Pupil Support Salaries and Benefits. Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$255,214</p>
<p>3.4 Provide parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English Language for EL parents.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000</p>
<p>3.5 Contract 2 MSW Social Workers through KCSOS to support elementary sites with high-risk students from low income, EL, and foster youth subgroups.</p>	<p>K-5 LEA-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>Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$200,000</p>
<p>3.6 Add additional Noon Aide supervision to ensure student safety.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Other Classified Salaries and Benefits.</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Unrestricted Concentration/Supplemental \$112,194
3.7 Maintenance of additional 5.5 hrs. security guards for 3 middle schools hired 2014-15.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$51,413
3.8 Maintenance of site support staff, continue safety and discipline programs (PBIS, etc.), provide intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (media clerks, librarian, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Instructional Salaries and Benefits. Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$2,505,975
3.9 Maintenance of Support Services staff (Program specialist, Spec. Educ. assistants, psychologist, nurse, and Behaviorist), from 2014-15.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Teacher Salaries and Benefits. Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$466,917
3.10 Maintenance and upgrade to school facilities, transportation and equipment.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Unrestricted Concentration/Supplemental \$400,000

		English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	3) 100% of school sites will have a functioning SSC and ELAC. Parent participation in the District Needs Assessment will increase to a minimum of 300 responses. School sites will meet yearly with 95% of the parents of unduplicated and/or exceptional needs students to provide academic information. 5) Analysis of attendance rates (increase 1% growth each year 2015, 2016, 2017), chronic absenteeism (show decrease each year), middle school dropout rates (maintain zero status). 6) Analysis of pupil suspension rates will decrease from 6.80%, will maintain zero status of our expulsion rate, 85% of students will feel safe at school based on the California Healthy Kids Survey, 90% of students will look forward to attending school each day based on #3 of the District Needs Assessment. 8) Analysis of program improvement tools- DAS, APS, ELSSA, ISS
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain Bully Prevention training.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Travel and Conferences. Certificated Teacher Salaries and Benefits. Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$7,000
3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS).	Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, GMS	<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)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$11,950

3.3 Maintenance of parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English Language for EL parents.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000
3.4 District to provide home-to-school communication through educational programs and informational meetings to discuss academic support, discipline, career readiness, and college.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials and Supplies. Unrestricted Concentration/Supplemental \$10,000
3.5 Maintenance of additional 5.5 hrs. security guards for 3 middle schools hired 2014-15.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$51,413
3.6 Maintenance of site support staff, continue safety and discipline programs (PBIS, etc.), provide intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (media clerks, librarian, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Instructional Salaries and Benefits. Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$2,505,975
3.7 Maintenance of Support Services staff (Program specialist, Spec. Educ. assistants, psychologist, nurse, and Behaviorist), from 2014-15.	LEA-Wide	<input checked="" type="checkbox"/> All OR:	Certificated Teacher Salaries and Benefits. Classified Instructional Salaries and Benefits.

		<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)	Unrestricted Concentration/Supplemental \$474,524
3.8 Maintenance and upgrade to school facilities, transportation and equipment. (Deferred maintenance.)	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	From General, Special Reserve, and Building Funds to Deferred Maintenance Fund. Unrestricted Concentration/Supplemental \$400,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	3) 100% of school sites will have a functioning SSC and ELAC. Parent participation in the District Needs Assessment will increase to a minimum of 300 responses. School sites will meet yearly with 95% of the parents of unduplicated and/or exceptional needs students to provide academic information. 5) Analysis of attendance rates (increase 1% growth each year 2015, 2016, 2017), chronic absenteeism (show decrease each year), middle school dropout rates (maintain zero status). 6) Analysis of pupil suspension rates will decrease from 6.80%, will maintain zero status of our expulsion rate, 85% of students will feel safe at school based on the California Healthy Kids Survey, 90% of students will look forward to attending school each day based on #3 of the District Needs Assessment. 8) Analysis of program improvement tools- DAS, APS, ELSSA, ISS
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain Bully Prevention training.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Travel and Conferences. Certificated Teacher Salaries and Benefits. Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$7,000

		English proficient _ Other Subgroups: (Specify)	
3.2 Maintenance of existing program implementation of Positive Behavioral Interventions and Supports (PBIS).	Fairview, Granite Pointe, Horizon, Palla, Planz, Valle Verde, GMS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$11,950
3.3 Maintenance of parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English Language for EL parents.	LEA-Wide	<input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional/Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental \$25,000
3.4 Maintenance of additional 5.5 hrs. security guards for 3 middle schools hired 2014-15.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$51,413
3.5 Maintenance of site support staff, continue safety and discipline programs (PBIS, etc.), provide intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (media clerks, librarian, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Classified Instructional Salaries and Benefits. Other Classified Salaries and Benefits. Unrestricted Concentration/Supplemental \$2,505,975

<p>3.6 Maintenance of Support Services staff (Program specialist, Spec. Educ. assistants, psychologist, nurse, and Behaviorist), from 2014-15.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Teacher Salaries and Benefits. Classified Instructional Salaries and Benefits. Unrestricted Concentration/Supplemental \$374,524</p>
<p>3.7 Maintenance and upgrade to school facilities, transportation and equipment. (Deferred maintenance.)</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>From General, Special Reserve, and Building Funds to Deferred Maintenance Fund. Unrestricted Concentration/Supplemental \$400,000</p>

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	ELA In grades K-8, consistently implement computer-based programs (A-Z Reading, Accelerated Reader, Read Naturally) across all sites to increase fluency, vocabulary, and reading comprehension. In grades 4th - 8th provide Gateways intensive intervention for students performing 2 or more years below grade level. Monitor implementation through classroom observations, District Unit Assessments, and Authentic Performance Tasks.	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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: ELs, Foster Youth, Homeless, and Special Education
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Expected Annual Measurable Outcomes:	Progress monitoring of students to identify skill gaps, target intervention and provide additional academic supports to increase student achievement. Provide Professional Development (PD) to improve instructional strategies. Growth of 10% per year in the number of students who perform proficient and advanced.	Actual Annual Measurable Outcomes:	P1) 100 % compliance per Williams Act showing all students have access to core ELA textbooks and/or core replacement resources. P2) Common Core State Standard ELA/ELD & Math full implementation. APS 1.1 P4) AMAO 1 58.2%, AMAO 2 20.5% / 42.2%. Reclassification 29%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Hire 27 classroom teachers for K-8, RSP and Special Education to reduce class sizes and improve classroom climate.	0000: Unrestricted Concentration/Supplemental \$2,125,000	Hired 29 teachers	Added 30 new teaching positions as follows: 14 in grades TK-3, 6 in grades 4-6, and 10 in grades 7-8. Unrestricted Concentration/Supplemental \$2,326,267
Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		Scope of Service: LEA-Wide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.2 Hire Support Services staff (Program specialist, Spec. Educ. assistants, psychologist, nurse, and Behaviorist).</p>	<p>0000: Unrestricted Concentration/Supplemental \$425,000</p>	<p>Extra Mod./Sev. assts. and 1:1 health aides</p>	<p>Added a total of 5.50 FTE in Program Assistants in the Special Education Program, added a total of 2.8125 FTE in Transportation Aides to assist in the transportation of Moderate/Severe students, added a total of 3 positions in Support Services staff as follows: 1 nurse and 2 psychologists.</p> <p>Unrestricted Concentration/Supplemental \$466,917</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.3 Provide intensive intervention support, materials, and staff training to sites during regular day and after school.</p>	<p>Refer to Goal 5.1</p>		<p>Gateways materials have been purchased and training provided to staff on 9/30 and 10/1. Students serviced through this program are intensive, performing 2 or more years below grade level.</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)									
1.4 Restore Categorical Secretary to assist with monitoring support of Categorical Program requirements focusing on Low Socio, ELs, Foster Youth.	0000: Unrestricted Concentration/Supplemental \$64,600	Hired 7/1/14	Position posted 5/2/14, Hired 7/1/14 Provides monitoring of SES services for low socio, ELs, and foster youth. Monitors student progress and data to support categorical programs and requirements. Services have been effective to meeting the desired outcome. Communication with SES providers, monitoring program needs, and parents has improved. Unrestricted Concentration/Supplemental \$66,959								
<table border="1"> <tr> <td data-bbox="100 667 243 743">Scope of Service</td> <td data-bbox="243 667 569 743">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 743 569 1057"> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1031 667 1182 743">Scope of Service</td> <td data-bbox="1182 667 1514 743">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 743 1514 1057"> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	LEA-Wide										
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	LEA-Wide										
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
1.5 Maintenance of 28 teachers hired in 2013-14.	Unrestricted Concentration/Supplemental \$2,000,000		Maintenance of 28 teachers hired in 2013-14 Unrestricted Concentration/Supplemental \$2,378,907								
<table border="1"> <tr> <td data-bbox="100 1195 243 1271">Scope of Service</td> <td data-bbox="243 1195 569 1271">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 1271 569 1487"> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English </td> </tr> </table>	Scope of Service	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English			<table border="1"> <tr> <td data-bbox="1031 1195 1182 1271">Scope of Service</td> <td data-bbox="1182 1195 1514 1271">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 1271 1514 1487"> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient </td> </tr> </table>	Scope of Service	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		
Scope of Service	LEA-Wide										
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English											
Scope of Service	LEA-Wide										
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient											

proficient _ Other Subgroups: (Specify)		_ 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?	District will implement consistent ELA assessments using Renaissance Learning (STAR Early Literacy K-1st and STAR Reading 2nd-8th grades.) Data will be used to identify students for interventions. District plans to adopt new ELA textbooks for all students once available. Continue providing professional training for administrators, teachers, and instructional assistance in curriculum units, strategies, and assessments. Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 1 to be revised to address full implementation of CCSS and technology to promote 21st Century learning skills.		

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:	Math In grades K-8, consistently utilize computer-based programs (FASTT Math, Fraction Nation) to increase math fact fluency, math vocabulary, and close skill gaps in foundational skills. In grades 6-8 assess middle students will be assessed using Scholastic Math Inventory to identify skill deficiencies. Professional development will be provided to K-6 Multiple Subject and 7th-8th grade Single Subject Math teachers in mathematical practices, concepts, and instructional strategies. Adopt new mathematical textbooks aligned to CCSS. Monitor implementation through classroom observations, District Unit Assessments, and Authentic Performance Tasks.	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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: ELs, Foster Youth, Homeless, and Special Education
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Expected Annual Measurable Outcomes:	Progress monitoring of students to identify skill gaps, target intervention and provide additional academic supports to increase student achievement. Provide PD to improve instructional strategies. Growth of 10% per year in the number of students who perform proficient and advanced.	Actual Annual Measurable Outcomes:	P1) 100% compliance per Williams Act showing all students have access to core Math textbooks. P2) Common Core State Standard ELA/ELD & Math full implementation as measured by APS 1.1. P4) Reclassification Rate 29%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
2.1 Hire 27 classroom teachers for K-8, RSP, and Special Education to reduce class sizes and improve classroom climate.	Refer to Goal 1.		Refer to Goal 1.				
<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-Wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						

<p>2.2 Hire Support Services staff (Program specialist, Spec. Educ. assistants, psychologist, nurse.) due to increased enrollment.</p>	<p>Refer to Goal 1.</p>		<p>Refer to Goal 1.</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.3 Purchase Math textbooks, Learning Management Systems and / or supplemental materials to support CCSS. Provide Math PD for K-8 teachers (w/ Math textbook vendor or other consultant).</p>	<p>0000: Unrestricted Concentration/Supplemental \$651,000</p>	<p>Text books \$704,397 and \$10,000 Printing RCD</p>	<p>7/1/14 math textbooks purchased-Pearson/McGraw Hill. Implemented 14-15. New textbooks are CCSS aligned and necessary for CCSS implementation. PD and materials have positively impacted CCSS implementation. Text books \$704,397 and \$10,000 Printing RCD. Textbook order was recoded to resource code 7405</p> <p>Unrestricted Concentration/Supplemental \$10,000.00</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>2.4 Provide Math PD for new adoption and mathematical practices for K-8 teachers (w/ Math textbook vendor or other consultant).</p>	<p>0000: Unrestricted Concentration/Supplemental \$15,000.00</p>		<p>Extra duty paid to Elem teachers 2/11, 3/11 min. for Pearson PD.</p> <p>Unrestricted Concentration/Supplemental \$6,175.00</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>District will implement consistent Math assessments using Renaissance Learning (STAR Math for K-8th grades.) Data will be used to identify students for interventions. Continue providing professional training for administrators, teachers, and instructional assistance in curriculum units, strategies, and assessments. Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 2 with goal 1 to address full implementation of CCSS and technology to promote 21st Century Learning Skills.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Attendance Increase attendance from 95.4% to 98.5% by 2017 (1% growth in each year; 2015, 2016, and 2017). Comparing 2013-14 baseline data to CALPADs attendance data, discipline records, and SARB logs each year. Increase parent classes and participation in educational programs focusing on improving student to parent communication, home-school relationships, parenting skills and knowledge to better support children.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: ELs, Foster Youth, Homeless, and Students with Disabilities
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Expected Annual Measurable Outcomes:	Monitor student behaviors and increase parent communication, education, and training to improve student attendance and parent participation. Growth of 1% per year in the number of students who attend school on a daily basis.	Actual Annual Measurable Outcomes:	P5) Attendance rate 95.4% Chronic absenteeism 4.68% Middle School dropout 0 P6) Pupil suspension 6.8% Pupil expulsion 0 CHKS survey students feeling safe at school 77% Needs assessment #13 Effectively address attendance, dropout, absenteeism 83% Parents Agree/Strongly Agree 63% Staff Agree/Strongly Agree
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Hire additional 5.5 hrs. security guards for 3 middle schools.	0000: Unrestricted Concentration/Supplemental \$50,000		Added one security guard of 5.5 hours at each middle school effective 8/18/14 Unrestricted Concentration/Supplemental \$48,512
Scope of Service: Middle Sites		Scope of Service: Middle Sites	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>3.2 Restore Safety Intervention Facilitator position to full-time status at 8 elementary sites.</p>	<p>0000: Unrestricted Concentration/Supplemental \$215,000</p>		<p>Increased hours of each School Intervention Facilitator effective 8/13/14</p> <p>Unrestricted Concentration/Supplemental \$217,115</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Elementary Sites</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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) 	Scope of Service	Elementary Sites		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Elementary Sites</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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) 	Scope of Service	Elementary Sites	
Scope of Service	Elementary Sites						
Scope of Service	Elementary Sites						
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Hire 2 Support Services staff (psychologist/behaviorist) to support sites with high risk students needing behavior and discipline support. Increase parent education classes (PIQE, Parent Project). Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 3 to address the maintenance of a safe and positive learning environment through communication and collaboration.</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:	Technology Provide the infrastructure, hardware, and technical support for all staff and students by increasing knowledge, use of equipment, and curriculum programs. Provide 100% of teachers, site support, and IT staff Professional Development (PD) on classroom technology, programs, equipment, and proper maintenance. Add wireless installation to 3 middles sites. Provide 1 to 1 devices for 7th- 8th grade students to prepare for high school, college and career-readiness.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Discuss priorities through management and Technology Committee meetings. Provide technology PD to support staff, teachers and administrators. Complete wireless installs at 3 middle sites and provide 1-to-1 devices to 7th and 8th graders.	Actual Annual Measurable Outcomes:	P3) Needs Assessment #6 (My Child uses computers/technology in the classroom) 77.27% Parents Agree. P5) Attendance Rate 95.4% Chronic Absenteeism 4.68% Middle School dropout 0
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services																																	
Budgeted Expenditures		Estimated Actual Annual Expenditures																																	
4.1 Contract professional development on effective use of Smartboards and lesson design, technology tools, and equipment maintenance training for K-8.	0000: Unrestricted Concentration/Supplemental \$18,000	Scheduled throughout 2014-15	IVS Computer Technology provides free training throughout year at no additional charge. Unrestricted Concentration/Supplemental \$0																																
<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA-Wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)			<table border="0" style="width: 100%;"> <tr> <td style="width: 10%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Low Income pupils</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	LEA-Wide	<input checked="" type="checkbox"/> All		OR:		<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> English Learners		<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-Wide																																		
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<input type="checkbox"/> Other Subgroups: (Specify)																																			

<p>4.2 Contract Aeries to train Categorical Secretary, K-5 teachers, and Administrators on Electronic Report Cards.</p>	<p>0000: Unrestricted Concentration/Supplemental \$25,000</p>		<p>Aeries Report Card training provided 8/5,6,7, 2014. Implementation of districtwide report cards and gradebooks will help to open communication with parents through parent portal, to be implemented 15-16.</p> <p>Unrestricted Concentration/Supplemental \$4,500.00</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.3 Hire District Technology and Integration Teacher to coordinate curriculum needs with Tech Department, train teachers on programs and lesson integration tools / learning management system and progress monitoring.</p>	<p>0000: Unrestricted Concentration/Supplemental \$100,000</p>	<p>Hired 7/1/14</p>	<p>Position posted 5/28/14, Hired 7/1/14. Training, support, and monitoring of student data has helped to build capacity within district.</p> <p>Unrestricted Concentration/Supplemental \$103,522</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>4.4 Contract w/ KCSOS full-year Technology Leadership series, Tech Tools and Curriculum integration for 12 mentors. Provide subs for release days.</p>	<p>0000: Unrestricted Concentration/Supplemental \$63,000</p>	<p>KCSOS Tech to be billed \$3,000 X 12 = \$36,000 + \$8,000 sub release time and \$5,000 for District Tech Admin/Media Clk PD.</p>	<p>KCSOS contract 7/1/14-6/30/15. KCSOS Tech to be billed \$3,000 x 12 - \$36,000 + \$8,000 sub release time and \$5,000 for District Tech Admin/Media Clk PD. (Site mentor stipends \$36K paid by 3010.)</p> <p>Unrestricted Concentration/Supplemental \$55,400</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Install wireless districtwide to improve the digital classroom in order to meet technological and instructional requirements aligned to CCSS. Focus on providing devices to 7th/8th gr. students. Create an equipment replacement/upgrade schedule for all sites. Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 4 with goal 1 to support full implementation of Common Core State Standards and access to technology to promote 21st Century learning skills.</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 5 from prior year LCAP:	Maintenance of effort to provide the necessary supplies, training, textbooks, equipment, and support to continue basic services within the district. Provide course access and alternative activities to increase student engagement. Obtain Stakeholders' input by administering surveys to parents, students and staff as well as offer school site and district community meetings.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Evaluate staff needs and provide proper training to maintain effectiveness and efficiency. Review SARCs to ensure basic services are met for all students.	Actual Annual Measurable Outcomes:	P1) 100% compliance with FIT - good/exemplary ratings 100% compliance Williams P6) Needs Assessment Survey Participation 166 Parents 395 Staff 3790 Students P8) 11 Elective courses offered
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Add and maintain site support staff, continue safety and discipline programs (PBIS, etc.), provide intervention classes, continue progress monitoring of students performing below grade level, coordinate and schedule academic interventions. (media clerks, librarian, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.	0000: Unrestricted Concentration/Supplemental \$1,759,768	Program Assistants 40,504, PBIS 40,390 salary, EIA staff/SRO 2,003,551.	Includes Prog. Assts. 40,504.00, PBIS 40,390 salary, EIA staff/SRO \$2,003,551.00 Unrestricted Concentration/Supplemental \$1,990,038
Scope of Service	LEA-Wide	Scope of Service	LEA-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><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.2 Purchase or maintain supplies and equipment to serve 100% of all students in Kth-8th gr., including ELs, Low Socio, Foster, and Special Ed.. Provide access to electives other than core required classes. Includes sports, band, color-guard, chorus, journalism, career tech, English Literature, life skills, wood shop, foreign language or photography (varies at sites).</p>	<p>0000: Unrestricted Concentration/Supplemental \$431,000</p>		<p>Schools sites allocated discretionary funds for 14-15 school year. Provided per PPA.</p> <p>Unrestricted Concentration/Supplemental \$447,005</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.3 District BTSA Support Providers for new teachers and provide sub release days.</p>	<p>0000: Unrestricted Concentration/Supplemental \$50,000</p>	<p>Increase from 27 to 37 certificates.</p>	<p>Position posted 5/9/14. Hired 21 SP for 14-15 school year. Increase from 27 to 37 certs *** Unrestricted Concentration/Supplemental \$78,111</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p><input 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 <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.4 Contract with KCSOS to provide BTSA services for 27 new teachers.</p>	<p>0000: Unrestricted Concentration/Supplemental \$100,000</p>	<p>37 1st/2nd year teachers X \$3,650/certificate</p>	<p>KCSOS contract 7/1/14-6/30/15 implemented to provide BSTA services to 37 new teachers. Action item addressed the requirements for new hires to complete requirements for clear credential. 37 -1st/2nd year teachers x \$3,650/cert</p> <p>Unrestricted Concentration/Supplemental \$128,943</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.5 Maintenance and upgrade to school facilities, transportation and equipment. (Deferred maintenance.)</p>	<p>0000: Unrestricted Concentration/Supplemental \$400,000</p>		<p>Transferred funds on 10/01/14, transfer #970910, to meet 5-Year Deferred Maintenance Plan</p> <p>Unrestricted Concentration/Supplemental \$400,000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Increase stakeholder engagement by offering multiple venues and improve communication to obtain input. Monitor Williams Act reports and SARCS. Review assigned elective courses in 7th & 8th grades to ensure equitable access. Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 5 into goals 1 and 3 to support CCSS implementation and maintain a safe learning environment.		

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Original GOAL 6 from prior year LCAP:	Subgroup Sites will implement intensive ELA intervention for EL, RFEP, Low Income, and Foster Youth students needing skills to improve academic vocabulary and reading complex informational text by providing sentence frames and graphic organizers. Gateways for gr. 4-8 will be used for students performing 2 or more years below grade level. Gateways intervention, ELD instructional strategies and lessons will be implemented. With 90% of GUSD students classified Low Income, ELs or Foster Youth, these students will receive all the services and benefits listed in 3A as well.	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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: LEA-Wide	
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	EL students will receive instruction designed to meet language proficiency needs and provide academic support through scaffold lessons. Student basic and academic language skills in reading, writing, speaking and listening will improve.	Actual Annual Measurable Outcomes:	P1) Instructional materials: 100% compliance on Williams Act HQT/Teacher Rate: 100% Teacher misassignments: 0 P2) Common Core State Standards ELA/ELD full implementation APS 1.1 P4) AMAO 1 58.2%, AMAO 2 20.5%/42.2% Reclassification Rate 29%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 Provide Professional Development: Systematic ELD/EL Achieve training to teachers and sub costs. Provide Gateways, English 3D 4-8 grade teachers and sub costs.	Unrestricted Concentration/Supplemental \$50,000	Paid out of 3010 Title I	3 Admin./37 certificated/2 CS-support staff trained in Systematic ELD in 14-15. 1 CS/15 certificated/2 classified trained in Gateways 14-15. English 3D is now implemented in all 3 middle schools. Training and programs have helped to support low socio and EL academic achievement. Paid out of 3010 Title I \$0
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide

<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.2 Teachers in K-5 will attend Systematic ELD Symposium for EL Achieve curriculum and instructional strategies.</p>	<p>0000: Unrestricted Concentration/Supplemental \$25,000</p>	<p>3 District reps will attend in Mar '15</p>	<p>3 teachers and 3 administrators attended symposium March 17-18, 2015. Team will serve as district leadership team to provide ongoing training to serve EL students and support implementation of ELD programs. Team completed program and certification process. 3 District reps attend Mar 2015. used 3010.</p> <p>\$0</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>6.3 Train ELA teachers and para-professionals in ELD standards, language proficiency levels, rubrics and CELDT Administration. Provide subs for release days.</p>	<p>0000: Unrestricted Concentration/Supplemental \$55,000</p>	<p>ELD Standards & proficiency levels training in 2015-16.</p>	<p>38 paraprofessionals trained in 14-15. Training was specific to needs of EIs, providing support, and monitoring progress. ELD Standards & proficiency levels training in 2015-2016. Trained during contract time.</p> <p>\$0</p>
<p>Scope of Service LEA-Wide</p>		<p>Scope of Service LEA-Wide</p>	

<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>District will implement consistent ELA assessments using Renaissance Learning (STAR Early Literacy K-1st and STAR Reading 2nd-8th grades.) Data will be used to identify students for interventions. District will implement Thinking Maps and CCSS writing strategies. Additionally, equitable services will be available at all sites for inclusion in the Afterschool program. Due to stakeholder engagement, input, and additional guidelines, our district has moved to eliminate goal 6 from LCAP. Goal actions and services are covered in our LEA Plan and Title III addendum.</p>		

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Original GOAL 7 from prior year LCAP:	Subgroup Evaluate student progress using CELDT AMAO1 and AMAO2 scores. Provide professional development to K-3 teachers to improve program implementation and implement scoring guidelines to reclassify students.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Teachers will apply instructional strategies that benefit English Language Learners. EL students will receive instruction designed to meet language proficiency needs and provide academic support through scaffold lessons. Student basic and academic language skills in reading, writing, speaking and listening will improve.	Actual Annual Measurable Outcomes:	P3) Needs Assessment #10 (The English learner program is helping English learners to learn English as quickly as possible) 74.21% Parents Agree. P4) AMAO 1 58.2%, AMAO 2 20.5%/42.2% Reclassification rate 29%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services																																					
	Budgeted Expenditures		Estimated Actual Annual Expenditures																																				
7.1 Contract with KCSOS or outside consultant to provide professional development.	0000: Unrestricted Concentration/Supplemental \$25,000		Deferred to 2016-17 \$0																																				
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Scope of Service	LEA-Wide																																						

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_ Other Subgroups: (Specify)																																							
7.2 Recognition awards for reclassified EL students	0000: Unrestricted Concentration/Supplemental \$500	RFEP Certs will be provided to sites.	RFEP Certs will be provided to sites May 2015 to recognize achievement.																																				

			Estimated to have over 250 recipients.				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide	Unrestricted Concentration/Supplemental \$500
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	District will provide parent education classes to increase home supports of student academics, discipline, and English Language for EL parents. Administrators and teachers will be trained in Systematic Secondary ELD and Constructed Meaning. Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 7 with goal 2 to support Student achievement of academic proficiency levels on local and state assessments.						

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 8 from prior year LCAP:	Subgroup Provide professional development in EL instructional strategies for reading, writing, and speaking English Language. Use Systematic ELD / EL Achieve (elementary) and English 3D (middle) to improve English language listening, speaking, reading, and writing skills. Monitor implementation through classroom observations and teacher sign-in sheets. Student progress will be measured using curriculum embedded assessments and comparing to 2013-14 baseline data.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-Wide Applicable Pupil Subgroups:	-----	
Expected Annual Measurable Outcomes:	Teachers will apply instructional strategies that benefit ELL.EL students will receive instruction designed to meet language proficiency needs and provide academic support through scaffold lessons.	Actual Annual Measurable Outcomes:	P2) CCSS ELA/ELD full implementation APS 1.1 and 1.2 P4) AMAO 1 58.2%, AMAO 2 20.5%/42.2% Redesignation rate 29%
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
8.1 Consult with outside provider to train teacher on EL vocabulary strategies.	0000: Unrestricted Concentration/Supplemental \$25,000		Deferred to 2016-17 \$0
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	Administrators and teachers will be trained in Systematic Secondary ELD and Constructed Meaning. District will contract with outside agency for vocabulary development strategies in 2016-17. Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 8 with goal 1 to support full implementation of CCSS and access to technology to promote 21st Century leaning skills.		

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 9 from prior year LCAP:	Subgroup Use SMI, FASTT Math, and Fraction Nation to close achievement gaps in math skills and conceptual understanding. Assess Low Income and EL students. Monitor implementation through classroom observations and student assessment data.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-Wide Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	EL students will benefit through use of computer based programs to improve math fact fluency and conceptual understanding as well increase student engagement.	Actual Annual Measurable Outcomes: P4) Reclassification rate 29%	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
9.1 Consult with outside providers to train teachers and paraprofessionals in Math computer-based programs. Provide subs for teacher data team days.	0000: Unrestricted Concentration/Supplemental \$15,000	Training on 2/11/15 and 3/11/15.	Reviewed Scholastic Math 180 intervention program with middle sites Mar. 10, 2015. No cost contracted time. Unrestricted Concentration/Supplemental \$0
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions,	District will implement consistent Math assessments using Renaissance Learning (STAR Math for K-8th grades.) Data will be		

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

used to identify students for interventions. Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 9 with goal 1 to support full implementation of CCSS and access to technology to promote 21st Century learning skills.

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

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

Original GOAL 10 from prior year LCAP:	Subgroup Provide Parent Project, PIQE and English classes to improve attendance, student behaviors, and academic supports.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	EL Parents will be better equipped to support their child(ren)'s educational goals by participating in these programs. Increase parent support systems and improve school to home communication.	Actual Annual Measurable Outcomes:	<p>P3) Needs assessment #2 (My child's teacher keeps me informed about my student's academic progress. 86.5% Parents Agree.</p> <p>Needs Assessment #4 (The school actively seeks parent input into decisions related to their child's education). 83.02% Parents Agree.</p> <p>Needs Assessment #13 (The district effectively communicates attendance, dropout, and absenteeism issues). 83.44% Parents Agree.</p> <p>Needs Assessment #14 (The school and /or teacher gives me information on how to help my child study at home)/ 88.54% Parents Agree.</p> <p>P5) Attendance rate 6.8%</p> <p>P6) Suspension rate 6.8% Expulsion rate 0</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
10.1 Contract with outside consultants to provide English classes for EL parents.	0000: Unrestricted Concentration/Supplemental \$15,000	In-kind community Facilities Usage used 5:00-9:00 p.m.	30 Parents attended ESL classes by FIELD (Farmworker Institute of Education & Leadership Development.10/1/14 - 5/28/15. In-Kind Community Facilities usage from 5:00-9:00 p.m. Unrestricted Concentration/Supplemental \$0

Scope of Service LEA-Wide		Scope of Service LEA-Wide	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
10.2 Contract with outside consultant for provide PIQE classes to parents.	0000: Unrestricted Concentration/Supplemental \$20,000		PIQE unable to contract. Substituted training 2 staff to be trainers of Parents on a Mission 4/1-4/3 to develop parenting skills for home stability. Unrestricted Concentration/Supplemental \$1,500.00
Scope of Service LEA-Wide		Scope of Service LEA-Wide	
_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
10.3 Contract with outside consultant to provide Parent Project classes.	0000: Unrestricted Concentration/Supplemental \$15,000	Contracted with Third Party Contract, materials and food supplies.	Contracted w/ Third Party consultant for materials and food supplies Apr. 6-May 26, 2015. Unrestricted Concentration/Supplemental \$3,667
Scope of Service LEA-Wide		Scope of Service LEA-Wide	

<p><input type="checkbox"/> All</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" 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> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>District will provide parent education classes to increase home supports of student academics (PIQE), discipline (Parent Project), and English Language for EL parents. Due to stakeholder engagement, input, and additional guidelines, our district has moved to incorporate goal 10 with goal 3 to maintain a safe and positive learning environment through communication and collaboration.</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.

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:	\$16,219,774
<p>After analyzing the input from all stakeholders, the Greenfield Union School District will address various priority areas affecting classroom instruction, attendance, parent involvement, technology, facilities, and daily operations. Additional certificated staff will be hired at sites to reduce class sizes to support student academic achievement. District will implement consistent ELA and math assessments using Renaissance Learning. Data will be used to identify students for interventions, with emphasis on English Learners, Low income, and Foster Youth. Professional Development as well as materials for supplemental writing program will be purchased. District will continue implementation of Positive Behavior Interventions Supports (PBIS) to improve student behavior and change school climates. Parents will be offered educational opportunities through parenting-skill classes in discipline strategies (Parent Project), home to school supports (Parent Institute for Quality Education), and English Language classes. Our technology focus will be to install wireless access district wide, and purchase on-to-one devices for 7th graders to prepare them for high school, college, and career-readiness. The Greenfield district is dedicated to the students, staff, parents, and community members. We will strive to provide a quality education and prepare students for the 21st Century.</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.

<table border="1"> <tr> <td data-bbox="86 1198 170 1247">25.3</td> <td data-bbox="170 1198 2003 1247">%</td> </tr> </table>	25.3	%
25.3	%	
<p>The district has increased support for unduplicated students and staff by increasing personnel to support monitoring of students who perform below grade level. This includes the Academic Coordinator who will evaluate performance data, contact parents, and schedule interventions before, during, and after school. The district will implement consistent ELA and Math assessments using Renaissance Learning. Data will be used to identify students for intervention with emphasis on low income pupils, foster youth, and English learners. The ELD Curriculum Specialist will monitor ELD curriculum implementation, ELL and RFEP student performance data, and program needs. 4th-8th grade ELL Students who are reading more than two grade levels below will receive Gateways intervention which includes ELD instructional strategies and lessons. Equitable services for Afterschool programs will be available to all sites in district. District will hire two Psychologist/Behaviorists and two program assistants to help with emotional needs that</p>		

tend to be needed by members of our subgroups. Student engagement will increase with the inclusion of technology/computer based programs in Mathematics and ELA. In addition, select interventions designed for students not performing at grade level will also include computer based software programs. Programs such as Parent Project, PIQE, and English classes will be offered to increase parental involvement and build a relationship with community members and other stakeholders.

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).