

## **Section 1: Stakeholder Engagement**

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

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

### **Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>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 and a second survey of all parents and staff regarding schools, programs, and staff. Results from the two surveys were presented to the LCAP Committee and Board of Trustees.</p> <p>On April 6, the committee also reviewed data reports and progress updates regarding the eight priority areas targeted by the state. Following a review of the current plan, the committee proposed revisions to existing plans and generated a plan to extend LCAP programs and services into the 2018-2019 school year.</p> <p>Data that the committee reviewed as the basis for LCAP development included:</p> <ul style="list-style-type: none"> <li>•Teacher Credentialing and Assignment</li> <li>•Williams Complaints Regarding Instructional Materials and Facilities</li> <li>•Statewide Assessments Including Adequate Yearly Progress and Academic Performance Index</li> <li>•English Learner Progress on Annual Measures of Academic Objectives</li> <li>English Learner Reclassification Rate</li> <li>•School Attendance Rates</li> <li>•Chronic Absenteeism Rates</li> <li>•Suspension Rates</li> <li>•Expulsion Rates</li> <li>•Site-Based Assessment Results</li> </ul>	<p>The committee and public input process resulted in a variety of modifications to the draft LCAP. These changes include:</p> <ul style="list-style-type: none"> <li>•Summer School For Struggling Learners (Goal 1)</li> <li>•Community Liaison to Promote Involvement of Underrepresented Parents Goal 1)</li> <li>•Parent Education Through Padres Unidos for Spanish-Speaking Families (Goal 4)</li> <li>•After School Literacy and Homework Help Programs to Support Low-Achieving Students (Goal 1)</li> <li>•New Curriculum Materials for Students with Special Needs (Goal 3)</li> <li>•Funds for Resident Experts, teachers with specialized curricular knowledge or skills, to coach colleagues to implement the techniques. (Goals 1, 2, 3)</li> <li>•Increased instructional time in the morning for primary grades. (Goals 1, 2, 3)</li> <li>•Professional Development in Common Core Mathematics Instruction. (Goals 1, 2, 3)</li> <li>•Summer Library Hours at each campus. (Goal 1)</li> <li>•Summer Computer Lab Hours at each campus. (Goal 1)</li> <li>•Expansion of designated and Integrated ELD Instruction within the General Education Classroom. (Goal 1)</li> <li>•Intervention and Enrichment Support in General Education Classrooms. (Goals 1 and 2)</li> <li>•Improved Spanish Language Translation and Interpretation Services (Goal 4)</li> </ul>

<p>The committee met April 6 to advise plan preparation. These meetings were scheduled to permit advisory groups to comment on the plan before presentation to the Board of Trustees on May 9, June 13, and June 14.</p> <p>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 consulted at its meeting held April 26. As required, the superintendent posted the plan on the District web site to offer 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 May 9. Finally, the plan was presented as an open agenda item at the June 13 meeting of our Board of Trustees. Following public discussion and consideration, the Board voted to approve the plan on June 14.</p>	
<p><b>Annual Update:</b> In 2015-2016, the LCAP Committee of parents, teachers, classified staff, administration, business manager, and superintendent was reconvened of April 6.</p> <p>In addition, an overview of the LCAP, the process, and progress to date was provided at Town Hall Meetings of the Board of Trustees. A Town Hall Meeting was held at each of our three sites on the following schedule:</p> <p>Hope School November 16  Monte Vista School December 1  Vieja Valley School January 21</p> <p>The proposed revisions and additions were reviewed by School Site Councils and the District English Learner Advisory Council on April 26. The plan was posted on our District web site, and public comment was solicited. In addition, the plan was presented for public discussion at a hearing at the Board of Trustees meeting on May 9. Finally, the plan was an open agenda item at the Board meeting of June 13, and taken for final approval at the meeting on June 14.</p>	<p><b>Annual Update:</b> The 2015-2016 LCAP revision process resulted in several key changes to the plan as we move forward. These changes include:</p> <ul style="list-style-type: none"> <li>• Exploration and renewed definition of the scope and role of resident experts in providing site-based opportunities for professional development. (Goal 1)</li> <li>• Clarification that goals pertaining to attainment of academic achievement objectives should be measured through analysis of report card grades at year's end. (Goal 1)</li> <li>• An upgrade to the link on the District web site regarding GATE program information. This upgrade will include program resources at the site and district levels. (Goal 2)</li> <li>• Re-allocation of some professional development money to provide ongoing financial support for a District behavior interventionist. (Goal 3)</li> <li>• Continued funding to offer additional Spanish language parent education workshops in 2016-2017.</li> <li>• A commitment to maintain and expand translation</li> </ul>

	<p>services. (Goals 1, 2, 3, and 4)</p> <ul style="list-style-type: none"><li>• Maintenance of funding for bilingual community liaisons. (Goals 1 and 4)</li><li>• Implementation of the staff and community survey of district programs and services. Results will be used to drive site and district reforms to better meet the needs of students and families. (Goal 4)</li></ul>
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<b>GOAL:</b>	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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
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<b>Identified Need :</b>	District assessment scores give clear evidence of the need to improve the achievement of our Latino, English Learner, and Low-Income student subgroups.
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<b>Goal Applies to:</b>	Schools: All Schools	<b>Applicable Pupil Subgroups:</b> All students with an emphasis on Latino, English Learners, and Low-Income student subgroups.
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**LCAP Year 1: 2016-2017**

<b>Expected Annual Measurable Outcomes:</b>	In addition to state and federal accountability measures, the District will use the following local measures: Seventy-five percent or more of student report card grades will achieve scores of 3 or 4 by the third trimester. 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 an annual goal of 20%.
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
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<p>1.5 Standardize research based instructional strategies in every classroom.</p> <ul style="list-style-type: none"> <li>• A definition for “Resident Experts” will be affirmed to include: <ul style="list-style-type: none"> <li>• Coaching</li> <li>• Team learning with follow-up</li> <li>• Peer Observation and Instructional Rounds with follow-up</li> <li>• Staff Meeting and Site Team Meeting presentations and funding will continue to be provided in consultation with site administrators.</li> </ul> </li> <li>• Designated ELD Instruction, supplemented by integrated ELD within general education classroom, as appropriate to setting.</li> <li>• Provide professional development in ELA and Integrated ELD with new Language Arts adoption.</li> <li>• Maintain the number of regular classroom teachers to reduce class sizes.</li> <li>• All teachers will be appropriately credentialed and assigned.</li> <li>• All students will be provided sufficient instructional materials from the English-Language Arts and Mathematics adoptions.</li> </ul>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$75,000 Unrestricted general fund Obj. 1000 and 3000 For Teacher Full-Time Equivalent (FTE) to Reduce Class Size</p> <p>\$40,000 Teacher Eff. Grant Professional Development Obj. 1000-3000</p> <p>\$2,520 Teacher Eff. Grant Obj. 1000 and 3000 - Resident Experts</p>
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1.6 Formative and Summative Assessment will inform day-to-day instruction and provide the diagnostic basis for targeted intervention and enrichment.</p> <p>For example,</p> <ul style="list-style-type: none"> <li>• PLC training (i.e Book Study) will be provided as needed by site.</li> <li>• Grade-level PLCs will conduct on-going self-assessment.</li> </ul>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000: \$21,500 Teacher Effectiveness Grant Professional Development Obj 1000 - 3000 \$3,500 – obj. 5000</p>
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<p>1.7 Implement Multi-Tiered Systems of Support for Tier 1 and Tier 2 students.</p> <ul style="list-style-type: none"> <li>• Continue to evaluate the effectiveness of our interventions through PLCs.</li> <li>• Use Lexia (K-2) and Reading Plus (3-6) with fidelity.</li> <li>• Involve students in goal setting to encourage student ownership of their learning</li> <li>• Continue to provide Afterschool Literacy Tutoring and Homework Help programs at each site.</li> </ul>	<p>All Schools</p>	<p>___ ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$200,000 Supplemental Reading Specialists at 3 campuses Obj 1000-3000</p> <p>\$90,000 Supplemental Intervention/ Enrichment Specialists Obj. 1000-3000</p> <p>\$200,000: \$85,000 – Title I, \$115,000 Supplemental Instructional Asst. Obj. 2000-3000</p> <p>\$60,000 Unrestricted general fund Obj. 1000 and 3000 - School Based Counselors</p> <p>\$25,000 Unrestricted general fund Obj. 1000 and 3000—After School Program</p> <p>\$25,000 See Section 1.6 Obj 1000 3000</p>
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<p>1.8 Continue to provide District summer school and Library/ Media programs and collect data to determine effectiveness of these programs.</p>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$23,000 Supplemental Obj 1000- 3000— Summer School \$2,100 Unrestricted general fund Obj. 2000- 3000— Summer Library Hours</p>

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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	District AYP scores document 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.		
<b>LCAP Year 2: 2017-2018</b>				
Expected Annual Measurable Outcomes:	In addition to state and federal accountability measures, the District will use the following local measures: Seventy-five percent or more of student report card grades will achieve scores of 3 or 4 by the third trimester. 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 an annual goal of 20%.			
<b>Actions/Services</b>	Scope of Service	<b>Pupils to be served within identified scope of service</b>		Budgeted Expenditures

<p>1.9 Standardize research based instructional strategies in every classroom</p> <ul style="list-style-type: none"> <li>• Provide professional development as needed to ensure teacher effectiveness in all curricular areas; the focus this year will be on the Next Generation Science Standards</li> <li>• All teachers will be appropriately credentialed and assigned.</li> <li>• All students will be provided sufficient instructional materials from the English-Language Arts and Mathematics adoptions.</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$75,000 Unrestricted General Fund, Certificated Salaries—to Reduce Class Size Obj. 1000- 3000</p> <p>\$25,000 unrestricted general funds Professional Development \$207,386 Supplemental- Certificated Salaries— Reading Specialists Obj. 1000-3000</p> <p>\$2,520 Unrestricted General Fund, Certificated Salaries— Resident Experts Obj. 1000-3000</p> <p>\$200,000 Supplemental- Classified Salaries— Instructional Assistants Obj. 2000-3000</p>
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<p>1.10 Formative and Summative Assessment will inform day-to-day instruction and provide the diagnostic basis for targeted intervention and enrichment.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000 unrestricted general fund Professional Development Obj. 1000-3000</p>
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and Tier 2 students.

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient

Other Subgroups:(Specify) \_\_\_\_\_

\$120,000  
unrestricted  
General Fund,  
Certificated and  
Classified  
Salaries—  
Intervention/  
Enrichment  
Specialists Obj.  
1000-3000  
\$200,000  
\$115,000  
Supplemental  
Funds, \$85,000  
Title I,  
Classified  
Salaries—  
Instructional  
Assistants Obj.  
1000-3000  
\$75,000  
unrestricted  
General Fund,  
Certificated  
Salaries—  
School- Based  
Counselors Obj  
1000-3000  
\$25,000  
Unrestricted  
General Fund,  
Certificated  
and Classified  
Salaries—After  
School Program  
Obj. 1000-3000  
\$25,000  
Teacher  
Effectiveness  
Grant  
Professional  
Development

<p>1.12 Evaluate the effectiveness of our extended day and extended year programs.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$23,000 unrestricted General Fund, Certificated and Classified Salaries— Summer School Obj. 1000-3000</p> <p>\$2,100 unrestricted General Fund, Classified Salaries — Summer Library Hours Obj. 2000-3000</p>
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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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	District AYP scores document 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.		
<b>LCAP Year 3: 2018-2019</b>				
Expected Annual Measurable Outcomes:	In addition to state and federal accountability measures, the District will use the following local measures: Seventy-five percent or more of student report card grades will achieve scores of 3 or 4 by the third trimester. 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 an annual goal of 20%.			
<b>Actions/Services</b>	Scope of Service	<b>Pupils to be served within identified scope of service</b>		Budgeted Expenditures

All Schools

1.13 Standardize research based instructional strategies in every classroom.

- Provide professional development as needed to ensure teacher effectiveness in all curricular areas.
- All teachers will be appropriately credentialed and assigned.
- All students will be provided sufficient instructional materials from the English-Language Arts and Mathematics adoptions.

ALL

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient

Other Subgroups:(Specify)\_\_\_\_\_

\$75,000  
Unrestricted  
General Fund,  
Certificated  
Salaries—For  
Teacher Full-  
Time  
Equivalent  
(FTE) to Reduce  
Class Size Obj.  
1000-3000

\$25,000  
unrestricted  
general fund  
Professional  
Development  
Obj. 1000-3000  
\$207,386  
Supplemental  
Certificated  
Salaries—  
Reading  
Specialists Obj.  
1000-3000

\$2,520  
unrestricted  
General Fund,  
Certificated  
Salaries—  
Resident  
Experts Obj.  
1000-3000

\$200,000  
Supplemental  
Classified  
Salaries—  
Instructional  
Assistants Obj.

<p>1.14 Formative and Summative Assessment will inform day-to-day instruction and provide the diagnostic basis for targeted intervention and enrichment.</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,000 unrestricted general funds Professional Development Obj. 1000-3000</p>
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and Tier 2 students

1.16 Evaluate the effectiveness of our extended day and extended year programs.

All Schools

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)\_\_\_\_\_

Supplemental  
Certificated  
Salaries—  
Reading  
Specialists Obj.  
1000-3000  
\$120,000  
unrestricted  
General Fund,  
Certificated  
and Classified  
Salaries—  
Intervention/  
Enrichment  
Specialists Obj.  
1000-3000  
\$200,000  
Supplemental  
Classified  
Salaries—  
Instructional  
Assistants Obj.  
2000-3000  
\$75,000  
unrestricted  
General Fund,  
Certificated  
Salaries—  
School- Based  
Counselors Obj.  
1000-3000  
\$25,000  
Unrestricted  
General Fund,  
Certificated  
and Classified  
Salaries—After  
School Program  
Obj. 1000-3000  
\$25,000  
unrestricted  
general funds  
Professional

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_✓_ 2_✓_ 3_✓_ 4__ 5__ 6__ 7_✓_ 8_✓_ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Board of Trustees Goals indicate a focus on ensuring that academic needs are met for all students.			
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	GATE-Identified, High-Achieving, English Learners		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	Maintain a 90% or higher positive response rate among parents, staff, and administration on 2015-2016 community survey.  Eighty percent of GATE identified students will meet or exceed standards on the Smarter Balanced Assessment.  District staff will develop a bank of extension lesson ideas available to all district teachers.  Updated GATE information will be posted quarterly on district website and other public communications.			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>2.6 Provide appropriately leveled instruction:</p> <ul style="list-style-type: none"> <li>• Implement Common Core Standards to encourage multiple strategies for problem-solving and critical thinking</li> <li>• Small, flexible groupings of students</li> <li>• Differentiation with certificated specialist support</li> <li>• Extensions, acceleration, or both, embedded in instruction and during Intervention and Enrichment time</li> <li>• Focused, optional extensions for home</li> <li>• Weekly pull-out classes for GATE-identified students</li> <li>• Teachers at each school will create a collection of extension lessons for advanced learners.</li> <li>• Extension homework to be offered advanced students.</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, <u>High Achieving Learners</u></p>	<p>\$30,000- unrestricted General fund Obj. 1000 and 3000</p> <p>\$90,000 See Section 1.7 Obj. 1000-3000</p>
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>2.7 Professional Development</p> <ul style="list-style-type: none"> <li>• Send four teachers and District GATE teacher to CAG conference in spring. Teachers to represent K-2, 3-4, and 5-6. Alternate years, staff will attend summer GATE Institute instead of CAG.</li> <li>• Provide peer observation and specialist modeling of best practices for classroom teachers</li> <li>• 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</li> <li>• Share and implement extension lesson ideas for classroom</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, <u>High Achieving Learners</u></p>	<p>\$4,500 unrestricted general funds-Travel and Conf.—CAG Conf. Obj 1000 and 3000,</p> <p>\$25,000 See Section 1.6 Obj. 1000 - 3000</p>

<p>2.8 Parent Communication</p> <ul style="list-style-type: none"> <li>• Maintain bilingual community liaison to act as information resource for parents</li> <li>• Update school, teacher, and District websites</li> <li>• Schedule Parent Information Night in fall</li> <li>• Provide focused, optional extension lessons for homework</li> <li>• Invite Community Experts in GATE education</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, High Achieving Learners</p>	<p>\$4,500 Supplemental —Community Liaison Obj. 2000-3000</p>
<p>2.9 Collaboration</p> <ul style="list-style-type: none"> <li>• Research multiple measures for additional EL inclusive assessments for GATE identification</li> <li>• Assign bilingual community liaison to act as information resource for parents as mentioned in sections 2.8 and 4.10</li> <li>• Explore possibility of allocating funds for team strategy grants</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, High Achieving Learners</p>	<p>\$4,000 unrestricted general fund Instructional Materials — Assessments Obj. 4000</p> <p>\$4,500 See Section 2.8, Obj. 2000-3000</p>



<p>2.11 Professional Development</p> <ul style="list-style-type: none"> <li>• Send four teachers and District GATE teacher to CAG conference in spring—one teacher each from Grades K-2, 3-4, and 5-6. Attend GATE Summer Institute in alternate years</li> <li>• 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.</li> <li>• Share and implement extension lesson ideas through cross grade-level meetings</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, High Achieving Learners</p>	<p>\$4,000 unrestricted general fund Travel and Conference— CAG Conference Obj. 2000-3000</p> <p>\$25,000 unrestricted general fund Professional Development Obj. 1000-3000</p>
<p>2.12 Parent Communication</p> <ul style="list-style-type: none"> <li>• Maintain bilingual community liaison to act as information resource for parents</li> <li>• Update District, school, and teacher websites</li> <li>• Invite Community Experts in GATE Education to speak at Parent Information Night</li> <li>• Schedule Parent Information Night in Fall</li> <li>• Offer focused, optional extension activities for completion at home</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, High Achieving Learners</p>	<p>\$4,500 Supplemental Classified Salaries— Community Liaison Obj. 2000-3000</p>

<p>2.13 Accessibility</p> <ul style="list-style-type: none"> <li>• Use bilingual community liaison to act as information resource for parents</li> <li>• Implement multiple measures for increased identification of English Learners for GATE</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, High Achieving Learners</p>	<p>See Section 2.12</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.16 Parent Communication</p> <ul style="list-style-type: none"> <li>• Maintain bilingual liaison to act as information resources for parents</li> <li>• Update District, site, and teacher websites</li> <li>• Invite community expert in GATE education</li> <li>• Schedule Parent Information Night in fall</li> <li>• Focused, optional extensions for home</li> </ul>	All Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, <u>High Achieving Learners</u></p>	<p>\$5,000</p> <p>unrestricted</p> <p>General Fund—</p> <p>Classified</p> <p>Salaries Obj.</p> <p>2000-3000</p>
<p>2.17 Accessibility</p> <ul style="list-style-type: none"> <li>• Use bilingual community liaison as an information resource for parents.</li> </ul>	All Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> GATE-Identified, <u>High Achieving Learners</u></p>	<p>\$2,520</p> <p>unrestricted</p> <p>General Fund—</p> <p>Classified</p> <p>Salaries Obj.</p> <p>2000-3000</p>

<b>GOAL:</b>	3. To maximize and accelerate student learning and achievement for all students with exceptional needs.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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**Identified Need :** To support students with exceptional needs, the District has identified the following priorities: Provide professional development to meet diverse student learning needs, implement evidence based interventions, and foster team responsibility for student success through ongoing collaborative learning activities.

<b>Goal Applies to:</b>	Schools: All Schools	Applicable Pupil Subgroups: Students identified with exceptional needs.
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**LCAP Year 1: 2016-2017**

<b>Expected Annual Measurable Outcomes:</b>	Eighty percent of IEP goals will be attained. The percentage of students with exceptional needs who meet or exceed SBAC standards will increase to 20% in English-Language Arts, 19% in Mathematics.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Evidence-based instructional strategies in classrooms and intervention groups. <ul style="list-style-type: none"> <li>• Students with IEPs receive Tier III evidence-based instruction and intervention with appropriate frequency, duration and intensity.</li> <li>• Implement common core state standards aligned, evidence-based intervention materials for reading and mathematics.</li> <li>• Ongoing progress monitoring measures will be administered, documented monthly, and reviewed to evaluate student progress and determine effectiveness of intervention provided.</li> <li>• Evidence-based instructional strategies implemented to accelerate student learning, such as visible thinking routines, universal design for learning, student feedback, and differentiated instruction.</li> <li>• District ELA and mathematics curriculum materials are used for appropriate intervention groups.</li> </ul>	All Schools	<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u>	\$5,000  Unrestricted general fund - Instructional Materials Obj. 4000
3.2 Professional Development		<input type="checkbox"/> ALL	\$3,000

<ul style="list-style-type: none"> <li>• Instructional Assistant Training Maintain established level and quality of instructional assistant training including re-certification as needed for new staff members.</li> <li>• Reading Certification—Assessment and Instruction All special education teachers have completed assessment and reading instruction best practices training, such as SELPA Reading Certification training.</li> <li>• Special education and general education teachers participate in Universal Design for Learning training.</li> </ul>	All Schools	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u>	Unrestricted general fund— Professional Development Obj. 2000-3000
3.3 Pilot Co-Teaching Model <ul style="list-style-type: none"> <li>• Contact co-teaching trainer or coach and explore feasibility of implementation for the 2016-2017 school year.</li> <li>• If feasible, pilot collaborative co-teaching model in at least one grade level</li> </ul>	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u>	\$4,000 unrestricted general fund Obj. 1000-3000
3.4 District Behaviorist <ul style="list-style-type: none"> <li>• District behaviorist will be employed to train staff and provide behavior intervention planning and behavior support for students exhibiting significant behavior challenges.</li> </ul>	All Schools	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u>	\$18,000: SELPA Mental Health Funding \$10,000 - Obj. 1000-3000, \$8,000 Obj. 5000
<b>Actions/Services</b>	Scope of Service	<b>Pupils to be served within identified scope of service</b>	Budgeted Expenditures

<p>3.5 Collaboration</p> <ul style="list-style-type: none"> <li>• Weekly PLC time will be scheduled between special education and general education teachers.</li> <li>• 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.</li> <li>• Scheduled time will be allocated for special education teachers to participate in peer observations.</li> <li>• Pending its feasibility, research and pilot collaborative co-teaching in at least one grade-level classroom.</li> </ul>	<p>All Schools</p>	<p>___ALL</p> <hr/> <p>OR:  ___Low Income pupils ___English Learners  ___Foster Youth ___Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p>	<p>No Cost</p>
<p>3.6 Technology and Software</p> <ul style="list-style-type: none"> <li>• Research progress monitoring data collection software applications. Make recommendation for 2017-2018 implementation.</li> <li>• Pilot project and task management software for team use.</li> <li>• Determine needed assessment and intervention software for 2017-2018 implementation.</li> </ul>	<p>All Schools</p>	<p>___ALL</p> <hr/> <p>OR:  ___Low Income pupils ___English Learners  ___Foster Youth ___Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p>	<p>No Cost</p>

GOAL:	3. To maximize and accelerate student learning and achievement for all students with exceptional needs.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> 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, implement evidence based interventions, and foster team responsibility for student success through ongoing collaborative learning activities.			
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	Students identified with exceptional needs.		
<b>LCAP Year 2: 2017-2018</b>				
Expected Annual Measurable Outcomes:	Eighty percent of IEP goals will be attained. The percentage of students with exceptional needs who meet or exceed SBAC standards will increase to 25% in English-Language Arts, 24% in Mathematics.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
3.7 Evidence based instructional strategies in classrooms and intervention groups. <ul style="list-style-type: none"> <li>Students with IEPs receive Tier III evidence based instruction and intervention with appropriate frequency, duration, and intensity.</li> <li>Evidence-based intervention materials aligned with common core state standards, purchased and implemented in the areas of reading and math.</li> <li>Ongoing progress monitoring measures will be administered, documented monthly, and reviewed to determine effectiveness of interventions provided.</li> <li>Evidence-based instructional strategies implemented to accelerate student learning, for example, Visible Thinking Routines, Universal Design for Learning, student feedback, and differentiated instruction.</li> <li>Use District ELA curriculum materials for appropriate intervention groups.</li> </ul>	All Schools	<input type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u>		\$50,000 unrestricted General Fund— Instructional Materials Obj 4000

<p>3.8 Professional Development</p> <ul style="list-style-type: none"> <li>• Instructional Assistant Training Maintain established level and quality of instructional assistant training including recertification as needed for new staff members.</li> <li>• Reading Certification—Assessment and Instruction All special education teachers have completed assessment and reading instruction best practices training, for example, SELPA Reading Certification Training.</li> <li>• Special education and general education teachers participate in Universal Design for Learning training</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p>	<p>\$3,000 unrestricted General Fund— Professional Development Obj. 1000-3000</p>
<p>3.9 Implementation of Co-Teaching Model</p> <ul style="list-style-type: none"> <li>• Co-teaching trainer or coach will provide regular training and coaching for co-teaching teams.</li> <li>• Expand co-teaching model to additional classrooms and teams.</li> </ul> <p>3.10 District Behaviorist</p> <ul style="list-style-type: none"> <li>• Explore and determine potential dual position of part-time District school psychologist and behaviorist position</li> <li>• Explore itinerant instructional assistant behavior aide position.</li> </ul>	<p>All Schools, Selected Sites</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p>	<p>No Additional Costs</p>

<b>GOAL:</b>	3. To maximize and accelerate student learning and achievement for all students with exceptional needs.	Related State and/or Local Priorities: 1√ 2√ 3__ 4√ 5__ 6__ 7√ 8√ COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** To support students with exceptional needs, the District has identified the following priorities: Provide professional development to meet diverse student learning needs, implement evidence based interventions, and foster team responsibility for student success through ongoing collaborative learning activities.

<b>Goal Applies to:</b>	Schools: All Schools	Applicable Pupil Subgroups: Students identified with special needs.
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**LCAP Year 3: 2018-2019**

<b>Expected Annual Measurable Outcomes:</b>	Eighty percent of IEP goals will be attained. The percentage of students with exceptional needs who meet or exceed SBAC standards will increase to 30% in English-Language Arts, 29% in Mathematics.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.11 Evidence-based instructional strategies in classrooms and intervention groups <ul style="list-style-type: none"> <li>• Students with IEPs receive Tier III evidence-based instruction and intervention with appropriate frequency, duration, and intensity.</li> <li>• Implement common core state standards aligned, evidence-based intervention materials for reading and mathematics.</li> <li>• Ongoing progress monitoring measures will be administered, documented monthly, and reviewed to evaluate student progress and determine effectiveness of intervention provided.</li> <li>• Evidence-based instructional strategies implemented to accelerate student learning, such as visible thinking routines, universal design for learning, student feedback, and differentiated instruction.</li> <li>• District ELA and mathematics curriculum materials are used for appropriate intervention groups.</li> </ul>	All Schools	__ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient √Other Subgroups:(Specify) __Students with Exceptional Needs	\$150,000 Unrestricted General Fund— Instructional Materials ELA Adoption Obj 4000

<p>3.12 Professional Development</p> <ul style="list-style-type: none"> <li>• Instructional Assistant Training Maintain established level and quality of instructional assistant training including re-certification as needed for new staff members.</li> <li>• Reading Certification—Assessment and Instruction All special education teachers have completed assessment and reading instruction best practices training, such as SELPA Reading Certification training.</li> <li>• Special education and general education teachers participate in Universal Design for Learning training.</li> </ul>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p>	\$3,000 General Fund— Professional Development Obj. 1000-3000
<p>3.13 Behavior Support</p> <ul style="list-style-type: none"> <li>• District behaviorist or dual role school psychologist/behaviorist employed to provide staff training, behavior intervention planning, and behavior support for students exhibiting significant behavior challenges.</li> <li>• Employ District itinerant instructional assistant behavior aide.</li> </ul>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p>	\$10,000 SELPA Mental Health Funds Obj. 5000
<p>3.14 Collaboration</p> <ul style="list-style-type: none"> <li>• Weekly PLC time will be scheduled between special education and general education teachers.</li> <li>• 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, and participate in peer observations.</li> <li>• Co-teaching model will be implemented with special education and general education teachers.</li> </ul>	All Schools		No Additional Cost

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.15 Social and Play Facilitation</p> <ul style="list-style-type: none"> <li>Regularly scheduled, structured and facilitated support is provided for students with exceptional needs to develop social play, and friendship skills with similar age peers in natural school settings, such as lunch and playground activities.</li> </ul>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Exceptional Needs</p>	No Additional Cost
<p>3.16 Technology and Software</p> <ul style="list-style-type: none"> <li>Updated assessment and intervention software will be purchased and implemented.</li> <li>Progress monitoring data collection software will be purchased and used.</li> <li>Collaborative project and task management software will be implemented to increase workload efficiency among teams.</li> </ul>	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with Exceptional Needs</p>	\$1,500 Unrestricted General Fund Instructional Supplies Obj. 4000

<b>GOAL:</b>	4. To strengthen a culture of teamwork and collaboration with all stakeholders.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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**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 1: 2016-2017**

**Expected Annual Measurable Outcomes:**

- Maintain at 90% or higher positive response on parent-staff community survey for 2015-2016.
- 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 <ul style="list-style-type: none"> <li>• Evaluate and improve website, and include social media</li> <li>• Maintain translation of information on the district and school websites</li> <li>• Disseminate information from administration to all stake holders across the district</li> <li>• Examine the percentage of attendance at Parent-Teacher Conferences</li> </ul>	All Schools	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	\$3,000 Supplemental Funds, Obj. 2000-3000—Translations
4.2 Broaden Opportunities for Parent Participation at School Sites and Across the District <ul style="list-style-type: none"> <li>• Evaluate and implement additional strategies at PTA meetings to explore ways to improve attendance by alternating meeting times, providing child care, hospitality, and translation</li> <li>• 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</li> <li>• Provide training to ELAC and other Spanish-speaking parents to promote educational support for students.</li> </ul>	All Schools	<input type="checkbox"/> ALL  OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,500 Supplemental Funds Obj. 5000, ELAC parent training

<p>4.3 Strengthen Relationships and Engagement</p> <ul style="list-style-type: none"> <li>• Assure that teacher input is incorporated in school and District committees</li> <li>• Promote trust and respect amongst everyone with team building activities, teacher appreciation, and PTA appreciation</li> <li>• Coffee cart</li> <li>• Highlight staff members in different forums such as weekly or monthly acknowledgements through websites, social media, announcements, or Parent Square</li> <li>• Instructional Rounds—Peer Observation</li> <li>• Student Council Reports at PTA and SSC meetings</li> <li>• School Spirit Days</li> <li>• Build student-teacher relationships through Visible Thinking strategies, teacher-student buddies, and clubs</li> </ul>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>No Cost</p>
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>



4.6 Provide Interpretation to Promote Involvement of Spanish-Speaking Families	All Schools	<input type="checkbox"/> _ALL  OR: <input type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input checked="" type="checkbox"/> _Redesignated fluent English proficient Other Subgroups:(Specify)	\$3,500 Supplemental Obj. 5000
GOAL:	4. To strengthen a culture of teamwork and collaboration with all stakeholders.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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	
<b>LCAP Year 2: 2017-2018</b>			
Expected Annual Measurable Outcomes:	Maintain at 90% or higher positive response on parent-staff community survey for 2016-2017. 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. All Williams Lawsuit facilities requirements will be met.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>



<p>4.3 Strengthen Relationships and Engagement</p> <ul style="list-style-type: none"> <li>Assure that teacher input is incorporated in school and District committees</li> <li>Follow-up with Parent Teacher Conferences if parents are unable to attend</li> <li>Promote trust and respect amongst everyone with team building activities, teacher appreciation, and PTA appreciation</li> <li>Coffee cart with teachers, principals, and Dr. Cooperman</li> <li>Highlight staff members in different forums such as weekly or monthly acknowledgements through websites, social media, announcements, or Parent Square</li> <li>Peer Rounds</li> </ul>	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No additional cost
<p>4.3 Evaluate Current Programs and Implement a School Wide Behavioral Model with a Focus on Positive Student Relationships Across the District</p> <ul style="list-style-type: none"> <li>Engage Students in Youth Effort Farm Project</li> </ul>	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	No Additional Cost
<p>4.5 Maintain Position for Bilingual Community Liaison to Promote School-Home Communication</p> <ul style="list-style-type: none"> <li>Residency Verifications</li> <li>Reduce chronic absenteeism</li> <li>Increase communication between home and school for EL and families facing limited resources</li> </ul>	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$4,500 Supplemental—Community Liaison Obj. 1000-3000
<p>4.6 Provide Translation to Promote Involvement of Spanish-speaking Families.</p>	All Schools	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$3,500 unrestricted General Fund, Classified Salaries, interpretation Obj. 1000-3000

GOAL:	4. To strengthen a culture of teamwork and collaboration with all stakeholders.	Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5_✓_ 6_✓_ 7__ 8__ COE only: 9__ 10__
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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: 2018-2019**

Expected Annual Measurable Outcomes:	<p>Maintain at 90% or higher positive response on parent-staff community survey for 2017-2018.</p> <p>100% Participation at Parent/Teacher conferences.</p> <p>Maintain average daily attendance rate of 97% or higher.</p> <p>Maintain a suspension and expulsion rate of 1% or lower.</p> <p>Maintain chronic absenteeism rate of below 1%.</p> <p>The District will either immediately resolve or receive no Williams Lawsuit complaints for facilities or materials.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Communicate with Transparent and Accessible Information</p> <ul style="list-style-type: none"> <li>Update and improve website, and include social media</li> <li>Provide Spanish translation of information on the district and school websites</li> </ul>	<p>All Schools</p> <p>District Office</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$3,500</p> <p>unrestricted General Fund, Translations Obj. 1000-3000</p>
<p>4.2 Broaden Opportunities for Parent Participation at School Sites and Across the District</p> <ul style="list-style-type: none"> <li>PTA to explore ways to improve attendance by alternating meeting times, providing child care, hospitality, and translation</li> <li>Measure and assess attendance at school multi-cultural events such as, Cinco de Mayo, Fiesta de Familia, Noche Mexicana, and Multi-Cultural Night</li> <li>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.</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$2,500</p> <p>Supplemental, Parent Education—ELAC Parent Training Obj. 1000-3000</p>
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>4.3 Strengthen Relationships and Engagement</p> <ul style="list-style-type: none"> <li>• Assure that teacher input is incorporated in school and District committees</li> <li>• Promote trust and respect amongst everyone with team building activities, teacher appreciation, and PTA appreciation</li> <li>• Coffee cart to promote staff morale</li> <li>• Highlighting all staff members in different forums such as weekly or monthly acknowledgements through websites, social media, announcements, and Parent Square</li> <li>• Collaboration between all stakeholders</li> <li>• Instructional Rounds and Peer Observations</li> <li>• Student Council Reports at PTA and SSC Meetings</li> <li>• School Spirit Days</li> <li>• Build student-teacher relationships through Visible Thinking strategies, teacher-student buddies, and clubs.</li> <li>• Develop opportunities for students to appropriately participate in decisions affecting school and students.</li> <li>• Involve students, parents, and staff in team participation to grow and harvest produce from the tower gardens provided by Youth Effort Farms.</li> </ul>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No Additional Costs</p>
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<p>4.4 Evaluate Current Programs and Implement a School Wide Behavioral Model with a Focus on Positive Student Relationships (Across the District)</p> <ul style="list-style-type: none"> <li>• Train all staff on the identification of children with special needs; employ services of SELPA Autism Behavior Specialist</li> <li>• Provide school wide playground conflict resolution strategy for students-example, Stand-Up (anti-bullying)</li> <li>• Hold regularly scheduled character assemblies</li> <li>• Maintain incentives such as, Wave Points, Caught Caring Tickets, and Gotcha Grams-including all yard duty</li> <li>• Maintain low student suspension rate through acknowledgement of positive behavior</li> <li>• Establish school wide behavior expectations in the beginning of the school year, and communicate to parents, strengthening the home-school connection (across the district)</li> <li>• Conduct Annual Staff and Parent Survey to assess program and organizational climate</li> <li>• Increase counseling hours to support students with social or emotional distractions to learning</li> <li>• Create district-wide behavior policy that incorporates restorative justice approaches</li> <li>• Engage students in Youth Effort Farms project</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input checked="" type="checkbox"/>_Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p>	<p>\$25,000</p> <p>Unrestricted general fund</p> <p>Professional Development Obj. 1000-3000</p> <p>\$10,000</p> <p>unrestricted General Fund, SELPA Contract for Behavior Specialist Obj. 5000</p> <p>\$37,500</p> <p>unrestricted General Fund, Certificated Salaries—School Counselors Obj. 1000-3000</p>
<p>4.5 Maintain Position for Bilingual Community Liaison to Promote School-Home Communication</p> <ul style="list-style-type: none"> <li>• Residency Verifications</li> <li>• Assist with chronic absenteeism</li> <li>• Promote communication between home and school for ELs and families facing limited resources</li> <li>• Provide information about community resources</li> </ul>	<p>All Schools</p>	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners</p> <p><input checked="" type="checkbox"/>_Foster Youth <input checked="" type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$4,500</p> <p>Supplemental Classified Salaries—Community Liaison Obj. 2000-3000</p>
<p>4.6 Provide Translation to promote involvement of Spanish- Speaking Families.</p>	<p>All Schools</p>	<p><input type="checkbox"/>_ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/>_Low Income pupils <input checked="" type="checkbox"/>_English Learners</p> <p><input checked="" type="checkbox"/>_Foster Youth <input checked="" type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>\$3,500</p> <p>Supplemental, Classified Salaries— Interpretation Obj. 2000-3000</p>

## 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?

Original GOAL from prior year LCAP:	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 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All students, with emphasis upon Latino, English Learner, and Low-Income Student subgroups.	
Expected Annual Measurable Outcomes:	<p>In the absence of the API, the District is using the following local measures:</p> <p>Seventy-Five percent or more of student report card grades will achieve scores of 3 or 4.</p> <p>Meet or exceed Annual Measurable Achievement Objectives (AMAO) 1 and 2.</p> <p>All classroom teachers will receive twelve or more in-service hours in the common core mathematics adoption.</p> <p>Materials for English Language Arts (ELA) with embedded ELD standards will be reviewed, and adoption process initiated.</p> <p>Rate of reclassification rate will meet or exceed 12% of English Learners.</p> <p>Classroom schedules to demonstrate instructional time for all core subjects of common core curriculum.</p>	Actual Annual Measurable Outcomes:	<p>Student grades on report cards vary between 50%-75% goal attainment at the spring grading period. For example, at Monte Vista School 63% of students scored at 3 or above in English-Language Arts, and 67% scored 3 or higher in Mathematics.</p> <p>The District met AMAO 1 and 2, as documented on state reports of goal attainment for English Learners.</p> <p>100% of District teachers received twelve or more hours of mathematics in-service, including a District Professional Development Day in August, with follow-up at two separate Thursday afternoon District Grade-Level meetings in October and January. In addition, the fall semester Professional Development day on October 30 addressed Visible Thinking, an instructional strategy that is readily implemented to teach mathematics.</p> <p>ELA materials have been selected and recommended for adoption.</p> <p>The reclassification rate surpassed the 12% target. The current rate is 23%. Reclassified (R-FEP) students were recognized at the March meeting of the Board of Trustees.</p> <p>Classroom schedules implemented instruction of all instructional areas of the common core curriculum.</p>

**LCAP Year: 2015-16**

Planned Actions/Services		Actual	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 Standardize research based instructional strategies in every classroom.</p> <ul style="list-style-type: none"> <li>• Consensus will be built upon priority strategies such as: <ul style="list-style-type: none"> <li>○ Instructional routines to make thinking visible, including Math Talks</li> <li>○ Readers/Writers Workshop</li> <li>○ Front Loading and Scaffolding for ELs</li> <li>○ Hire additional teacher beyond contractual average to promote class size reduction</li> <li>○ Academic Vocabulary</li> <li>○ Depth and Complexity</li> <li>○ Other Methods Agreed Upon Discussion and Consideration of Staff</li> </ul> </li> <li>• Provide stipends for “Resident Experts” to coach staff on priority strategies; provide professional development through District and County Education Office In-Service</li> </ul> <p><b>Scope of Service:</b></p> <p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$75,000 General Fund-Certificated Salaries For Teacher Full-Time Equivalent (FTE) to Reduce Class Size</p> <p>\$25,000 Site-Based Funds, Title I, Title II, and Title III Professional Development</p> <p>\$2,520 General Fund-Certificated Salaries - Resident Experts</p>	<p>1.1 Research based instructional strategies were implemented. Class size was reduced through retention of an additional classroom teaching position, and training was provided to help teachers employ Visible Thinking, ELD, and vocabulary development in daily instruction. Resident experts were employed to provide colleagues with mutual support and assistance to meet student learning needs.</p>	<p>\$77,250 Supplemental Funds-Salaries</p> <p>\$10,710 Title II – Professional Development</p> <p>\$1,500 Unrestricted general fund – resident experts</p>

Foster Youth           Redesignated fluent English  
proficient  
          Other Subgroups:(Specify)      Latino     

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<p>1.2 Formative and summative assessment will inform day- to-day instruction and provide a diagnostic basis for targeted intervention and enrichment.</p> <ul style="list-style-type: none"> <li>• Train staff and pilot Digital Library. Train staff in how to conduct effective Professional Learning Community (PLC) meetings.</li> </ul> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Latino</u></p>	<p>\$25,000 Site-Based Funds, Title I, II, III - Professional Development</p>	<p>1.2 Although staff is aware of the Digital Library, its use is complicated by its incomplete implementation at the state level. All sites employ Professional Learning Communities during specialist release times and during Thursday afternoon early student release days.</p>	<p>\$25,000 Title I, Title II, and Title III Salaries and Instructional Materials</p>
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<p>1.3 Define and implement multi-tiered systems of support for Tier 1 and Tier 2 students.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Provide .5 FTE Reading Specialists at all three sites.</li> <li>Provide Intervention/Enrichment Specialists and Instructional Assistants at all three sites to increase opportunities for small group tutorial instruction.</li> <li>Provide Instructional Assistants to supplement and reinforce classroom programs.</li> <li>Provide School-based Counseling Program at each school site to offer emotional and social support to reduce learning distractions.</li> <li>Provide Afterschool Literacy Tutoring and Homework Help programs at each school site to reinforce and extend time for standards-based instruction.</li> </ul> <p>Provide Professional Development for working with students with behavior challenges, English Learners, and use of the new common core mathematics curriculum.</p> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Latino</u></p>	<p>\$199, 334 Supplemental Funds, Title I, Certificated Salaries -.5 FTE Reading Specialists</p> <p>\$75,000 General Fund-Certificated and Classified Salaries - Intervention/Enrichment (I/E) Specialists or I/E Instructional Assistants</p> <p>\$200,000 Supplemental Funds-Classified Salaries – Instructional Assistants</p> <p>\$50, 000 General Fund-Certificated Salaries -School Based Counselor</p> <p>\$25, 000 General Fund, Certificated and Classified Salaries -After School Program</p> <p>\$25,000 Site-Based Funds, Title I, II, III for Professional Development</p>	<p>1.3 Goals were mainly accomplished. Primary lunch schedules extend morning time for instruction, reading specialists are employed at all three schools, intervention and enrichment specialists or instructional assistants are employed, instructional assistants work district-wide, counseling services have been expanded with District General Funds, and professional development has been provided. After school programs to extend learning time for learning is the lone goal that awaits full implementation. Only Hope School provided after school instruction with District funding this year. Monte Vista School supported its program with site-based funding, and Vieja Valley did not offer after school instruction. This target needs to be met in 2016-2017.</p>	<p>\$534,000 Supplemental Funds expended in 2015-2016 Salaries— Behaviorist Summer School After School Intervention and Enrichment Reading Specialists</p>
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<p>1.4 Pilot District Summer Program</p> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Latino</u></p>	<p>\$20, 000 General Fund- Certificated and Classified Salaries - Summer School</p> <p>\$2,100 General Fund, Classified Salaries Summer Library Hours</p>	<p>1. 1.4 Summer school was successfully implemented and served about 60 students in need of academic assistance. Summer library hours were provided at all three schools. Computer labs were accessible during the library hours.</p>	<p>\$22,100 Supplemental Funds Salaries— Certificated and Classified</p>
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>District administration will need to explore and re-define the concept of resident experts. If adequate measures to monitor effectiveness of use, these funds could be allocated differently to adapt to changing professional development needs next year.</p> <p>The District has also determined that we need to define report card goal attainment as a summative measure, making the assessment of goal attainment a year-end activity. To assess after spring grades, as done this year, inadequately captures student progress for the entire year.</p>
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Original GOAL from prior year LCAP:	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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	GATE-Identified, High-Achieving, and English Learners		
Expected Annual Measurable Outcomes:	<p>Progress as reported by teachers, students, specialists, and administrators on year-end survey. The scores reported in the Actual Annual Measurable Outcomes become the baseline for results for spring, 2016.</p> <p>80% of GATE-identified students will meet or exceed standards on the Smarter Balanced Assessment, Spring 2016.</p>	Actual Annual Measurable Outcomes:	<p>On a District-wide parent survey, 85.7% of parents gave a positive response when asked if their child was academically challenged in school. This rate of favorable response reflects program effectiveness to foster engagement and academic achievement amongst our advanced learners. Overall, 94% of parents on the same survey indicated their satisfaction with our program. This survey was conducted in English and Spanish to include the viewpoints of all parents.</p> <p>Smarter Balanced Assessment results will be available later this school year.</p>	
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<p>2.1 Provide appropriately leveled instruction.</p> <ul style="list-style-type: none"> <li>• Implement Common Core Standards to encourage multiple strategies for problem-solving and critical thinking</li> <li>• Small, flexible groupings of students</li> <li>• Differentiation</li> <li>• Extensions, acceleration, or both, embedded in instruction and during Intervention and Enrichment time</li> <li>• Focused, optional extensions for home</li> <li>• Weekly pull-out classes for GATE-Identified students</li> </ul> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE-Identified, High-Achieving Learners</u></p>	<p>\$30,000 General Fund, Certificated Salaries – GATE Program Personnel</p>	<p>2.1 Teachers received in-service and applied Visible Thinking Strategies to encourage multiple strategies for problem- solving and critical thinking. Differentiated, small group instruction has been implemented. Extension and enrichment has been provided within classroom lessons, during Intervention and Enrichment Time, homework, and weekly GATE classes.</p>	<p>\$37,128 General Funds Professional Development Intervention and Enrichment GATE</p>
<p>2.2 Provide Intervention and Enrichment classroom support for each site.</p> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE-Identified, High-Achieving Learners</u></p>	<p>\$75,000 General Fund Certificated Salaries – Intervention/Enrichment Specialists</p>	<p>2.2 Intervention and Enrichment specialist teachers and instructional assistants are employed at the three schools to support efforts to differentiate instruction. Each site has developed its own approach to schedule and implement this added support.</p>	<p>\$75,000 Supplemental Funds - Certificated Salaries</p>

<p>2.3 Provide professional development</p> <ul style="list-style-type: none"> <li>• Revisit initiatives already in place—acceleration, depth, complexity, enrichment, novelty, and differentiation—during site and District grade-level and PLC meetings</li> <li>• Send four teachers and GATE coordinator to CAG conference in spring</li> <li>• 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.</li> </ul> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE-Identified, High-Achieving Learners</u></p>	<p>\$4,000 School Site Budgets, Travel &amp; Conferences for CAG Conference.</p> <p>\$25,000 Site-Based Funds, Title I, II, III – Professional development</p> <p>\$2520 Resident Experts – General Fund, certificated Salaries</p>	<p>2.3 All teachers attended district in-service on Visible Thinking Strategies. This technique is readily adapted to promote higher level thinking and response from advanced learners. In addition, three teachers, a principal, and the GATE coordinator attended the CAG conference last spring.</p>	<p>\$31,520 Title I, Title II, and Title III District Professional Development Funds</p>
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<p>2.4 Parent Communication</p> <ul style="list-style-type: none"> <li>• Hire bi-lingual community liaison to act as information resource for parents.</li> <li>• Update District website</li> <li>• Schedule Parent Information Night in Fall</li> </ul> <p><b>Scope of Service:</b>  <input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE-Identified, High-Achieving Learners</u></p>	<p>\$4,500 Supplemental Funds, Title I, Classified Salaries – Community Liaison  \$2500 General Fund Classified Salaries – District Website</p>	<p>2.4 Bi-lingual community liaisons have been hired. Parent information nights have been held at each school. The District website has been updated, however, it has not been re-designed. Research to date has shown that web site designers charge in excess of \$10,000. This amount is well in excess of the \$2,500 allocation. We will continue to consider options, including an in-house upgrade of our web site.</p>	<p>\$1,000 Title I Parent Education</p>
<p>2.5 Ensure equal access for English Learners</p> <ul style="list-style-type: none"> <li>• Implement use of CogAT7, a cognitive abilities test, for English Learner-inclusive GATE identification.</li> <li>• Hire bi-lingual community liaison to act as information resource for parents as mentioned in sections 2.4 and 4.5.</li> </ul> <p><b>Scope of Service:</b>  <input type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>GATE-Identified, High-Achieving Learners</u></p>	<p>\$4,000 General Fund, Instructional Materials - Assessment  \$4,500 Title I Classified Salaries District Community Liaison</p>	<p>2.5 We have implemented an updated version of the GATE identification test, the CogAT7, a new form of cognitive abilities test. Bilingual community liaisons, mentioned above, have been hired to promote access and involvement of parents from families of English Learners.</p>	<p>\$4,000 General Fund  \$4,500 Title I Classified Salaries District GATE</p>

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

Through its LCAP Advisory Committee meetings, the District has determined that the District web site needs to be upgraded to present GATE program information at the school and District levels. The GATE coordinator will work with the Information Technology coordinator to provide this upgrade to our home-school communication.

Original GOAL from prior year LCAP:	3. To maximize and accelerate student learning and achievement for all students with exceptional needs.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	Students identified with exceptional needs.	
Expected Annual Measurable Outcomes:	Measured by attainment of 80% of IEP goals.  Targets for state testing performance will be established after scores become available.	Actual Annual Measurable Outcomes:	Annual review of IEP Goal attained indicates 66% of targets were achieved.  Baseline results for students with exceptional needs in 2015 were 15% proficient in English-Language Arts, and 14% proficient in Mathematics.
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	Budgeted Expenditures		Estimated Actual Annual 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	\$15,000 General Fund— Professional Development and Curriculum Materials	3.1 Tier III interventions have been implemented to support learning for underachieving students. Common Core Standards-aligned materials, with intervention, have been purchased in mathematics. The adoption process for ELA is underway, including consideration of intervention materials for struggling learners. On-going progress is being measured with DIBELS, Lexia, Reading Plus, Accelerated Reader, and CAASPP interim and comprehensive assessments. An additional teacher for staffing also reduces class size district-	\$15,000 Supplemental Funds -Salaries

determined and administered, per intervention materials, to evaluate progress and determine effectiveness of the interventions provided.

**Scope of Service:**

ALL

OR:

Low Income pupils  English Learners

Foster Youth  Redesignated fluent English proficient

Other Subgroups:(Specify) Students with Special

Needs

wide, another research-based instructional strategy.

<p>3.2 Professional Development</p> <p>a. The special education coordinator will develop a professional development plan for the 2015-16 school year.</p> <p>b. Special education staff and general education staff, as appropriate, will receive ongoing training in the following areas:</p> <ul style="list-style-type: none"> <li>• Selected academic intervention materials and progress monitoring data systems (see above).</li> <li>• Implementation of Common Core State Standards (ELA/ELD and Math).</li> <li>• Co-teaching models to increase collaboration among General Education and Special Education Teachers.</li> </ul> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>\$15,000</p> <p>General Fund— Professional Development and Curriculum Materials</p>	<p>3.2 The special education coordinator developed a professional development plan for the 2015-2016 school year. Appropriate staff attend the designated activities, with substitute release time, as appropriate. Instruction of common core state standards has been supported through inservice for mathematics instruction and the use of Visible Thinking strategies. Intervention and progress monitoring have been provided as described in section 3.1 above.</p>	<p>\$10,000</p> <p>unrestricted general funds - Special Education Professional Development</p>
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<p>3.3 Professional Development—Behavioral Management and Intervention</p> <ul style="list-style-type: none"> <li>Team members will be trained in positive behavior intervention techniques.</li> </ul> <p>Employ SELPA Autism Behavior Specialist to train staff in behavioral management of students with special needs.</p> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Special Needs</u></p>	<p>\$ 15,000</p> <p>General Fund-Professional Development and Curriculum Materials</p> <p>\$10,000 General Fund-Personnel</p>	<p>3.3 Team members have attended SELPA in-services on the behavioral management of students with special needs and autism.</p>	<p>\$5,000</p> <p>Supplemental Funds - Special Education Professional Development</p>
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Original GOAL from prior year LCAP:	4. To strengthen a culture of teamwork and collaboration with all stakeholders.		Related State and/or Local Priorities: 1 ___ 2 ___ 3 <input checked="" type="checkbox"/> 4 ___ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	Establish a baseline for positive community survey response from 2015. Also audit of annual PTA volunteer hours. 100% Participation at Parent-Teacher Conferences. Average Daily Attendance rate of 97% or higher. Suspension and expulsion rate of 1% or lower. Chronic absenteeism rate below 1%. Williams lawsuit complaints either will not be received, and if they are, immediately resolved.	Actual Annual Measurable Outcomes:	Ninety-four percent of parents and 93% of staff state that they are happy with our program, and that Hope District is a good place to work. Ninety-eight percent of parents attend Parent-Teacher Conferences. One child has been suspended this year. To date, no Williams Lawsuit complaint has been filed. Chronic absenteeism rate is below 1%. Average Daily Attendance rate for 2015-2016 averages 96%.	
<b>LCAP Year: 2015-2016</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
4.1 Communicate with transparent and accessible information. <ul style="list-style-type: none"> <li>• Update and improve website, and include social media</li> <li>• Provide Spanish translation of information on the district and school websites</li> </ul> <b>Scope of Service:</b>  <input checked="" type="checkbox"/> ALL	\$2,500 General Fund—Contracts -District Web Site One-Time Expense	4.1 The district website is regularly updated. Spanish translation is provided on the website. We have yet to contract with a web designer because web design costs exceed our budget. We are considering whether our Informational Technology coordinator could provide us with assistance to accomplish web site upgrades.	\$0 No additional cost to update website	

<p>OR:  <input type="checkbox"/> Low Income pupils    English Learners  <input type="checkbox"/> Foster Youth    Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)___</p>			
<p>4.2 Broaden Opportunities for Parent Participation at School Sites and Across the District.</p> <ul style="list-style-type: none"> <li>• PTA to explore ways to improve attendance by alternating meeting times, providing child care, hospitality, and translation</li> <li>• Measure and assess attendance at school multi-cultural events such as, Cinco de Mayo, Fiesta de Familia, Noche Mexicana, and Multi-Cultural Night</li> <li>• 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.</li> </ul> <p><b>Scope of Service:</b></p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils    English Learners  <input type="checkbox"/> Foster Youth    Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)___</p>	<p>\$2,500 General Fund, Parent Education, ELAC Parent Training—  General Fund</p>	<p>4.2 PTA meeting times have been alternated between daytime and evening hours. Translation and child care is provided as necessary. Multi-Cultural nights are scheduled to encourage acceptance of diversity. The District has signed a contract with Padres Unidos to provide a series of ten parent education workshops. Approximately 30 parents attend these weekly meetings.</p>	<p>\$3,750 Supplemental Funds –ELAC training</p>

- 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.

**Scope of Service:**

- ALL
- OR:
- Low Income pupils    English Learners
- Foster Youth    Redesignated fluent English proficient
- Other Subgroups:(Specify)\_\_\_

No Additional Costs

4.3 Teacher input is included on District committees such as Curriculum Council or committee for air cooling and shade structures. PTAs hold teacher appreciation events at schools, and the District in service included presentations from Preliminary Administrative Service Credential participants to inspire others through research and service projects. Staff contributions are highlighted at faculty meetings, and external recognition is obtained as seen through successful applications for Gold and Green Ribbon School applications. Instructional rounds are clearly implemented at one of our three schools, and wider use of this project is being considered. Student Councils collaborate with staff to schedule school spirit days. Visible Thinking strategies are being implemented to improve student-teacher relationships. In-service in this area was provided in October to all teachers. Teacher-student buddies were implemented at one school, and other schools have implemented variations of this strategy.

No additional costs

4.4 Evaluate Current Programs and Implement a School- Wide Behavioral Model with a Focus on Positive Student- Teacher 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
- Maintain low student suspension through acknowledgment 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 justices approaches and uses computer logs to record discipline offenses

**Scope of Service:**

ALL  
 OR:  
 Low Income pupils     English Learners  
 Foster Youth     Redesignated fluent English proficient  
 Other Subgroups:(Specify)\_\_\_\_

\$25,000  
 General Fund,  
 Title I, II, III –  
 Professional  
 Development,  
 Special  
 Education  
 \$10,000  
 General Fund,  
 Classified  
 Salaries, -  
 SELPA Contract  
 for Behavior  
 Specialist  
 \$37,500  
 General Fund,  
 Certificated  
 Salaries –  
 School  
 Counselors

The District contracted with autism behavioral specialist to advise teachers and administrators with constructive engagement of students with special needs. Character assemblies are held to reinforce positive traits for student behavior. Incentive programs for positive behaviors have been implemented. Suspension rates continue to be very low. School and classroom rules are communicated to students and parents, and widely disseminate by the time of the third week of school at Back to School Night. Last spring, the District conducted a District-wide survey of parent and staff opinion regarding district programs, services, and personnel. The Board has authorized that the survey be conducted again this year to monitor changes in that data. Funding has been set aside, including \$5,000 additional per site, to expand counseling services for students. District-wide behavioral guidelines have been discussed at Curriculum Council, though follow-up has yet to take place because meeting time this year has focused upon the adoption of common core materials for English- Language Arts.

\$72,500  
 Combined  
 General Fund  
 and Title I, Title  
 II, and Title III  
 Consultant  
 Salaries  
 Certificated  
 Salaries  
 Classified  
 Salaries  
 Instructional  
 Materials

<p>4.5 Create Position for Bilingual Community Liaison to Promote Home-School Communications</p> <ul style="list-style-type: none"> <li>• Residency Verifications</li> <li>• Assist with chronic absenteeism</li> <li>• Promote communication between home and school for ELs and families facing limited resources</li> <li>• Provide information about community resources</li> </ul> <p><b>Scope of Service:</b></p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth    <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$4,500 Supplemental Funds, Title I, Classified Salaries – Community Liaison</p>	<p>Bilingual community liaison positions have been created and funding provided to each site. Community liaisons support school-based efforts to verify student residency, reduce absenteeism, home-school communication, and provide information about community resources.</p>	<p>\$1,500 Unrestricted General Fund Classified Salaries</p>
<p>4.6 Provide Translation to Promote Involvement of Spanish-Speaking Families</p> <p><b>Scope of Service:</b></p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils    <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth    <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$3,500 General Fund Classified Salaries - Translation</p>	<p>4.6 A concerted effort has been undertaken to increase translation services for Spanish-speaking families. The superintendent and one principal are bilingual. Community liaisons have been hired. Translation has been provided at District meetings, and in the case of parent education, the Padres Unidos workshops have been held in Spanish. Parent Square postings give schools access to Google Translate, and each site and District office has bilingual personnel to communicate with Spanish-speaking parents.</p>	<p>See Section 4.2</p>

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

The District will conduct its annual community and staff survey a second time this spring. The importance of the bilingual community liaison position is also recognized, and will be continued into 2017 and 2018. In a similar vein, translation services have been of great benefit, and its continuation is emphasized. We also modified our plan for 2016-1017 to provide continued parent education for Spanish-speaking families. Finally, the coffee cart has not yet been initiated, and we will consider its implementation on a site by site basis.

**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.)

<b>Total amount of Supplemental and Concentration grant funds</b>		<b>\$ 437,395</b>
ELAC Parent Education	\$2,500	
Intervention Specialists	\$90,000	
Translation & Interpretation	\$6,500	
Instructional Assistants	\$115,000	
Summer School	\$23,000	
Reading Specialists	\$200,000	
Community Liaison	\$4,500	
<p>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. While 33% of students overall are unduplicated count pupils, 60%-70% of program participation are unduplicated count students. Because we group students heterogeneously, school-wide delivery is the best way to provide services to unduplicated count students in the general education classroom.</p>		

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.2	%
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Each of the services listed in Section 3A represents an increase in services to unduplicated count students and families that would have been unavailable in the absence of supplemental and concentration grant allocations. Services are provided in pull-out settings to targeted pupils, or a school-wide approach is used because we mainstream services within the general education classroom. The translation and interpretation services are principally directed toward families of English Language Learners.

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.