§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Hope School District   Contact: Daniel Cooperman, Superintendent   LCAP Year: 2015-2016

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
A committee composed of parents, teachers, students, classified staff, special education staff, and administrators advised the District in the preparation of the LCAP. Representation included an equal number of members from each school, as well as an additional parent to represent English Learners from low-income families. Special education services were further represented through participation of one special education teacher, one special education instructional assistant, and one parent of a child with special needs. Students in Grades 4-6 were involved through consultation with Student Council, and results from the Student School Climate Survey for the California Healthy Kids Survey were also considered as the LCAP was prepared. Finally, parent input was taken through a survey of community budget priorities for District expenditures, results of which were presented to the LCAP Committee and Board of Trustees. LCAP development was informed by committee review of the following data: • Teacher Credentialing and Assignment • Williams Complaints Regarding Instructional Materials and Facilities • Statewide Assessments Including Adequate Yearly Progress and Academic Performance Index • English Learner Progress on Annual Measures of Academic Objectives • English Learner Reclassification Rate • School Attendance Rates • Chronic Absenteeism Rates • Suspension Rates • Expulsion Rates • Site-Based Assessment Results The committee met January 22 and 23, and again April 24 to advise plan preparation. These meetings were scheduled to permit advisory groups to comment on the plan before presentation to the Board of Trustees in June. Principals additionally presented a draft of the plan to the teachers, parents, and classified staff on each school's Site Council and English Learner Advisory Committee. The District English Learner Advisory Committee was also consulted at its meeting held April 9. As required, the superintendent posted the plan on the District web site to offer	Input from the advisory process was instrumental in setting the goals, actions and services in four domains: Achievement of advanced learners, GATE students, and students performing on grade level; and Students achieving below grade level; and Special Education Services for Students with Special Needs; and Building a Culture of Teamwork and Collaboration. The needs of English Learners were considered as a subgroup for each of the four domains listed above. The committee then helped preparation of the LCAP to assure that goals, actions, and services met the requirements for each of the eight state priorities.

Involvement Process	Impact on LCAP
other parents, staff, and community members the opportunity to comment. Leadership of the certificated and classified bargaining units was consulted. A public hearing to comment on the plan was held at the Board of Trustees meeting on May 11. Finally, the plan was presented as an open agenda item at the June 8 meeting of our Board of Trustees. Following public discussion and consideration, the Board voted to approve the plan on June 10.	
Annual Update: The annual updates and data were shared with the LCAP committee at its initial two-day meeting in January. This data was incorporated in the process that led to elaboration of the 2015-2016 LCAP, specifically with regard to student learning needs and building a collaborative culture. In addition, regular progress reports were given to the Board of Trustees as informational items at the meetings held January 12, February 9, March 9, and April 13.	Annual Update: As a result of consultation with staff, community, and the LCAP Advisory Committee, substantive changes include the following: Consideration at the Board level of adding a summer school program to reinforce basic skill mastery. Modify the daily schedule for primary grades to permit more engaged academic learning time during the morning before lunch. Allocation of additional general education funds to support the mathematics adoption. Maintain a focus on the needs of English Learners to be sure that AMAO goals in English-Language Arts and Mathematics are attained annually. Consider ways that general education classroom teachers can participate in providing Response to Intervention services. Build upon the level of parent engagement, particularly for low-income families and parents of English Learners.

Involvement Process	Impact on LCAP
	Annual Update:
	Continue to provide high quality professional development to support teachers as they implement common core standards in Mathematics.
	The process to develop these changes involved the work of four separate sub-committees. Each sub-committee addressed a specific area for growth in District programs:
	1. The needs of advanced learners and students performing on grade level 2. The needs of low-achieving students 3. The needs of children with special learning needs 4. The needs to maintain and nurture an environment of collaboration and teamwork
	The additions that each group presented were either included in the LCAP, or the superintendent wrote a response to explain the District's alternative point of view. These additions for 2015-2016 include: additional parent training and education for English Learner families, added counseling support, and increased hours for certificated instructional support for students in need of assistance and advanced learners.

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 document.

GOAL:	1. All students will be actively engaged, encouraged, and supported in high quality purposeful learning to meet or exceed state and district standards for academic performance.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	<mark>District AYP scores document the need to improve the achievement of our Latino, English Learner, and Low-Income student subgroups.</mark>
Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: All Students with an emphasis on Latino, English Learners, and Low-Income student subgroups.

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	In the absence of the API, the District is using the following local measures: Seventy-five percent or more of student report card grades will achieve scores of 3 or 4. Meet or exceed Annual Measurable Achievement Objectives (AMAO) 1 (62%) and 2 (25.5% and 52.8% for students in the program for five or more years). All classroom teachers will receive twelve or more in-service hours in the common core mathematics adoption. Materials for English Language Arts (ELA) with embedded ELD Standards will be reviewed, and adoption process initiated. Rate of reclassification for English Learners will meet or exceed 12% level attained in 2014. Classroom schedule will demonstrate time for instruction of science, mathematics, ELA/ELD, Physical Education, and History and Social Science.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1.1 Standardize research based Instructional strategies in every classroom.
• Consensus will be built upon priority strategies such as:
  o Instructional routines to make thinking visible, including Math Talks
  o Readers/Writers Workshop
  o Front Loading and Scaffolding for ELs
  o Hire additional teacher beyond contractual average to promote class size reduction
  o Academic Vocabulary
  o Depth and Complexity
  o Other Methods Agreed Upon Discussion and Consideration of Staff
• Provide stipends for "Resident Experts" to coach staff on priority strategies; provide professional development through District and County Education Office In-Service.
	All Schools	_ ALL
		
		OR:
		_X_Low Income pupils _X_English Learners
		__Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Latino_____
			$75,000 General Fund—For Teacher Full-Time Equivalent (FTE) to Reduce Class Size
			
			$25,000 Site-Based Funds—Professional Development
			
			$2,520 General Fund—Resident Experts

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.2 Formative and Summative Assessment will inform day-to-day instruction and provide a diagnostic basis for targeted intervention and enrichment. • Train staff and pilot Digital Library. • Train staff in how to conduct effective Professional Learning Community (PLC) meetings.	All Schools	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 Site-Based Funds for Professional Development
1.3 Define and Implement Multi-Tiered Systems of Support for Tier 1 and Tier 2 students. • Extend lower grade academic instructional time in the morning so that lunch recess starts at 11:45 am or 12:00 pm as determined by principal in consultation with staff. • Provide .5 FTE Reading Specialists at all three sites. • Provide Intervention/Enrichment Specialists and Instructional Assistants at all three sites to increase opportunities for small group tutorial instruction. • Provide Instructional Assistants to supplement and reinforce classroom programs. • Provide School-based Counseling Program at each school site to offer emotional and social support to reduce learning distractions. • Provide Afterschool Literacy Tutoring and Homework Help programs at each school site to reinforce and extend time for standards-based instruction. • Provide Professional Development for working with students with behavior challenges, English Learners, and use of the new common core mathematics curriculum.	All Schools	_ ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)____Latino_____	$199,334 Supplemental Funds—.5 FTE Reading Specialists $75,000 General Fund—Intervention/ Enrichment (I/E) Specialists or I/E Instructional Assistants $200,000 Supplemental Funds—Instructional Assistants $50,000 General Fund—School Based Counselor $25,000 General Fund—After School Program $25,000 Site-Based Funds for Professional Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.4 Pilot District Summer Program. • Reading/Math Camp (summer program) for students entering grades 1-6. • Offer Summer Library Hours. • Offer Summer Computer Lab Hours.	All Schools	__ ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Latino_____	$20,000 General Fund—Summer School $2,100 General Fund, Summer Library Hours

GOAL:	1. All students will be actively engaged, encouraged, and supported in high quality purposeful learning to meet or exceed state and district standards for academic performance.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3___ 4 _X_ 5 _X_ 6 _X_ 7 _X_ 8 _X_ COE only: 9___ 10___ Local : Specify _____

Identified Need :	==District AYP scores give clear evidence of the need to improve the achievement of our Latino, English Learner, and Low-Income student subgroups.==

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All students with an emphasis on Latino, English Learners, and Low-Income student subgroups.

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	In the absence of the API, the District is using the following local measures: Seventy-five percent or more of student report card grades will achieve scores of 3 or 4. Meet or exceed Annual Measurable Achievement Objectives (AMAO) 1 and 2 for English Learners (EL). Rate of reclassification for English Learners will meet or exceed 12% level attained in 2014. Classroom schedule will demonstrate time for instruction of science, mathematics, ELA/ELD, Physical Education, and History and Social Science.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.5 Standardize research based instructional strategies in every classroom. • "Resident Experts" will provide coaching as needed. • Designated ELD Instruction, supplemented by integrated ELD within general education classroom, as appropriate to setting. • Add regular classroom teacher to reduce class size. • Provide professional development in Visible Thinking, and common core ELA/ELD and mathematics.	All Schools	___ ALL OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups:(Specify)____ Latino _____	$75,000 General Fund—For Teacher Full-Time Equivalent (FTE) to Reduce Class Size $25,000 Site-Based Funds—Professional Development $2,520 General Fund—Resident Experts

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.6 Formative and Summative Assessment will inform day-to-day instruction and provide the diagnostic basis for targeted intervention and enrichment. • Grade-level PLCs will conduct on-going self-assessment.	All Schools	__ ALL OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth __ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)___ Latino	$25,000 Site-Based Funds for Professional Development
1.7 Implement Multi-Tiered Systems of Support for Tier 1 and Tier 2 students. • Evaluate the effectiveness of our interventions.	All Schools	__ ALL OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth __ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)___ Latino	$203,320 Supplemental Fund—.5 FTE Reading Specialists $90,000 General Fund—Intervention/ Enrichment Specialists or I/E Instructional Assistants $200,000 General Fund—Instructional Assistants $60,000 General Fund—School Based Counselor $25,000 General Fund—After School Program $25,000 Site-Based Funds for Professional Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.8 Evaluate District summer school to determine whether to expand the program to include more students.	All Schools	__ ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Latino_____	$23,000 General Fund—Summer School $2,100 General Fund—Summer Library Hours

GOAL:	1. All students will be actively engaged, encouraged, and supported in high quality purposeful learning to meet or exceed state and district standards for academic performance.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 _X_ 6 _X_ 7 _X_ 8 _X_ COE only: 9 __ 10 __ Local : Specify _____

Identified Need :	<mark>District AYP scores document the need to improve the achievement of our Latino, English Learner, and Low-Income student subgroups.</mark>

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All students with an emphasis on Latino, English Learners, and Low-Income student subgroups.

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	In the absence of the API, the District is using the following local measures: Seventy-five percent or more of student report card grades will achieve scores of 3 or 4. Meet or exceed Annual Measurable Achievement Objectives (AMAO) 1 and 2 for English Learners (EL). Rate of reclassification for English Learners will meet or exceed 12% level attained in 2014. Classroom schedule will demonstrate time for instruction of science, mathematics, ELA/ELD, Physical Education, and History and Social Science.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.9 Standardize research based instructional strategies in every classroom • "Resident Experts" will provide coaching as needed. • Designated ELD Instruction, supplemented by integrated ELD within general education classroom, as appropriate to setting.	All Schools	__ ALL OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth __ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)___Latino_____	$75,000 General Fund—For Teacher Full-Time Equivalent (FTE) to Reduce Class Size $25,000 Site-Based Funds—Professional Development $207,386 Supplemental Funds—Reading Specialists $2,520 General Fund—Resident Experts $200,000 Supplemental Fund—Instructional Assistants

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.10 Formative and Summative Assessment will inform day-to-day instruction and provide the diagnostic basis for targeted intervention and enrichment. • Grade-level PLCs will conduct on-going self-assessment.	All Schools	__ ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Latino_____	$25,000 Site-Based Funds for Professional Development
1.11 Implement Multi-Tiered Systems of Support for Tier1 and Tier 2 students	All Schools	__ ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Latino_____	$207,386 Supplemental Funds—.5 FTE Reading Specialists $120,000 General Fund—Intervention/ Enrichment Specialists or I/E Instructional Assistants $200,000 Supplemental Funds— Instructional Assistants $75,000 General Fund—School- Based Counselors $25,000 General Fund—After School Program $25,000 Site-Based Funds for Professional Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.12 Evaluate the effectiveness of summer program.	All Schools	_ ALL OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___Latino_____	$23,000 General Fund—Summer School $2,100 General Fund, Summer Library Hours

	GOAL:	2. Provide high-achieving and GATE-identified students rigorous learning opportunities above and beyond grade-level standards to foster engagement and high academic achievement.	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4__ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	<mark>Board of Trustees Goals indicate a focus on ensuring that academic needs are met for all students.</mark>
Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: GATE-Identified, High-Achieving, English Learners

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Progress as reported by teachers, students, parents, specialists, and administrators on end-of-year survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Provide appropriately leveled instruction: • Implement Common Core Standards to encourage multiple strategies for problem-solving and critical thinking • Small, flexible groupings of students • Differentiation • Extensions, acceleration, or both, embedded in instruction and during Intervention and Enrichment time • Focused, optional extensions for home • Weekly pull-out classes for GATE-Identified students	All Schools	__ALL OR: ___Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners____	$30,000 General Fund— GATE Program Personnel
2.2 Provide Intervention/Enrichment classroom support for each site.	All Schools	___ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners____	General Fund— Intervention/ Enrichment Specialists $75,000

Modified in format, not content, for purposes of the SB County Superintendents' Meeting on 12/1/14

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.3 Professional Development: • Revisit initiatives already in place—acceleration, depth, complexity, enrichment, novelty, and differentiation—during site and District grade-level and PLC meetings • Send four teachers and GATE coordinator to CAG conference in spring • Provide one district-level and one site-based Professional Development. Topics to include: Best practices for meeting academic and social/emotional needs of GATE and high-achieving learners.	All Schools	__ ALL OR: ___Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners ____	$4,000 School Site Budgets for California Association for the Gifted (CAG) Conference $25,000 Site-Based Funds—Professional Development $2,520 Resident Experts
2.4 Parent Communication: • Hire bi-lingual community liaison to act as information resource for parents. • Update District website • Schedule Parent Information Night in Fall	All Schools	___ALL OR: ___Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners ____	$4,500 Supplemental Funds—Community Liaison $2,500 District Website
2.5 Ensure equal access for English Learners • Implement use of CogAT7, a cognitive abilities test, for English Learner-inclusive GATE identification. • Hire bi-lingual community liaison to act as information resource for parents as mentioned in sections 2.4 and 4.5.	All Schools	___ALL OR: ___Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners ____	$4,000 General Fund — Assessment $4,500 Supplemental Funds—Community Liaison

GOAL:	2. Provide high-achieving and GATE-identified students rigorous learning opportunities above and beyond grade-level standards to foster engagement and high academic achievement.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4__ 5__ 6__ 7 _X_ 8 _X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	<mark>Board of Trustees Goals indicate a focus on ensuring that academic needs are met for all students.</mark>
Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: GATE-Identified, High-Achieving, English Learners

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Progress as reported by teachers, students, parents, specialists, and administrators on end-of-year survey. CAASPP results.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.6 Provide appropriately leveled instruction: • Implement Common Core Standards to encourage multiple strategies for problem-solving and critical thinking • Small, flexible groupings of students • Differentiation with certificated specialist support • Extensions, acceleration, or both, embedded in instruction and during Intervention and Enrichment time • Focused, optional extensions for home • Weekly pull-out classes for GATE-Identified students	All Schools	__ALL OR: ___Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners ___	$30,000 General Fund—Personnel $90,000 Intervention/ Enrichment Classroom Support
2.7 Professional Development • Send four teachers and GATE coordinator to CAG conference in spring • Provide peer observation and specialist modeling of best practices for classroom teachers • Provide one district-level and one site-based professional development. Topics to include best practices to meet academic and the social and emotional needs of GATE and high-achieving learners.	All Schools	___ALL OR: ___Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners ___	$4,000 Site-Based Funds—CAG Conference $24,000 Site-Based Funds—Professional Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.8 Parent Communication • Maintain bi-lingual community liaison to act as information resource for parents • Update school and teacher websites • Schedule Parent Information Night in fall • Invite Community Experts in GATE education	All Schools	___ALL OR: ___Low Income pupils _X_ English Learners ___Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners ___	$4,500 Supplemental Funds— Community Liaison
2.9 Collaboration • Administer EL inclusive assessments for GT identification • Assign bi-lingual community liaison to act as information resource for parents as mentioned in sections 2.8 and 4.10	All Schools	___ALL OR: ___Low Income pupils _X_ English Learners ___Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)___ GATE-Identified, High Achieving Learners ___	$4,000 General Fund — Assessments $4,500 Supplemental Funds— Community Liaison

GOAL:	2. Provide high-achieving and GATE-identified students rigorous learning opportunities above and beyond grade-level standards to foster engagement and high academic achievement.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 _X_ 4 _X_ 5 __ 6 __ 7 _X_ 8 _X_ COE only: 9 __ 10 __ Local : Specify _____

Identified Need :	<mark>Board of Trustees Goals indicate a focus on ensuring that academic needs are met for all students.</mark>

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	GATE-Identified, High-Achieving, English Learners

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Progress as reported by teachers, students, parents, specialists, and administrators on end-of-year survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.10 Provide appropriately leveled instruction: • Differentiation opportunities throughout the day: Curriculum compacting, depth, complexity, pacing, and novelty • Incorporate Project-Based Learning, for example, enrichment clusters (quarterly), Invention Convention, Odyssey of the Mind, or a District-wide Science Fair	All Schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Gate-Identified, High-Achieving Learners	Ongoing Operating Costs $120,000 Intervention/ Enrichment Classroom Support
2.11 Professional Development • Send four teachers and GATE coordinator to CAG conference in spring • Provide one district-level and one site-based Professional Development. Topics to include: curriculum compacting, daily differentiation PLC and team-collaboration, modeling of best practices.	All Schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Gate-Identified, High-Achieving Learners	$4,000 Site-Based Funds— CAG Conference Embedded in $25,000 Site-Based Funds— Professional Development

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.12 Parent Communication: • Maintain bi-lingual liaison to act as information resource for parents • Update all websites (District, site and teacher) • Schedule Parent Information Night in fall	All Schools	_ALL OR: ___Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Gate-Identified, High-Achieving Learners	$4,500 Supplemental Funds—Community Liaison
2.13 Ensure equal access for English Learners • Utilize bi-lingual community liaison to act as information resource for parents	All Schools	_ALL OR: ___Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Gate-Identified, High-Achieving Learners	$4,500 Supplemental Funds—Community Liaison

GOAL:	3. To maximize and accelerate student learning and achievement for all students with exceptional needs.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 __ 6 __ 7 _X_ 8 _X_ COE only: 9 __ 10 __ Local : Specify _____

Identified Need :	<mark>To support students with exceptional needs, the District has identified the following priorities: Provide professional development to meet diverse student learning needs, develop and implement evidence-based intervention, and foster team responsibility for student success through on-going collaborative learning activities.</mark>

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	Students identified with exceptional needs.

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Measured by attainment of 80% of IEP goals. Targets for state testing performance will be established after scores become available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 Standardize research based Instructional strategies in every classroom.
    a. Students with IEPs will receive Tier III intervention with appropriate intensity and group size.
    b. Common Core State Standards aligned, evidence based intervention materials will be selected, purchased, and implemented in the areas of reading and math.
    c. On-going progress monitoring measures will be determined and administered, per intervention materials, to evaluate progress and determine effectiveness of the interventions provided.
	All Schools	__ALL
		
		OR:
		_X_Low Income pupils _X_English Learners
		__Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)____ Students with Special Needs _____
			$15,000 General Fund—Professional Development and Curriculum Materials

3.2 Professional Development
    a. The special education coordinator will develop a professional development plan for the 2015-16 school year.
    b. Special education staff and general education staff, as appropriate, will receive ongoing training in the following areas:
    • Selected academic intervention materials and progress monitoring data systems (see above).
    • Implementation of Common Core State Standards (ELA/ELD and Math).
		__ALL
		
		OR:
		_X_Low Income pupils _X_English Learners
		__Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)_Students with Special Needs ____
			$15,000 General Fund—Professional Development and Curriculum Materials

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Co-teaching models to increase collaboration among General Education and Special Education Teachers.	All Schools	__ALL OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)_ Students with Special Needs _	
3.3 Professional Development • Team members will be trained in positive behavior intervention techniques. Employ SELPA Autism Behavior Specialist to train staff in behavioral management of students with special needs.	All Schools	__ALL OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)_ Students with Special Needs _	$15,000 General Fund—Professional Development and Curriculum Materials $10,000 General Fund—Personnel
3.4 Collaboration a. Weekly PLC time will be scheduled between special education teachers and general education teachers. b. Scheduled time will be allocated monthly for special education teachers to observe, model, and offer feedback to instructional assistants supporting students in general education settings. c. Collaborative co-teaching models of instruction will be researched and piloted in at least one grade level classroom. d. Team Building Workshop with facilitator contracted from Just Communities to clarify values and problems with program implementations.	All Schools	__ALL OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)_ Students with Special Needs	No Additional Costs General Fund—Professional Development $5,000

GOAL:	3. To maximize and accelerate student learning and achievement for all students with exceptional needs.	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	==To support students with exceptional needs, the District has identified the following priorities: Provide professional development to meet diverse student learning needs, develop and implement evidence-based intervention, and foster team responsibility for student success through on-going collaborative learning activities.==

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	Students identified with exceptional needs.

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Measured by attainment of 80% of IEP goals. Targets for state testing performance will be established after scores become available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.5 Implement evidence-based interventions with ongoing progress monitoring. a. Students with IEPs will receive Tier III intervention with appropriate intensity and group size to the maximum extent possible. b. On-going progress monitoring will be determined and administered, per intervention materials, to evaluate progress and determine effectiveness of provided interventions. c. Teaching practices will include differentiated instruction, co-teaching, visible learning techniques, and universal design for learning.	All Schools	__ALL OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth _X_ Redesignated fluent English proficient _X_ Other Subgroups:(Specify)__ Students with special needs _____	No Additional Costs, General Fund

GOAL:	3. To maximize and accelerate student learning and achievement for all students with exceptional needs.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6_X 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	To support students with exceptional needs, the District has identified the following priorities: Provide professional development to meet diverse student learning needs, develop and implement evidence-based intervention, and foster team responsibility for student success through on-going collaborative learning activities.	
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: Students identified with exceptional needs	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Measured by attainment of 80% of IEP goals. Targets for state testing performance will be established after scores become available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.6 Implementation of evidence-based interventions and teaching strategies with ongoing progress monitoring. a. Students with IEPs will receive Tier III intervention with appropriate intensity and group size. b. On-going progress monitoring measures will be determined and administered, per intervention materials, to evaluate progress and determine effectiveness of the interventions provided.	All Schools	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Students with special needs	General Fund—Ongoing Personnel Costs

GOAL:	4. To strengthen a culture of teamwork and collaboration with all stakeholders.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	<mark>The Board of Trustees has set a goal to create a school culture that promotes healthy relationships between all stakeholders.</mark>	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	A baseline will be established this year to measure annual growth assuming 50% participation this year in an annual community survey in addition to a yearly audit of PTA Volunteer Hours. 100% Participation at Parent/Teacher conferences. Maintain average daily attendance rate of 97% or higher. Maintain a suspension and expulsion rate of 1% or lower. Maintain chronic absenteeism rate of below 1%. The District will either immediately resolve or receive no Williams Lawsuit complaints for facilities or materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Communicate with Transparent and Accessible Information • Update and improve website, and include social media • Provide Spanish translation of information on the district and school websites	All Schools District Office	_X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,500 General Fund—District Web Site One-Time Expense
4.2 Broaden Opportunities for Parent Participation at School Sites and Across the District • PTA to explore ways to improve attendance by alternating meeting times, providing child care, hospitality, and translation • Measure and assess attendance at school multi-cultural events such as, Cinco de Mayo, Fiesta de Familia, Noche Mexicana, and Multi-Cultural Night • Provide training to parents in all subgroups (ELAC) to promote involvement in their children's education. Provide District parent education nights and trainings from Latino parent educators.		_X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,500 ELAC Parent Training—General Fund

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.3 Strengthen Relationships and Engagement • Assure that teacher input is incorporated in school and District committees • Promote trust and respect amongst everyone with team building activities, teacher appreciation, and PTA appreciation • Coffee cart to promote staff morale • Highlighting all staff members in different forums such as weekly or monthly acknowledgements through websites, social media, announcements, and Parent Square • Collaboration between all stakeholders • Instructional Rounds and Peer Observations • Student Council Reports at PTA and SSC Meetings • School Spirit Days • Build student-teacher relationships through Visible Thinking strategies, teacher-student buddies, and clubs.	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Additional Costs
4.4 Evaluate Current Programs and Implement a School Wide Behavioral Model with a Focus on Positive Student Relationships • Train all staff on the identification of children with special needs; employ services of SELPA Autism Behavior Specialist • Provide school wide playground conflict resolution strategy for students-example, Stand-Up (anti-bullying) • Hold regularly scheduled character assemblies • Maintain incentives such as, Wave Points, Caught Caring Tickets, and Gotcha Grams-including all yard duty	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Additional Costs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Maintain low student suspension rate through acknowledgement of positive behavior • Establish school wide behavior expectations in the beginning of the school year, and communicate to parents, strengthening the home-school connection • Conduct Annual Staff and Parent Survey to assess program and organizational climate • Increase counseling hours to support students with social or emotional distractions to learning • Create district-wide behavior policy that incorporates restorative justice approaches and uses computer logs to record discipline offenses	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 General Fund— Professional Development, Special Education $10,000 General Fund— SELPA Contract for Behavior Specialist $37,500 General Fund— School Counselors
4.5 Create Position for Bilingual Community Liaison to Promote School-Home Communication • Residency Verifications • Assist with chronic absenteeism • Promote communication between home and school for ELs and families facing limited resources • Provide information about community resources	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$4,500 Supplemental Funds— Community Liaison
4.6 Provide Translation to promote involvement of Spanish-Speaking Families.	All Schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,500 General Fund— Translation

GOAL:	4. To strengthen a culture of teamwork and collaboration with all stakeholders.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	==The Board of Trustees has set a goal to create a school culture that promotes healthy relationships between all stakeholders.==

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Increase by 5% the percentage of positive responses on annual Community Survey; increase PTA volunteer time by 5% on annual audit of volunteer hours. 100% Participation at Parent/Teacher conferences. Maintain average daily attendance rate of 97% or higher. Maintain a suspension and expulsion rate of 1% or lower. Maintain chronic absenteeism rate of below 1%. The District will either immediately resolve or receive no Williams Lawsuit complaints for facilities or materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.7 Communicate with Transparent and Accessible Information • Evaluate and improve website, and include social media • Maintain translation of information on the district and school websites • Disseminate information from administration to all stake holders across the district • Examine the percentage of attendance at Parent-Teacher Conferences	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,500 General Fund—District Web Site $3,000 General Fund—Translations
4.8 Broaden Opportunities for Parent Participation at School Sites and Across the District • Evaluate and implement additional strategies at PTA meetings to explore ways to improve attendance by alternating meeting times, providing child care, hospitality, and translation • Evaluate and implement additional strategies to promote school multi-cultural events such as Cinco de Mayo, Fiesta de Familia, Noche Mexicana, and Multi-Cultural Night	All Schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Additional Costs

Modified in format, not content, for purposes of the SB County Superintendents' Meeting on 12/1/14

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.9 Strengthen Relationships and Engagement • Assure that teacher input is incorporated in school and District committees • Promote trust and respect amongst everyone with team building activities, teacher appreciation, and PTA appreciation • Coffee cart • Highlight staff members in different forums such as weekly or monthly acknowledgements through websites, social media, announcements, or Parent Square • Instructional Rounds—Peer Observation • Student Council Reports at PTA and SSC meetings • School Spirit Days • Build student-teacher relationships through Visible Thinking strategies, teacher-student buddies, and clubs	All Schools	_X_ ALL OR: ___Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Ongoing Operating Costs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.10 Evaluate Current Programs and Implement a School Wide Behavioral Model with a Focus on Positive Student Relationships • Train all staff on identification of children with special needs • Provide school-wide playground conflict resolution strategies for students-example, Stand-Up (anti-bullying) • Hold regularly scheduled character assemblies • Maintain incentives such as, Wave Points, Caught Caring Tickets, and Gotcha Grams-including all yard duty • Maintain Low Suspension Rate through acknowledgement of positive behavior • Parent Education-providing tools to assist parents in strengthening the home, school connection. • Establish a school wide behavior expectations in the beginning of the school year, and communicate to parents • Conduct Annual Staff and Parent Survey to assess program and organizational climate.	All Schools	__X__ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	$25,00000 General Fund—Professional Development, Special Education $5,000 General Fund—Programs and Services (Survey Cost)
4.11 Bilingual Community Liaison to promote School-Home Communication • Residency Verifications • Assist with chronic absenteeism • Promote communication between home and school for English Learners and families with limited resources • Provide information about community resources	All Schools	__X__ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____	$4,500 Supplemental Funds—Community Liaison

GOAL:	4. To strengthen a culture of teamwork and collaboration with all stakeholders.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	The Board of Trustees has set a goal to create a school culture that promotes healthy relationships between all stakeholders.
Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: All Students

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase by 5% the percentage of positive responses on annual Community Survey; increase PTA volunteer time by 5% on annual audit of volunteer hours. 100% Participation at Parent/Teacher conferences. Maintain average daily attendance rate of 97% or higher. Attain 5% growth in ratings of school performance on Annual Community Survey. Maintain a suspension and expulsion rate of 1% or lower. All Williams Lawsuit facilities requirements will be met.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.12 Communicate with Transparent and Accessible Information • Evaluate and improve website, and include social media • Maintain translation of information on the district and school websites • Evaluate the transparency and accessibility of the distribution of information from administration to all stakeholders across the district • Based on data from the previous year, implement a plan to increase attendance at Parent-Teacher Conferences • Conduct Annual Staff and Parent Survey to assess program and organizational climate.	All Schools	_X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	$2,500 General Fund—District Web Site $1,000 General Fund—Translations $5,000 General Fund—Programs and Services (Survey Cost)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

4.13 Broaden Opportunities for Parent Participation at School Sites and Across the District
   • Continue to provide strategies that improve attendance at PTA meetings
   • Maintain and add to promotion of school multi-cultural events such as Cinco de Mayo, Fiesta de Familia, Noche Mexicana, and Multi-Cultural Night
	All Schools	_X_ ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
			No Additional Costs

4.14 Strengthen Relationships and Engagement
 	
   • Assure that teacher input is incorporated in school and District committees
   • Follow-up with Parent Teacher Conferences if parents are unable to attend
   • Promote trust and respect amongst everyone with team building activities, teacher appreciation, and PTA appreciation
   • Coffee cart with teachers, principals, and Dr. Cooperman
   • Highlight staff members in different forums such as weekly or monthly acknowledgements through websites, social media, announcements, or Parent Square
   • Peer Rounds
	All Schools	_X_ ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____
			Ongoing Operating Costs

4.15 Create Position for a Bilingual Community Liaison to Promote School—Home Communication
 	
   • Residency Verifications
   • Reduce chronic absenteeism
   • Increase communication between home and school for EL and families facing limited resources
	All Schools	_X_ ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____
			$4,500 Supplemental Funds— Community Liaison

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 necess

Original GOAL from prior year LCAP:	1. To ensure that every student meets state-established goals for student performance.	Related State and/or Local Priorities: 1 √ 2 √ 3__ 4√ 5 √ 6___ 7___ 8 √ COE only: 9___ 10___

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students and Significant Subgroups

Expected Annual Measurable Outcomes:	Seventy-five percent or more of student report card grades will show scores of 3 or 4.	Actual Annual Measurable Outcomes:	This goal has not yet been attained as of fall, 2014. Forty-three percent of children attained proficient or advanced in English-Language Arts; 54% reached this goal in Mathematics. Grades in the fall reporting period are generally lower than in the spring. We need to re-evaluate this goal's attainment upon the conclusion of the 2014-2015 school year.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Provide daily intervention and enrichment time	Costs embedded within current salary schedule	Daily intervention and enrichment time has been provided. Each of the three schools schedules intervention and enrichment either as a whole school activity or at different times daily as a grade-level activity. All students participate in this differentiated learning time.	Costs embedded within current salary schedule
Scope of service: All Schools		Scope of service: All Schools	
√ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups®Specify)_____		√ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.2 Computer-assisted reading instruction using software such as Lexia, Reading Plus, and Accelerated Reader	$30,000 General Fund	Computer assisted instruction has been implemented. A combination of iPads, Chrome Books, and classroom presentation hardware was purchased to support instruction and student learning. Lexia, Reading Plus, and Accelerated Reader are all in classroom use. This instruction has helped to boost reading fluency and comprehension.	$30,000 General Fund
Scope of service: All Schools √ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools √ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.3 Provide reading specialists	$200,000 General and Title I Funds	One .5 FTE reading specialist has been assigned to each school. Reading specialists meet with students in small group tutorials to accelerate learning and achievement in reading and language arts.	
Scope of service: All Schools _√_ALL OR: _√_Low Income pupils _√_English Learners __Foster Youth _√_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _√_ ALL OR: _√_Low Income pupils _√_English Learners __Foster Youth _√_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.4 Targeted supplemental small group reading instruction	$25,000 general and Title I funds	Targeted and supplemental small group reading instruction has been provided either within general education classrooms or on a pullout basis in the reading specialist classroom. Targeted instruction is intended to remediate and accelerate student achievement in reading and language arts. Small group instruction occurs either during reading or as supplemental time later in the day after morning academic instruction has been completed.	$25,000 general and Title I funds
Scope of service: All Schools __ALL OR: √ Low Income pupils √ English Learners √ Foster Youth √ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: √ Low Income pupils √ English Learners √ Foster Youth √ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.5 After school tutorial and homework assistance	$25,000 Title I and General Fund	After school tutorials were implemented at Hope School because it is in Year Three Corrective Action. The unspent funds are set aside for possible consideration later this year as support for a district-wide summer school program. The after school program helps about 30 students with 1:1 or small group tutorials. It has greatest benefits for those students who need more support and modeling with academic learning tasks.	$25,000 Title I and General Fund $8,000 encumbered to date
Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			

LCAP Year: 2014-2015				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.6 Equalize instructional day for primary grades with upper grade day through collective bargaining.		Costs to be determined	Failed to gain consensus to lengthen primary day. As an alternative, the Board of Trustees approved common bell schedules for recess and lunch for students in Grades K-3 district-wide.The schedule adjustment will allow fifteen minutes of additional morning academic instruction in primary grades.	
Scope of service: All Schools √ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of All Schools √ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)	
1.7 Assign instructional assistants to support classroom instruction.		$400,000 General Fund	Instructional assistants have been placed on rotating schedules within classrooms. Instructional assistants help teachers with small group or individual support for students and with some preparation of materials and grading of papers.	$400,000 General Fund
Scope of service: All Schools √ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of All Schools √ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.8 District to provide training to teachers on behavioral strategies for students in need of academic, social, or behavioral support	Costs to be paid by Santa Barbara County SELPA	Voluntary training resulted in special education teachers and instructional assistants as the only participants. As an alternative, teachers at each school met in grade-level teams to plan behavioral management programs appropriate to their individual setting.	Costs to be paid by Santa Barbara County SELPA Staff costs embedded within budget
Scope of service: All Schools _√_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools _√_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015				
Planned Actions/Services			**Actual Actions/Services**	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1.9 Teachers to provide differentiated instruction to support mastery of lesson content for students in need of assistance.	No additional costs		Differentiated instruction is being provided. Delivery of this instructional model needs to be expanded. The target is more differentiated instruction in terms of content, process, or product as evidenced by such strategies as tiered lessons, group investigations, varied journal prompts, jigsaw activities, and flexibly grouped small group instruction. Differentiated instruction relies upon frequent formative assessment and instructional adjustment.	No additional costs
Scope of service: All Schools			Scope of service: All Schools	
__ALL			__ALL	
OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient √ Other Subgroups:(Specify) Any student in need of academic assistance.			OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient √ Other Subgroups:(Specify) Any student in need of academic assistance.	

LCAP Year: 2014-2015				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
1.10 Intervention teachers to provide supplemental support or enrichment according to student learning need.		$75,000 General Fund	Intervention teachers are scheduled with time to support advanced and struggling learners. This support is either provided in coordination with classroom instruction or as a supplement to augment the learning time provided in the general education classroom.	$75,000 General Fund
Scope of service:	All Schools		Scope of service:	All Schools	
√ ALL			√ ALL		
OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.11 Ongoing formative assessments, flexible instructional groupings, appropriate and challenging tasks, reteaching as necessary, and differentiated instruction will all be components of our instructional program. Principals to analyze performance data to identify learning trends.		No anticipated cost	All components are being addressed, ongoing and continuous improvement is required. The result will reflect ongoing assessment with differentiated instruction visible in flexible groupings and variation in learning process, content, or product.	No anticipated cost
Scope of service:	All Schools		Scope of service:	All Schools	
√ ALL			√ ALL		
OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.12 iPads, MacBooks, iPod Touches, and Desk Top computers will be used to help students prepare reports, models, and other demonstrations of learning. Continue participation in Computers for Families to support involvement of students from low-income families.	$127,000 General Fund $60,000 General Fund for IT Technician $75,000 Common Core Funds for Computer Labs for Assessment	Paid for lease of computers and iPads; hired IT technician, installed PC testing labs, and additionally installed teacher presentation stations in every classroom. Participation continued in Computers for Families Program. CFF is critical to including low-income families with access to technological learning strategies.	$127,000 General Fund $60,000 General Fund for IT Technician $75,000 Common Core Funds for Computer Labs for Assessment Added $165,000 Measure L Bond Funds for classroom presentation stations
Scope of service: All Schools		Scope of service: All Schools	
√ ALL		√ ALL	
OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.13 Principals to analyze performance data to identify trends	No added cost	Principals and teachers review site-based and classroom performance data; we continue to await availability of state standardized score reports.	No added cost
Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.14 Improve reading instruction through library services.	$66,000 annually District General Fund	Library technician employed at each of three schools. Librarians guide weekly classroom visits to the library, as well and maintain open hours for students to access library services at other times during the day. The efforts of the technicians support school efforts to promote literacy.	$66,000 annually District General Fund
Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015				
Planned Actions/Services		**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated Actual Annual Expenditures**
1.15 Adopt common core instructional materials.		$250,000 Common Core Funds and District General Fund	Recommended adoption of Houghton,Mifflin-Harcourt *Math Expressions* and *College Preparatory Mathematics.* Provided in-service, employed math coaches, and purchased instructional materials. Math coaches continue ongoing assistance to classroom teachers with common core mathematics standards and practices. Additional math in-service is planned going into next school year.	$250,000 Common Core Funds and District General Fund
Scope of service:	All Schools		Scope of service: All Schools	
√ ALL			√ ALL	
OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			The following adjustments are needed following the review of this update: 1. Report cards need to be reviewed at year's end to assess final goal attainment. 2. Maintain ongoing evaluation of supplemental support from reading specialists, intervention teachers, or small group instruction to ensure services are provided to our students most in need. 3. Explore with the Board of Trustees the possibility of summer school in 2015. 4. Assess the impact on student achievement of additional morning instructional time, leading to consideration of added time if positive effects are noted. 5. Continue exploration for other opportunities for behavioral management training for staff. 6. Once they are available, make sure that the formative assessments on the Digital Library are put to use. 7. We will increase instructional minutes in the morning before lunch for primary grades. 8. The focus on behavioral intervention strategies is now site-based rather than through district in-service. 9. Focus upon meeting academic goals in mathematics for our English Learners.	

Original GOAL from prior year LCAP:	2. To ensure that English Learners acquire academic English proficiency as rapidly as possible.	Related State and/or Local Priorities: 1 2 √ 3 √ 4 √ 5 √ 6 √ 7 _____ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____

Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: English Learners, Reclassified Fluent-English Proficient

Expected Annual Measurable Outcomes:	2.1 Attain AMAO Goals 1 and 2 on CELDT.	Actual Annual Measurable Outcomes:	AMAO Goals 1 and 2 met on Title III Progress Report.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.2 Daily intervention and enrichment time.	$75,000 per year, General Fund, for Intervention Teachers	Daily intervention and enrichment time provided. These times support differentiated learning activities aligned with diagnosed student learning needs. Schedules for Intervention and Enrichment vary by school.	75,000 per year, General Fund, for Intervention Teachers
Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 Provide certificated reading specialists and small group instruction and supplemental reading instruction for students in need of assistance.	$200,000 District General Fund and Title I Funds	.5 FTE deployed at each school; small group reading instruction offered in all schools and classrooms. Reading specialists help underachieving students and also support Response to Intervention as an alternative to referral or placement in special education programs.	$200,000 District General Fund and Title I Funds
Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.4 After school tutorial instruction for students in need of assistance.	$25,000 General Fund and Title I Funds	After school tutorials offered at Hope School; unallocated monies set aside for possible pilot summer school tutorial program. The after school program, as well as the summer possibility, reflect current research that supports additional time as the foundation of accelerated achievement.	$25,000 General Fund and Title I Funds, if forwarded to summer school program. $8,300 has been encumbered for Hope After School Program
Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: Hope School __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
2.5 Equalize instructional day for primary grades with upper grade day through collective bargaining.		Costs to be determined	Failed to gain consensus to lengthen primary day. As an alternative, the Board of Trustees approved common bell schedules for recess and lunch for students in Grades K-3 districtwide. The schedule adjustment will allow fifteen minutes of additional morning academic instruction in primary grades.	
Scope of service:	All Schools		Scope of service: All Schools	
__ALL			__ALL	
OR: √ Low Income pupils √ English Learners __Foster Youth √ Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: √ Low Income pupils √ English Learners __Foster Youth √ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.6 Provide English Learners with Daily English Language Development activities.	$275,000 District General Fund and Title I for Reading Specialists and Intervention Teachers	Daily ELD provided to English Learners. Language instruction is offered either within the general education classroom or as a pullout tutorial with an intervention teacher, reading specialist, or certificated tutor.	$275,000 District General Fund and Title I for Reading Specialists and Intervention Teachers
Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.7 Preview and review activities provided to students in need of assistance.	No Cost	Preview and review provided in K-6 classrooms. The supplemental instruction promotes skill acquisition and mastery.	No cost
Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.8 Intervention teachers to provide support to students in need of assistance.	$75,000 District Funds	Interventions teachers employed to help students at each school. Diagnostic, ongoing assessment is used to identify learning objectives for students targeted for intervention teacher support.	$75,000 District Funds
Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.9 Differentiated instruction to meet needs of English Learners. Academic vocabulary development. Assistance for long-term English Learners.	No anticipated costs, 2014-2015	Teachers provide differentiated instruction within general education classrooms. Academic vocabulary development provided to boost English-language proficiency and comprehension of content reading and literature. Assistance for long-term English Learners is also provided. In most cases, long-term English Learners are also students with special learning needs.	No anticipated costs
Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient Other Subgroups:(Specify)		Scope of service: All Schools __ALL OR: √_Low Income pupils √_English Learners __Foster Youth √_Redesignated fluent English proficient Other Subgroups:(Specify)	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.10 Explore possibility of hiring a community liaison to promote parent education and engagement; translation services in English and Spanish.	If feasible, $15,000-$40,000 per year at all three schools	Community liaison hired at Hope School; translation provided at all three schools. The community liaison has been essential to increasing the involvement of Spanish-speaking parents in school activities. The liaison also promotes communication between teachers and parents regarding the academic and social growth of students.	$15,000 Community Liaison; $1,000 for translation annually
Scope of service: All Schools		Scope of service: Hope School; All Schools	
__ALL OR: √ Low Income pupils √ English Learners __Foster Youth √ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: √ Low Income pupils √ English Learners __Foster Youth √ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.11 Provide an R-FEP student in need of assistance with appropriate support and supplemental instruction.	No added cost	Principals and staff review progress of R-FEP students. R-FEP students in need of assistance are referred for after school support, reading teacher support, intervention teacher support, or flexible in-class groupings to provide instruction based upon student learning needs.	
Scope of service: All Schools		Scope of service: All Schools	
__ALL OR: __Low Income pupils __English Learners __Foster Youth √ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth √ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Original GOAL from prior year LCAP:	3. To maximize engagement of students and parents to support student achievement.	Related State and/or Local Priorities: 1___ 2___ 3_√_ 4___ 5_√_ 6_√_ 7___ 8_√_ COE only: 9___ 10___ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All students and numerically significant subgroups.	

Expected Annual Measurable Outcomes:	Student attendance rate of 95% or higher. Suspension rate of 2% or lower. Increased parent attendance rate. 70% or higher survey scores on California Healthy School Kids Survey, items pertaining to feelings of connectedness and safety.	Actual Annual Measurable Outcomes:	Attendance rate is 95% or higher. Suspension rate is 2% or lower. Parent participation at meetings is about the same as last year. CHKS results not yet in for this year.

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Continue parent education activities.	Site budgets, costs undetermined	Parent education held at school level; District English Learner Advisory Committee already met once to approve revised reclassification criteria. Additional meetings will be held, in particular to get parent input regarding the LCAP. Parent education has been provided to help parents deal with emotional issues in school-age children. In the past, they have also addressed the academic and social needs of gifted children.	Site budgets, costs undetermined
Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 Administer California Healthy Kids Survey to measure feelings of school connectedness	No added cost	Surveys administered in November, results not yet available. Past surveys have demonstrated high levels of students feeling connected to school.	No added cost
Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools √ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.3 District to provide behavioral strategy in-service to all teachers to assist with academic, social, and behavioral support.	$10,000 Common Core Funds	Training provided only to special education staff. General education staff worked in Professional Learning Teams to develop strategies and plans to work with students with special needs. Ongoing discussion is held at schools to modify and implement evolving plans based upon student behavioral needs.	$10,000 Common Core Funds not expended, SELPA paid the cost
Scope of service: All Schools √ ALL - OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools √ ALL - OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The following adjustments are needed following the review of this update: 1. Continue to closely monitor and stay in contact with homes regarding school attendance. 2. Continue to consider options to suspension in school disciplinary matters. 3. Review CHKS data once available. 4. Provide continued focus upon engagement of English Learner parents.	

Original GOAL from prior year LCAP:	4. Provide common core standards instruction.	Related State and/or Local Priorities: 1 √ 2 √ 3__ 4___ 5___ 6__7___8___ COE only: 9___10___ Local : Specify _____

Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100% ongoing compliance	Actual Annual Measurable Outcomes:	100% ongoing compliance as measured by Williams Reporting requirements.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 District to purchase materials, provide professional development, and implement curriculum in alignment with common core standards	$150,000 District and Common Core Funds	District adopted and purchased mathematics materials for teachers and students. Professional development provided in fall, 2014, and will be continued in spring, 2015. Math coaches will continue follow-up training. District Grade-Level Meetings will also allow teachers to support one another with lesson ideas and effective teaching strategies.	$250,000 District and Common Core Funds
Scope of service: All Schools		Scope of service: All Schools	
__√_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__√_ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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4.2 Principals to provide inservice at the start of the year regarding common core standards and common core instruction.	$400,000 for Instructional Assistant staff.		Inservice has been provided and will continue to be provided on an ongoing basis. District in-service and grade-level meetings focus upon common core standards in mathematics. Math coaches will also be available as lesson idea and instructional strategy mentors to other teachers.	$400,000 for Instructional Assistant staff.
Scope of service: All Schools			**Scope of service:** All Schools	
√ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			√ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.3 Equalize instructional day for primary grades with upper grade day through collective bargaining to negotiate effects of primary day ending at 3 PM.	Costs determined pending outcome of negotiations		Length of day was not extended; instead agreed to increase number of instructional minutes during morning hours. The increase allocation of minutes to morning instruction promotes greater amounts of engaged learning time for academic subjects.	No additional costs.
Scope of service: All Schools			**Scope of service:** All Schools	
√ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			√ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			Schools to use site budgets to purchase mathematics instructional materials to support TK instruction. We have had to increase expenditures by $100,000 for common core mathematics materials. We now have our mathematics adoptions selected. We are prepared to implement with in-service and materials. Continue implementation of professional development to support English-Language Arts and Mathematics instruction.	

Original GOAL from prior year LCAP:	5. Provide properly credentialed teachers and high quality conditions of learning.	Related State and/or Local Priorities: 1 √ 2 √ 3___ 4___ 5___ 6___ 7 √ 8___ COE only: 9___ 10___ Local : Specify _____

Goal Applies to:	Schools: All Schools
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	100% attainment on Williams Reports regarding materials, facilities, and teacher credentials, and upon teaching credential review.	Actual Annual Measurable Outcomes:	Goals attained at 100%.

LCAP Year: 2014-2015

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
5.1 Manage budget in an effort to maintain a competitive salary schedule as budget permits within collective bargaining agreements.		Determine Costs according to agreements	Settled with HDTA at an approximate 3% ongoing salary schedule increase. Negotiations for salary and benefits is underway now for the 2015-2016 school year, and possibly retroactive to July 1.		Approximately $225,000 per year
Scope of service:	All Schools		Scope of service:	All Schools	
√ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____			√ ALL OR: __Low Income pupils English Learners __Foster Youth Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			-- Changes to salary schedules and employee benefits to occur as agreed to as part of collective bargaining process.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP.

Duplicate and expand the fields as necessary.

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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:	$ 390,486

After School Programs	$25,000
ELAC Parent Education	$5,000
Translation	$1,000
Instructional Assistants	$200,000
Community Liaison	$4,500
Reading Specialists	$199,000
Summer School	$23,000

Each of these programs either exclusively benefit the educational needs of unduplicated count students and families, or as in the case of reading specialists and instructional assistants, primarily target the needs of language minority students, students from low-income families, or underperforming students.

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.

5.94%

Reduced class size, instructional assistants, reading specialists, community liaisons, ELAC parent education, translations, summer school, instructional strategies such as visible thinking, and extended learning time in the primary morning schedule are all programs or services provided primarily to support the academic needs for students with unduplicated needs. These program and services would be unavailable without the allocation of supplemental funds to provide support for students in need of academic assistance.

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

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 school days 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).

8-22-14 [California Department of Education]